

## **IMPROVEMENTS MADE BY GEORGIA TO ITS ESEA FLEXIBILITY REQUEST**

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Based on feedback from peer reviewers and U.S. Department of Education staff, Georgia made the following changes to its original request in order to meet the principles of ESEA flexibility.

### **PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS**

- Georgia described in more detail the professional development activities it has provided for principals on the implementation of the Common Core Georgia Performance Standards to help ensure that they are equipped to lead the transition to these more rigorous standards in their schools. The State implemented various professional development activities for school principals beginning in March 2011 via face-to-face trainings at the State Regional Education Service Agencies. The State has also provided professional development at statewide conferences and through webinars.

### **PRINCIPLE 2: STATE-DEVELOPED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY AND SUPPORT**

- Georgia clarified that it will study and refine its College- and Career-Ready Performance Index (CCRPI) during the 2012–2013 school year, and the Department will review the CCRPI before Georgia fully implements it. In the 2012–2013 school year, the State will provide schools and districts with information on the individual achievement measures by subgroup that will make up the index. Georgia will continue working on its CCRPI during the 2012–2013 school year to combine the data into an index that is educationally and technically sound.
- Georgia explained that the index scores that it will calculate for each school moving forward from the 2012–2013 school year will provide schools with information on the extent that their students are college- and career-ready. Together, the index scores and the new reports that Georgia will produce that use red, yellow, and green flags to signal student performance will help schools better understand the needs of individual subgroups.
- Georgia identified additional Title I schools with the lowest-performing ESEA subgroups based on achievement or graduation rate, or schools with the lowest performance in a particular content area as “alert” schools. These schools will be treated as focus schools and required to develop and implement, as part of their school improvement planning process, plans that target the needs of these students.
- Georgia will conduct a performance review in the bottom five percent of its districts based on its new performance flag reports. The review will focus on the State’s robust set of district performance standards that include support and monitoring for curriculum, instruction, and

assessment; policies and procedures; planning and collaboration; leadership; teacher effectiveness and professional learning; and vision, mission, and culture.

### **PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP**

- Georgia provided information regarding the broad authority of the Georgia State Board of Education to require its districts to implement teacher and leader evaluation and support systems consistent with the requirements of ESEA flexibility.
- Georgia provided more detail on the development, implementation, and validity of its new teacher and leader support and evaluation system. In particular, the State explained the foundational work on the systems that it has completed under its Race to the Top grant.