
ESEA FLEXIBILITY REQUEST FEBRUARY 6, 2012



Revised September 28, 2011

This document replaces the previous version, issued September 23, 2011.

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

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February 6, 2012

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

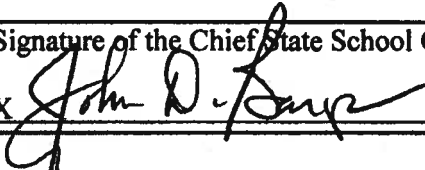
Legal Name of Requester: Dr. John D. Barge State School Superintendent of Georgia	Requester's Mailing Address: 205 Jesse Hill Jr. Drive, SE Atlanta, GA 30034
State Contact for the ESEA Flexibility Request Name: Dr. Martha Reichrath Position and Office: Deputy Superintendent for Curriculum, Instruction, Assessment and Accountability Contact's Mailing Address: 1770 Twin Towers East 205 Jesse Hill Jr. Drive, SE Atlanta, GA 30334 Telephone: 404-656-2804 Fax: 770-344-4383 Email address: mreichrath@doe.k12.ga.us	
Chief State School Officer (Printed Name): Dr. John D. Barge	Telephone: 404-657-6165
Signature of the Chief State School Officer: X 	Date: 11/14/11
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

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WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its Priority and Focus Schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under

that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s Priority and Focus Schools.

- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools.
- ☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to Focus on developing and implementing more meaningful evaluation and support systems.
- ☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- ☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s Priority Schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- ☐ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify Priority and Focus Schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of reward schools, Priority Schools, and Focus Schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of

reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

- ☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

In July of 2010, the GaDOE determined a need to provide a multi-dimensional system designed to optimize: (1) exemplary student achievement that prepares all students for college and careers; (2) effective teaching and learning; (3) innovative school improvement; and (4) single statewide accountability.

Consultation activities have included opportunities for input on what has now become Georgia’s waiver for federal flexibility. Sessions have focused on college and career readiness, increasing the quality of instruction for students, improving student achievement, teacher and leader effectiveness, and relieving duplicative data and recording requirements. Certainly, Georgia’s Race to the Top stakeholder process has provided rich engagement with teachers and building level leaders. As the lists provided below under Consultation, Principle II indicate, teachers and their representatives began working with the GaDOE to design a school improvement and state accountability plan in the fall of 2010. When teachers and other stakeholders were made aware of the opportunity to seek a waiver for flexibility, the work coalesced into a statewide commitment to be among the first states seeking this opportunity.

Consultation, Principle I, College and Career Ready Standards

Upon adoption of the Common Core Georgia Performance Standards (CCGPS) by the State Board of Education in July of 2010, Georgia began disseminating information to all stakeholders regarding the adoption, professional learning, resource development, and implementation of the CCGPS. (Attachment 4: Evidence of Adoption of Common Core State Standards) Numerous advisory committees participated in aligning Georgia’s present Georgia Performance Standards with the Common Core State Standards (CCSS). State team members reviewed the CCSS and drafted alignment documents for each grade level; webinars and face-to face sessions addressed the alignment and educators across the state submitted feedback regarding the alignment. Precision review teams convened to review feedback and make recommendations regarding new Common Core Georgia Performance Standards. The math recommendations from the precision review teams were vetted by the Regional Education Service Agencies (RESA) Mathematics Mentors and the Math Advisory council for final approval. The English language arts recommendations from the precision review teams were vetted by the ELA Advisory Council for final approval. Both the ELA and Mathematics Advisory Councils include members from Georgia’s Institutions of Higher Education (IHE). Georgia’s IHE endorsed the CCGPS mathematics standards as being college and career ready. In addition, under the current graduation rule, Georgia math students are required to successfully complete a fourth year of

mathematics in high school to further ensure Georgia's students are prepared for the University and Technical College Systems of Georgia. Georgia's IHE also endorsed the CCGPS in ELA.

The GaDOE also conducted numerous CCGPS orientation presentations at conferences, summits, business meetings, parent meetings, curriculum meetings, faculty meetings, etc. to ensure consistent communication pertaining to the Common Core Initiative.

Consultation, Principle II, State-Based System of Differentiated Recognition, Accountability, and Support

Georgia is requesting flexibility related to the ten ESEA requirements offered to states on September 28, 2011. Therefore, *Georgia is making this waiver request in order to strengthen accountability by replacing current AYP calculations to reflect the definitions of Priority, Focus, and Reward Schools. This will allow Georgia to increase emphasis on the state's very lowest performing schools in all subject areas and highlight subgroup achievement gaps. This plan will serve to increase the quality of instruction in all subject areas for all students and define a system that will support continual improvement of student achievement.* The proposed plan provided in Principle 1, 2, and 3 in this document clearly meets section 9401 of the NCLB 2001 threshold. **The flexibility described in Georgia's request does not include any requests relative to the implementation of the College and Career Ready Performance Index (CCRPI) as described in Georgia's overall application. The 2012-2013 school year will serve as a study and refinement year for the CCRPI. Even after full implementation of the CCRPI, identification of Title I Priority, Focus and Rewards Schools will be based on the US ED definitions and guidelines.** The CCRPI is an evolving design and the GaDOE plans to solicit input during the first three years, 2012-2013, 2013-2014, and 2014-2015 regarding indicators and calculations for the purpose of continual improvement of the instrument, adjustments for Common Core assessments, further validation of the statewide growth model, and consideration of new innovative practices that have proven positive results on student achievement.

Throughout the creation and development of the proposed College and Career Ready Performance Index (CCRPI), the GaDOE sought input and collaboration from multiple stakeholders throughout the state. Georgia's Alliance of Education Agency Heads (AEAH) is a critical partner in the conceptualization and development of CCRPI. Teachers, administrators, district (LEA) superintendents, board members, business leaders, civic groups, advocacy groups, legislators, and State Board of Education members have continually reviewed and provided input to the iterations of the CCRPI. State School Superintendent, Dr. John Barge, and his staff have conducted regular briefings on the development of the CCRPI with the intent to seek an ESEA waiver with the Georgia State Board of Education.

Early in the fall of 2010, focus groups were created for district (LEA) superintendents, building-level principals, teachers, curriculum directors, and students. These focus groups created the opportunity to brainstorm the components of a new system that could be expressed in a simple-one page roadmap document. Feedback was robust and energetic. Resulting from these multiple sessions, an integrated system emerged under the title of the CCRPI. Collaborative conversations with teachers through the teacher focus group and the Superintendents' Teacher Advisory during 2010 and in the fall of 2011 have been of paramount importance in the development process.

Teachers are anxious to see their schools evaluated in a more comprehensive fashion than that offered by Adequate Yearly Progress under No Child Left Behind. Conversations with the Professional Association of Georgia Educators (which represents over 81,000 teachers in Georgia) and the Georgia Association of Educators (which represents over 42,000 teachers in Georgia) have been very meaningful to the process. Georgia is a *right to work state* and there are no teacher unions.

Attachment 1 and Attachment 2 outlines public notice of intent to request this waiver and includes feedback from teachers and a variety of stakeholders.

The list below identifies other stakeholder groups involved in the development of the CCRPI.

Fall 2010 through Fall Winter of 2011

- Parent Advisory Group to the State School Superintendent
- Georgia Association of Educational Leaders
- Georgia Curriculum Designers
- State Organization for Student Support Teams
- Georgia Association of Elementary School Principals
- Georgia Association of Secondary School Principals
- Professional Association of Georgia Educators (which represents over 81,000 teachers in Georgia)
- Georgia Association of Educators (which represents over 42,000 teachers in Georgia)
- Selective legislative leaders within Georgia’s General Assembly
- Metro Chamber of Commerce Education Committee
- Superintendent’s Focus Group on Secondary Progress and Reform
- Principals’ Focus Group on Secondary Progress and Reform
- Georgia Teachers of Mathematics Focus Group
- Georgia Partnership for Excellence in Education
- Georgia School Superintendents’ Association
- Education Subcommittee of the Georgia General Assembly
- Southern Regional Education Board
- Georgia School Boards Association
- Georgia Association of Curriculum and Instruction Specialists
- Georgia Association of Educational Leaders
- Regional Education Service Agencies (RESA) Directors
- Georgia Leadership Institute for School Improvement
- University System of Georgia representatives
- Technical College System of Georgia representatives
- Georgia Appalachian Center for Higher Education
- W.E.B. DuBois Society
- Migrant Education Conference
- Bright from the Start
- Campaign for High School Equity (Ga arm)

- Georgia PTA
- Governor’s Office of Workforce Development

Spring 2010 through current date

- State ESOL conference
- ESOL Directors
- Georgia Counsel of Special Education Administrators
- Migrant Education Directors
- GaDOE School Improvement Specialists (field based)
- Georgia School Counselors’ Association, Georgia Middle Schools Association
- Georgia Association of Career, Technical and Agricultural Educators
- Georgia Association of Curriculum and Instructional Specialists
- SIG Schools conference and SIG administrators
- RESA Boards of Control in 16 areas
- Georgia Association of Education Leaders
- Alliance of Education Agency Heads
- Student Advisory to the State School Superintendent
- Blank Family Foundation Board of Directors
- Georgia Council on Economic Education
- Education Finance Study Committee of the Georgia General Assembly
- Georgia Association of Career and Technical Educators Conference
- GaDOE statewide Data Collections conference
- Georgia Charter Schools Association
- Communities In Schools
- Presidents of entities within the University System of Georgia
- Several CEOs of major corporations in Georgia including Delta Airlines, Coca Cola and Georgia Power
- Numerous civic organizations and Chambers of Commerce throughout the state.

The Georgia PTA has played a pivotal role in parental communication relative to CCGPS, CCRPI, and the waiver request. Through their influence of local school PTA newsletters, as well as Georgia PTA website content, they have assisted with interpretations, delivery and understanding.

Moving forward, as Georgia implements flexibility, Georgia will engage or re-engage groups such as: the Alliance for High School Equity, the Atlanta Urban League, the Georgia Association of Latino Elected Officials (GALEO), the Georgia Appleseed Foundation, the Georgia Association for Gifted Children, the Georgia PTA, the Georgia Council for Developmental Disabilities, the NAACP, the Latin American Association of Georgia, Parent to Parent of Georgia, and the State Advisory Council for Special Education.

Communication and Consultation Moving Forward

Georgia has created an Implementation Team to design communication and engagement with teachers, representatives of teachers, and other stakeholders that will commence once Georgia’s

waiver has been approved. These communications will cover the transition to and implementation of college and career ready standards (CCGPS) as outlined in Principal One; the CCRPI and supports and interventions emanating from the CCRPI as outlined in Principal Two; and Teacher and Leader Evaluation as outlined in Principal Three. This team is led by Martha Reichrath, Becky Chambers, Pamela Smith, Joanne Leonard, Barbara Lunsford and Avis King. The proposed timeline for these communication and engagement sessions is outlined below:

Name of stakeholder group	Proposed date for engagement	Method of communication	Person(s) Responsible
Professional Association of Georgia Educators	March 2012	Meeting and webinar; followed by monthly newsletters and email forums	Dr. Martha Reichrath
Georgia Association of Educators	March 2012	Meeting and webinar; followed by monthly newsletters and email forums	Dr. Martha Reichrath
Directors of Georgia's Regional Education Service Agencies (RESA)	March 2012	Meeting and Webinar; monthly meeting updates	Dr. Martha Reichrath
Georgia Association of Educational Leaders (includes: Georgia Association of Curriculum and Instruction Supervisors, Georgia Association of Elementary School Principals, Georgia Association of Middle School Principals, Georgia Association of Secondary School Principals, Georgia Association of Special Education Administrators, Georgia School Superintendents Association) GaDOE School Improvement Specialists	March 2012	Initial Webinar; subsequent drive-in conferences during March and April ; training sessions at GAEL conference in July of 2012	Dr. Martha Reichrath, Dr. Barbara Lunsford
NAACP	March 2012	Meeting	Dr. Martha Reichrath
Georgia PTA	March 2012	Meeting	Dr. John Barge
ESOL Directors	March 2012	Initial Webinar; monthly newsletters	Pamela Smith
Georgia School Counselors Association	March 2012	Initial Webinar; monthly newsletters	Rebecca Chambers

Consultation, Principle III, Teacher and Principal Evaluation and Support Guidelines

The shift in Georgia's teacher and leader evaluation processes began in 2008 when CLASS KeysSM and Leader KeysSM, the original qualitative rubric-based observation instruments were developed, and piloted by many districts in Georgia. Race to the Top provided the momentum and sense of urgency needed to prompt review and restructuring of the observation instruments, while adding the additional components of student achievement/growth and other measures to form a comprehensive, aligned evaluation system. Feedback from teachers and principals, as well as other stakeholders, has been crucial to every stage of this process.

In the work leading up to the 2010-2011 development of the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES), teachers and principals served as co-collaborators in the pilot, study, and implementation of CLASS KeysSM and Leader KeysSM. In the initial 2008-2009 field study of Class KeysSM, there were 55 systems, 876 teachers, and 278 administrators involved in providing feedback to refine the system. The Leader Keys field study of 2009-2010 involved 35 systems, and 500 school leaders. These co-collaborators participated in interviews, surveys, and focus groups and served on working committees over the past three years. Their real-world experiences provided the impetus for the restructuring of these instruments into more focused and streamlined components of a comprehensive, aligned evaluation system for teachers and leaders, Teacher Assessment on Performance Standards and Leader Assessment on Performance Standards.

Further input from teachers and leaders was sought over the past year, 2010-2011, as committees were formed in the areas of Evaluation, Student Achievement/Growth, and Other Measures. A teacher advisory group, as well as teacher organizations such as the Professional Association of Georgia Educators (PAGE), the Georgia Association of Educators (GAE), human resource representatives from school districts, and partners from institutions of higher education all provided input as meetings and webinars were held at the state level. Race to the Top provided an onsite Teacher Leader Advisor as an integral part of this process. In addition, the expertise of a Technical Advisory Committee is being utilized to provide external review of the systems, especially in the area of value added/growth measures in tested subjects and the use of student learning objectives in non-tested grades and subjects. The twenty-six Race to the Top Districts, which educate 60% of Georgia's K-12 students will provide ongoing feedback as the restructured evaluation systems (TKES and LKES) are piloted January through May 2012. This input from key stakeholders will ensure that the Georgia Department of Education is successful in developing and adopting guidelines by the end of the 2011-2012 school year for local teacher and principal evaluation systems.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The Georgia Department of Education solicited input from diverse groups, such as:

- Alliance of Education Agency Heads (AEA) (Appendix F)
 - Department of Early Care and Learning (DECAL)

- Georgia Department of Education
- Georgia Professional Standards Commission (PSC)
- Georgia Student Finance Commission (GSFC)
- Governor’s Office
- Governor’s Office of Student Achievement (GOSA)
- Governor’s Office of Workforce Development (GOWFD)
- Technical College System of Georgia (TCSG)
- University System of Georgia (USG)
- GaDOE Student Advisory
- The Georgia PTA
- GaDOE Parent Advisory
- The United Way
- Bright from the Start (early childhood education)
- Georgia Department of Early Childhood and Adolescent Learning
- Metro Chamber of Commerce
- Georgia Counsel of Special Education Administrators
- Georgia ESOL Conference
- W.E.B. DuBois Society
- Georgia Partnership for Excellence in Education (GPEE)
- The Campaign for High School Equity
- National Association for the Advancement of Colored People (NAACP)

Examples of collaborative input and its impact include:

The GaDOE has reached out to a number of external stakeholders over a period of the past eighteen months. For example, a meeting with the W.E.B. DuBois Society on August 12, 2010, resulted in a pledge from the GaDOE to maintain high performance targets and goals for African American students. On August 26, 2010, the GaDOE participated in a one day work session sponsored by the Campaign for High School Equity allowed GaDOE representatives to work face to face with parents from Gwinnett County, which has the largest Hispanic population in the state, who are active in a parent’s group organized by *Mundo Hispanico*. These parents applauded the transition plan to Common Core and Georgia’s role in PARCC. They also requested that their students not be subject to ‘lower expectations’. These parents supported the inclusion of the performance band indicator for ELs in middle and high schools. A meeting with the Georgia NAACP Leadership in December of 2011 emphasized the same. All groups confirmed the importance of the continued use and emphasis on subgroup performance.

Moving forward, as Georgia implements flexibility, Georgia will engage or re-engage groups such as: the Alliance for High School Equity, the Atlanta Urban League, the Georgia Association of Latino Elected Officials (GALEO), the Georgia Appleseed Foundation, the Georgia Association for Gifted Children, the Georgia PTA, the Georgia Council for Developmental Disabilities, the NAACP, the Latin American Association of Georgia, Parent to Parent of Georgia, and the State Advisory Council for Special Education.

The GaDOE has also worked closely with Communities in Schools and their efforts to reduce drop outs and increase graduation rates in Georgia. Communities in Schools strongly encouraged the GaDOE to include attendance as an indicator on the CCRPI.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

- 1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and**
- 2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.**

Georgia’s Call to Action:

Since the enactment of No Child Left Behind (NCLB) legislation, Georgia has approached the accountability expectations of NCLB with fidelity and dedication. Although NCLB has served as an impetus for focusing our schools on disaggregated subgroup performance, it has fallen short in serving as a school improvement tool, a teacher-leader quality tool, a catalyst for ensuring a more comprehensive delivery of college and career readiness, and has limited focus to adequacy in specific subject areas. Since 2010, with the receipt of a Race to the Top award, Georgia has built momentum for innovation and reform in the areas of 1) Common Core State Standards Implementation; 2) teacher and leader evaluation; 3) statewide longitudinal data systems; and 4) turnaround schools. Therefore, *Georgia is making this waiver request in order to strengthen accountability by replacing current AYP calculations to reflect the definitions of Priority, Focus, and Reward Schools. This will allow Georgia to increase emphasis on the state’s very lowest performing schools in all subject areas and highlight subgroup achievement gaps. This plan will serve to increase the quality of instruction in all subject areas for all*

students and define a system that will support continual improvement of student achievement. The proposed plan provided in Principle 1, 2, and 3 in this document clearly meets section 9401 of the NCLB 2001 threshold.

Georgia is requesting flexibility related to the ten ESEA requirements offered to states on September 28, 2011. **The flexibility described in Georgia’s request does not include any requests relative to the implementation of the College and Career Ready Performance Index (CCRPI) as described in this request. The 2012-2013 school year will serve as a study and refinement year for the CCRPI. Even after full implementation of the CCRPI, identification of Title I Priority, Focus, and Rewards Schools will be based on the US ED definitions and guidelines.**

As required by ESEA flexibility guidelines and following US ED definitions and guidelines, Georgia has identified Title I Priority Schools, Focus Schools, and Reward Schools, using 2010-2011 assessment and graduation data. (see Table 2) These identified Title I Priority, Focus and Reward Schools, *which will be publicly reported following approval of this request*, will receive full services and supports as outlined in the proposal beginning in August of 2012.

Georgia is also requesting to serve three categories of Title I schools that fall into an Alert status. These are schools with significant deficits in subgroup graduation rates, or subgroup performance on state assessments, or subject area concerns. The data described in the methodology for Alert Schools is the currently available 2010-2011 assessment and graduation data and allows Georgia to immediately identify these additional Alert Schools and provide the same supports as those provided to Focus Schools. Georgia will also apply these calculations to non-Title I schools and serve in the same manner using state funding.


Within this proposal, Georgia is providing to US ED an introduction to a companion statewide communication and accountability tool for school improvement, the College and Career Ready Performance Index (CCRPI). Georgia is using 2012-2013 as a study year for completing work on the CCRPI and will publish initial data from the CCRPI in 2013. **The calculations related to the CCRPI are separate from the US ED required methodology for identifying Title I Priority, Focus, and Reward schools.**



The GaDOE is seeking to transition Georgia schools from adequacy to excellence. With the College and Career Ready Performance Index (CCRPI), Georgia is dedicated to ensuring that the K-12 experience provides students with the academic preparation to compete globally with career development skills aligned to the evolving requirements of our workforce. The CCRPI is being designed around a comprehensive definition of college and career readiness: the level of achievement required in order for a student to enroll in two or four year colleges and universities and technical colleges without remediation, fully prepared for college level work and careers, including the United States military. This means that all students graduate from high school with both rigorous content knowledge and the ability to apply that knowledge through higher-order skills including, but not limited to, critical thinking, problem solving, communication and collaboration. The CCRPI reflects a strong commitment to college and career standards for all students, differentiated recognition and support for all schools, a continued emphasis on low-performing schools, and implementation of guidelines to support effective instruction and


leadership in all schools. Stakeholders throughout the state are supportive of the CCRPI design and it is becoming a valuable tool for strengthening school improvement plans across the state.

The CCRPI design reflects a commitment to preparing Georgia students for the world of work. Georgia is taking a bold step in moving beyond the traditional academic measures of college and career readiness with the inclusion of multiple career-related indicators at all three levels of the CCRPI. Academic pathways serve as the foundation for connecting academic knowledge with relevant career application. The CCRPI indicators emphasize career awareness at the elementary level, career exploration at the middle school level, and career development at the high school level. The focus on career development connects students to the curriculum and provides incentives for academic success and discourages student dropout. BRIDGE legislation enacted by the Georgia General Assembly in 2010, focuses on career awareness, individual Graduation Plans (IGPs), and college and post secondary options as early as grade ten. In the 2011 session, the General Assembly passed House Bill 186, which requires infusion of academic standards into technical courses as appropriate and implementation of an assessment program that permits students to earn high school credits without seat time restrictions.

The CCRPI information in this request is only contextual information relative to an expanded blueprint for school improvement. The Georgia Department of Education appreciates this opportunity to share CCRPI rationale with the United States Department of Education. The foundation of the CCRPI is defined by college and career ready indicators. The indicators are grouped by categories at the school level (Appendix A, CCRPI, 3 levels). CCRPI scores will be displayed at the indicator level and categorical level. Stakeholders will be able to view disaggregated ESEA subgroup performance for each indicator. Scores will be calculated in three areas to capture the essential work of schools: Achievement, Achievement Gap Closure, and Progress. The scores in these areas will be weighted to produce an initial Overall CCRPI Score. This initial score may be adjusted upward based on bonus points earned through the Factors for Success companion index. The CCRPI also includes a flag system to highlight subgroup performance:

Green Flag : Indicates that a school met both the State Performance Target and the Subgroup Performance Target.

Yellow Flags  : Indicates that a school did not meet the Subgroup Performance Target or the State Performance Target. A Yellow Flag with an “SG” inside signifies a school did not meet the Subgroup Performance Target but did meet the State Performance Target. A Yellow Performance Flag with an “S” inside signifies a school met the Subgroup Performance Target, but did not meet the State Performance Target.

Red Flag : Indicates that a school has not met both the State Performance Target and the Subgroup Performance Target for a given indicator.

Red Flags will chart the course for school improvement plans and LEA responsibility for supports and interventions as each Red Flag requires immediate school and LEA action. Schools will also receive a rating for Financial Efficiency, related to use of instructional funds

from all sources, and a School Climate rating. Although these ratings will not be included in the overall CCRPI score, a Star Rating system (1-5 stars with 1 being lowest and 5 highest) will communicate meaningful information to all stakeholders. These Star Ratings along with the Red Flags form a unique early warning system that will result in targeted student interventions and improved achievement for all students. The CCRPI system will provide a clear roadmap to continuous improvement for all schools and LEAs.

Overall, the goal of the GaDOE's differentiated recognition, accountability, and support system is to provide meaningful information about school performance that guides initiatives to effectively improve student achievement and graduation rate, promote capacity for sustained progress over time, and close achievement gaps for all schools across the state and target interventions at those schools with greatest need

Implementation Guideline for State-based Accountability

Georgia will fully implement its differentiated recognition, accountability, and supports in 2012-13, in compliance with United States Department of Education guidelines and requirements. Georgia will identify Priority Schools, Focus Schools, and Reward Schools on or before July 15, 2012 and will fully implement the interventions and supports for Priority Schools and Focus Schools in August of 2012.

In 2012-2013 school year, local education agencies (LEAs) will replace the tutorial services currently conducted by Supplemental Educational Service (SES) providers (additional information provided in Principle 2), with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students. The choice requirement under the current NCLB consequence structure is no longer necessary given state legislation, GA code §20-2-2130 mandating school choice opportunities within all LEAs. (Appendix C, 20-2-2130)

The Georgia Department of Education is committed to providing expert technical assistance to LEAs and schools to ensure that this comprehensive approach to accountability does not adversely affect administrative demands and will result in an actual reduction of administrative and reporting burdens. Throughout the transition to this new system and beyond, the GaDOE will provide opportunities for LEA and school leaders to share feedback, including ideas for further reducing administrative and reporting burdens and for promoting continuous improvement and innovation throughout the system.

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

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The Common Core Georgia Performance Standards for English language arts and mathematics will ensure that all Georgia students have equal opportunity to master the skills and knowledge for success beyond high school. Effective implementation of the CCGPS requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage the 21st Century Learner. These standards create a foundation to work collaboratively across states and districts, pooling resources and expertise to create curricular tools, professional development, common assessments and other materials. Another power in the Common Core State Standards lies in the fact that the standards are consistent across the states and transient students will not suffer as their parents re-locate for reasons of employment. Eight indicators on the high school College and Career Ready Performance Index capture the percentage of students scoring at the meets or exceeds level on each of the End of Course Exams. (Appendix A, CCRPI) The End of Course Exams are now aligning to the Common Core GPS in ELA and Mathematics and will be replaced by indicators capturing evaluation data from the Common Core Assessments as they become available in 2014-15. Five of the indicators on the middle and elementary school CCRPI capture the percentage of students scoring at meets or exceeds on each of the state-mandated Criterion-Referenced Competency Tests (CRCT). The CRCT are aligned to the Common Core GPS in ELA and Mathematics.

Moving from the Georgia Performance Standards to the Common Core Georgia Performance Standards

Upon adoption of the CCGPS by the State Board of Education in July of 2010, Georgia began disseminating information to all stakeholders regarding the adoption, professional learning, resource development, and implementation of the CCGPS. (Attachment 4: Evidence of Adoption of Common Core State Standards) Numerous advisory committees participated in aligning Georgia’s present GPS with the Common Core State Standards. State team members reviewed the CCSS and drafted alignment documents for each grade level. The alignment work revealed that the existing GPS and the CCSS were closely aligned. Work then proceeded to transition this close alignment into the new CCGPS. Webinars and face-to face sessions addressed the alignment and educators across the state submitted feedback regarding the alignment. Precision review teams convened to review feedback and make recommendations regarding the new CCGPS. The math recommendations from the precision review teams were vetted by the RESA

Mathematics Mentors and the Math Advisory Council for final approval. The English/language arts recommendations from the precision review teams were vetted by the ELA Advisory Council for final approval. Both the ELA and Mathematics Advisory Councils include members from Georgia's Institutions of Higher Education (IHE). Georgia's IHE endorsed the CCGPS mathematics standards as being college and career ready. In addition, under the current graduation rule, Georgia math students are required to successfully complete a fourth year of mathematics in high school to further ensure Georgia's students are prepared for the University and Technical College Systems of Georgia. Georgia's IHE also endorsed the CCGPS in ELA.

From the fall of 2010 through the fall of 2011 training on the CCGPS was provided to these groups:

- District and school level administrators
- RESA curriculum staff in all 16 areas
- 5,000 instructional leaders statewide

The GaDOE also conducted numerous Common Core orientation presentations at conferences, summits, business meetings, parent meetings, curriculum meetings, faculty meetings, etc. to ensure consistent communication pertaining to the Common Core Initiative.

The Common Core GPS has been 100% adopted. Common Core and GPS alignment has been performed by precision review teams, an inventory of ELA and mathematics resources has been conducted, and the development of needed resources are being produced. The highlight of this work will be the professional learning sessions described below.

Outreach and Communication of the CCGPS/Preparing Teachers to Teach All Students

In September of 2011, the GaDOE organized a Common Core Orientation statewide faculty meeting via Georgia Public Broadcasting for all stakeholders including parents, businesses, community members, post secondary educators, counselors, teachers, and administrators. The GaDOE is developing a series of fall, winter, and spring professional learning sessions for all administrators, teachers, and instructional leaders who will be implementing the new CCGPS. The sessions will be conducted through webinars, face-to-face, and Georgia Public Broadcasting video conferencing. These sessions are by grade level and subject. All broadcast sessions are archived and easily available to parents and members of the public at large. Broadcast sessions are also available in closed caption. Inclusion of all building and LEA-level administrators in the professional learning helps to ensure successful implementation. These two hour LiveStream sessions will be produced through Georgia public Broadcasting. All webinars and GPB session will be archived for years as a point of reference for current and new classroom teachers and instructional leaders.

Professional learning sessions for all educators include an overview of the resources that have been and are being created to support the 2012-13 implementation of the Common Core Georgia Performance Standards and will address the use of these resources and instructional materials. The English/Language Arts professional learning series will include not only the transition from GPS to CCGPS but a discussion of the College and Career Readiness Standards, Literacy Standards for History/Social Studies, Science, and Technical Subjects, and grade level

progression of text complexity as defined by Common Core. Mathematics sessions will not only include the transition from GPS to CCGPS but the standards for mathematical practice: Reasoning and Explaining; Modeling and Using Tools; and Seeing Structure and Generalizing. The professional learning activities will ensure that all teachers and administrators are prepared to implement the CCGPS for the 2012-13 school year. (Appendix C, Professional Learning Schedules). This professional learning will encompass the technology innovations that continue to provide new resources for instruction and supports to students with disabilities, English Learners and low-achieving students. Ensuring adherence to the universal design for learning (UDL) principles in the design of curriculum and in the delivery of content through differentiated instruction is an essential component in providing the opportunity for these students (students with disabilities, English Learners, and low-achieving students) to achieve success.

In ELA, professional learning is focused on the mandate that texts are of expected complex levels and the explanation, demonstration, and concrete examples of this increase in rigor. All professional learning sessions focus on the depth of the standards as compared and contrasted with GPS' texts and tasks/units. The professional learning the GaDOE is providing focuses on two areas: text complexity and integrated instructional units. A unique text complexity rubric has been made available to teachers. Common Core ELA standards mandate an integrated instructional model. For example, students should not only write to prompts but should connect evidence from reading into their writings. All language instruction should also be integrated during the teaching of the reading and writing. Instructing teachers on the development of integrated instructional units is an example of how the GaDOE is reaching deeper in delivery of professional learning. A primary goal of the professional learning is to place high priority on complex text and a broad understanding of integrated units and instruction. Georgia is currently training a core of 47 teachers and curriculum specialists with funds provided by the Bill and Melinda Gates Foundation (see Building Capacity, below) to work with teachers of science, social studies, and technical subjects during 2012-2013 to ensure that teachers are well prepared for the Common Core Literacy Standards in these areas.

Because GPS mathematics was used as a model for the CCSS integrated mathematics model, support for teachers to ensure a smooth transition from GPS mathematics to Common Core GPS mathematics does not require the same degree of focus on depth and rigor as the professional learning that is being offered for ELA teachers. Professional learning in mathematics will focus on how some skills and concepts under Common Core are included at a different grade level than under GPS.

Disseminating Quality Materials and Teacher Resources to Accompany Professional Learning

The initial year of implementation will focus on unit by unit information sessions via webinar and making accessible framework units that include performance tasks and sample assessments. All instructional materials will be posted on GeorgiaStandards.org under the CCGPS tab. In ELA teachers can find samples of units, grades K-12 and more will be added before August of 2012. These handbooks exist for each grade level, K-12. Currently, there are 16 individual Teacher Guidance Handbooks: Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth-Tenth Grades, Eleventh-Twelfth Grades, World Literature, American Literature, Multicultural Literature, British Literature, and Advanced Composition. The guidance handbooks evaluate and illustrate each

standard with the categories of skills and concepts for students, strategies for teachers, an integrated task, and vocabulary for teaching and learning. In addition to the guidance for the standards, transition guidance is emphasized in the document.

Text Complexity Rubric: Due to the demands of text complexity and the need for a method to determine this extremely important component of CCGPS, the GaDOE has developed a rubric to assist teachers in their quest to make determinations regarding appropriate text. This rubric is posted on our Georgia Standards website. This work is enhanced and supported by the work the GaDOE Literacy Trainer is leading in the six LEAs partnering in the CCGPS Implementation Grant funded by the Bill and Melinda Gates Foundation.

In anticipation of the mathematics Common Core Georgia Performance Standards implementation in school year 2012-2013, the mathematics curriculum team created documents which delineate the CCGPS roster of standards for each grade level and high school course. The CCGPS Standards document pinpoints transitional standards, reflecting content that will shift from one grade level to another as Georgia transitions from our current Georgia Performance Standards (GPS) curriculum to the CCGPS curriculum in 2012-2013. The GaDOE has published a glossary of vocabulary terms consistent with the CCGPS curriculum teaching guides which define the Common Core standards in the GPS language familiar to our teachers, grade level/course curriculum maps which sort clusters of standards into units, and unit overviews to make the needed connections among standards and units.

In ELA and mathematics, the GaDOE is currently working with contracted writers to create frameworks for each unit. The framework units detail enduring understandings, essential questions to be addressed to ensure standard mastery and conceptual understanding of the topics explored, vocabulary associated with the unit content, previously learned content which is embedded in the unit learning, student performance tasks aligned with the standards addressed in the units, and digital resources tagged to the unit expectations. The framework units for all grades and courses to be taught in the 2012-2013 school year will be posted at our georgiastandards.org website. The next phase of support resources will include documents which enhance the published curriculum maps through explanations, examples, and common misconceptions.

The Common Core GPS Team at GaDOE met with the **SEDL** database development associates in November 2011 to design a database for collecting professional learning participation and survey feedback. This feedback will drive additional education needs for teachers during the rollout in the fall of 2012. GaDOE is confident that the CCGPS rollout will equip teachers to present a curriculum that will give our students the knowledge and skills they need for success in college and careers.

Learning from the Past

A critical analysis of the GPS curriculum stakeholder preparation led GaDOE staff to consider changes in both leadership orientation and professional learning for educators being prepared for our 2012-2013 Common Core GPS implementation. With the GPS curriculum rollout in 2006, school and district level administrators were provided with professional learning only after

teachers were exposed to a curriculum framed by standards and not the objectives associated with the previous curriculum. In contrast, the CCGPS preparation began with an orientation for the change agents in schools and district offices in Georgia. By securing the investment of over 5000 administrators, Georgia ensured communication for all stakeholder groups to include 2011-2012 teacher pre-planning sessions and parent orientation meetings.

Professional Development and Support for Principals

The first phase of face-to-face Professional Learning for principals and other administrators began in March 2011. The GaDOE ELA and mathematics staff provided professional learning to all ELA Professional Learning Specialists and Mathematics Mentors from all of Georgia's 16 Regional Educational Service Agencies (RESAs). These RESA Professional Learning Specialists and Mentors provided these same sessions to all school principals and administrators in their RESA region. Face-to-face Professional Learning sessions were provided to over 5,000 principals and school administrators throughout the spring of 2011. The sessions provided an overview of the standards for English/language arts, literacy for history/social studies, science, technical subjects, and mathematics. Plans for professional learning and resource development for teachers were also presented for discussion in preparation for implementation in the 2012-13 school year. Participation logs were maintained by each RESA trainer from each session and sent to the GaDOE for documentation. The ELA and mathematics initial training sessions were repeated and recorded via webinar by GaDOE to serve those who missed the initial viewing and to train those administrators who will be new to the schools or districts in the coming years.

In addition, ongoing training and communication has been provided for school principals and administrative leaders through a variety of formats. Common Core face-to-face professional learning sessions have been provided at statewide conferences and meetings to include the Georgia Association of Elementary Principals; Georgia Association of Middle School Principals; Georgia Association of Secondary School Principals; Career, Technical and Agricultural Education administrators; Georgia School Superintendents' Association; Georgia Association of Curriculum and Instructional Supervisors; Georgia Counselor's Association; Georgia Association of Educational Leaders; Georgia School Boards Association; University System of Georgia; Technical College System of Georgia; Georgia Council of Administrators of Special Education; Title I Directors; Migrant Education Conference; Educators representing English Language learners; Governors Office of Student Achievement; Georgia PTA, etc.

A series of 21 ELA and 11 mathematics grade-level webinars were provided to teachers and administrators from October 2011 – December 2011. A series of 19 ELA and 12 mathematics grade-level professional learning sessions via Georgia Public Broadcasting will be available for teachers and administrators from January 25, 2012 – May 9, 2012. These sessions will be live activities with opportunities for interaction from participants. The sessions will be recorded and archived with closed captioning for schools and school districts to use for make-up sessions and for new staff. Participants will be asked to complete a survey at the end of each session and will be provided a certificate of participation. Schools and school districts will receive participation reports to help determine the level of participation and the need for additional training. These reports will be submitted to the GaDOE.

Ongoing professional learning and communication are being provided through state-wide webinars, monthly newsletters, monthly content area supervisors' virtual meetings, content area workshops, and academic advisory committees for each content area. The ELA and mathematics Professional Learning Specialists from Georgia's 16 RESAs are also providing ongoing Common Core professional learning and technical assistance to administrators and teachers. All professional learning sessions provided for teachers are available for administrators and curriculum and instructional supervisors. All professional learning sessions via webinar and Georgia Public Broadcasting scheduled for teachers are recorded and archived for new teachers and administrators as needed. Since 2005, Georgia has consistently worked to ensure that administrators and teachers are adequately prepared to provide standards-based instruction in a standards-based classroom setting. Due to this extensive focus over the past six years, Georgia administrators and teachers are well poised to implement the CCGPS and in a standards-based instructional setting.

Ensuring Common Core GPS Success for All Students

The State Longitudinal Data System (SLDS) provides teachers with longitudinal data, including but not restricted to, attendance, Lexile scores, and summative performance data that will be used by educators to strategically focus on improving instruction. The CCRPI for elementary schools and middle schools includes an indicator to measure English Learners' (EL) performance on an annual basis and the number of students with disabilities served in general classrooms greater than 80% of the school day. The achievement score for each school will reflect these percentages.

Ensuring English Learners Reach College and Career Readiness on the Same Schedule as All Learners

In March of 2011, World-Class Instruction, Design and Assessment (WIDA) released an alignment study of the WIDA English Language Proficiency (ELP) standards in relation to the Common Core. The study focused on linking and alignment. The conclusion indicates that overall the Common Core State Standards in English/language arts and mathematics correspond to the MPIs in the WIDA English Language Proficiency Standards. In response to the fact that the majority of WIDA states have adopted the Common Core and to ensure that the connections between content and language standards are made clearer, WIDA is developing "amplified" ELP standards that will be released in the spring of 2012. Georgia will incorporate these standards for EL students.

This fall, the ESOL unit at the GaDOE has initiated an intense professional development campaign that is blanketing the entire state with educator training related to standards-based instruction of English Learners (ELs). These trainings target classroom teachers and school administrators and are organized by grade level (elementary, middle school, and high school). Recent examples of topics addressed are: Promoting Academic Success for English Learners, Transforming ELA Standards for ELs, Transforming Kindergarten Standards for ELs, Standards & Instructional Practices for ELs, ELs in the Classroom: Recognizing and Encouraging School-wide Best Practices. In addition, multiple cohorts of a semester-long Content and Language Integration course continue to be offered throughout the state. Districts participating in this

course enroll a group that includes a school or district-level administrator, an ESOL teacher, and two grade-level teachers in order that the impact of the professional learning be more systemic. Plans for spring statewide training include providing districts with data mining workshops intended to increase the depth of analysis of multiple data sets for the purpose of developing targeted interventions for ELs and program monitoring.

Helping Students With Disabilities Reach College and Career Readiness on the Same Schedule as All Students

The SEA intends to continue ongoing review of research based instructional practices designed to support the provision of the required content for students with disabilities and allowing them access to the college and career ready standards. Technology innovations continue to provide new resources for instruction and support to students with disabilities, English Learners, and low-achieving students. Ensuring adherence to the universal design for learning (UDL) principles in the design of curriculum and in the delivery of content through differentiated instruction is an essential component in providing the opportunity for these students to achieve success.

Mathematics and ELA specialists are developing Common Core teacher guides for each grade/subject level teacher. In addition, instructional units, materials, and tasks are being developed to support the new common core standards. As materials are being developed, they are posted on the GaDOE website for viewing. To complement the instructional materials that are being developed to assist teachers in the delivery of instruction for the new Common Core Georgia Performance Standards; the state intends to employ the principles of Universal Design for Learning (UDL) in the design of curricula so that methods, materials, and assessments meet the needs of all students. Traditional curricula may present barriers that will limit students' access to information and learning. In a traditional curriculum, a student without a well-developed ability to see, decode, attend to, or comprehend printed text may be unable to successfully maintain the pace of the instruction. The UDL framework guides the development of adaptable curricula by means of three principles. The common recommendation of these three principles is to select goals, methods, assessment, and materials in a way that will minimize barriers and maximize flexibility. In this manner, the UDL framework structures the development of curricula that fully support every student's access, participation, and progress in all facets of learning. One of the key principles to guide professional development for instructional practices of diverse learners includes providing multiple means of engagement. This approach will assist teachers in delivering differentiated standard-based instruction that engages and provides access to all learners. Professional development activities designed to support teachers' utilization of data derived from multiple measures will be emphasized as a component of sound instructional practice focused on improving student performance. To differentiate instruction is to recognize and react responsibly to students' varying background knowledge, readiness, language, and preferences in learning and interests. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. The integration of technology provides an important component of UDL and will play a vital role in assuring these activities meet the needs of a diverse group of learners, including students with disabilities, ELs, and low-achieving students.

The state recognizes the importance of Response to Intervention (RTI) as a critical component of identifying students who may benefit from supplemental, remedial, or enriched instruction. Georgia's RTI process includes several key components including: (1) a 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms; (2) evidence-based instruction as the core of classroom pedagogy; (3) evidence-based interventions utilized with increasing levels of intensity based on progress monitoring; and (4) the use of a variety of ongoing assessment data to determine which students are not successful academically and/or behaviorally. Data Teams in each school serve as the driving force for instructional decision making in the building.

The SEA intends to provide all teachers with professional development focused on the core content standards. The diverse needs of learners will guide the development of curriculum and instructional activities designed to address diverse needs. Teachers will continue to participate in professional development designed to provide the expertise required to utilize data from multiple measures to continually assess progress, establish baselines of performance, and evaluate the progress of students.

The data collection process is an essential component of RTI which is designed to provide additional supports and accommodations to students. The State Longitudinal Data System (SLDS) makes available data to teachers at the individual student level but also provides teachers with tools to develop profiles of classroom needs and will link to instructional activities designed to address identified areas of content.

Given that alternate assessments based on modified achievement standards (AA-MAS) will not be an option once the Common Core Assessments are implemented in 2014-2015, Georgia will work with districts, schools, and teachers to ensure a smooth transition for students who formerly participated in the state's AA-MAS, the CRCT-M. As a Governing State within the Partnership for Assessment of Readiness for College and Careers, (PARCC) consortium, Georgia has a significant voice and role in major decisions regarding the development of the assessment system. The design of the system intentionally considers the needs of students at all levels of the achievement continuum, including those that have struggled to demonstrate what they have learned on traditional large-scale assessments. PARCC's assessments are being designed to ensure there is sufficient opportunity for students who are very low achieving (or very high achieving) to demonstrate concepts they comprehend and how they can apply these concepts. The open-ended, performance-based, and innovative nature of the test items and tasks that will be included on the assessments should allow students this opportunity to demonstrate proficiency. To help prepare both teachers and students for this new type of assessment (historically Georgia's assessment system has been selected-response), Georgia is using its Race to the Top funds to build both a formative item bank and benchmarks that will be comprised of mainly open-ended, performance-based items and tasks. Significant training and support will be provided to districts in the use of these items, with special consideration given to strategies for low-performing students (i.e., diagnosing and addressing student weaknesses). The GaDOE Special Education staff is proactively designing teaching resources, formative tools, and professional learning opportunities for this transition. Additionally, PARCC is building item prototypes and resources that will be available to teachers and students to use prior to full

implementation of the assessment system. As Georgia prepares for the 2014-2015 implementation of PARCC assessments, training will be provided to systems on appropriate placement decisions given the phase-out of the AA-MAS. Indeed, many of these conversations have already taken place as systems have been informed that there will be no AA-MAS in 2014-2015.

Access to Accelerated Options

The proposed CCRPI will highlight the GaDOE's continuous commitment to accelerated learning opportunities with several of the indicators included in the post secondary readiness category of the high school version. Indicators in this section highlight AP, IB, dual enrollment (high school students also enrolled in college units for dual credit), SAT, and ACT scores that indicate college readiness, as well as a commitment to students entering colleges without need of remediation or support. This is not a new commitment for the GaDOE. Georgia has an active Advanced Placement (AP) support system in place, coordinated by the College Readiness Unit at the GaDOE. Since 2005, this three person team has worked to increase AP participation in the state by 140%, increase the number of previously underserved students taking AP exams by 105%, and guarantee the quality of AP instruction at a level that ranks Georgia 11th in the nation in the number of AP exams with scores of 3, 4, and 5 (2010 College Board *AP Report to the Nation*). From 2007 to date, more than 3500 AP teachers in the state have participated in at least one AP Regional Workshop sponsored by the GaDOE. Since 2006, more than 1300 AP teachers have been trained at AP Summer Institutes as a result of grants made available to high schools by the GaDOE. One of the post secondary readiness indicators on the high school CCRPI measures the percentage of students in each high school participating in AP, IB, and other accelerated learning opportunities. This indicator is captured in the Achievement Score and Progress Score for each high school. (Appendix A, CCRPI, 3 levels)

Building Capacity for CCGPS into the Future/ Higher Education's Role

The University System of Georgia (USG) has embraced the transition to college and career standards and has been engaged in numerous working groups to ensure success, focused on ultimate postsecondary success. USG has embedded the CCGPS into all new teacher preparation programs and currently is in the process of ensuring that the standards are reflected in existing programs. It is important to note that USG teacher preparation programs reflect the Georgia Performance Standards. There is a high correlation between the GPS and Common Core State Standards. Therefore, Georgia's programs are already in close alignment.

Higher-Education faculty members have been involved from the beginning of the standards movement in Georgia in 2004. (Georgia's leadership in Achieve's American Diploma Project solidified the strengthening of the partnership between the GaDOE and Higher Education). Involvement included the review of draft standards, online crosswalk, and alignment feedback opportunities, and current participation includes the precision review process for the Common Core Georgia Performance Standards. The precision review process included alignment of standards through coursework and articulation agreements with post-secondary institutions to ensure a smooth transition to college and career ready standards. Various meetings and webinars with ELA and mathematics curriculum coordinators and advisory committees inclusive of

higher-Education staff have been provided with ongoing opportunities for discussion and comment.

There has also been significant consultation with USG and TCSG on the Complete College Georgia plan, released in November 2011, as a result of Georgia's work in Complete College America. This Complete College Georgia plan is contingent upon continued collaboration between the IHE's and the GaDOE to successfully transition to and successfully implement college and career ready standards.

Faculty from USG reviewed and provided feedback regarding the Common Core Standards and are currently involved in the following ways:

1. Active engagement with SREB-led development of 12th grade transition courses focused on mathematics and literacy;
2. The newly adopted Complete College Georgia Plan, a collaboration between USG, TCSG and the GaDOE, makes explicit the relationship and importance of K-12 college/career readiness towards meeting college completion.

Opportunities for collaboration with higher education staff have also been provided through the PARCC (Partnership for Assessment of Readiness for College and Careers) initiative.

The Technical College System of Georgia (TCSG) supports the transition to college and career ready standards as proposed by the GaDOE. TCSG supports the utilization of the Common Core State Standards in preparing students with the knowledge and skills they need to achieve in order to graduate from high school ready to succeed in entry level, credit bearing academic college courses without the need for remediation. Post secondary faculty from TCSG have been engaged in the review of the standards and college-ready assessments. TCSG is prepared to accept the PARCC assessments as an indicator of college-readiness once completed. TCSG actively participates with the GaDOE in the implementation of the transition to college and career ready standards.

The GaDOE partnered with several IHEs, public (6) and private (1), during the 2010-2011 academic year in a Pre-service Field Study for the existing CLASS Keys evaluation tool. Pre-service program faculty conducted in-field observations and collected perception data regarding the use of the CLASS Keys rubrics for pre-service teacher observation, rating, and feedback purposes during field assignments. One focus of this work was the pre-service teachers' understanding and effective utilization of the GPS in planning for and conducting instructional activities in the classroom. This collaboration will continue during the 2011-2012 pilot of the restructured rubric-based observation instrument for teachers and the entire Teacher Keys Evaluation System (TKES). The TKES performance standards one and two focus specifically on the new college and career ready standards. The ongoing collaboration with teacher preparation programs in the field study will provide one strong avenue of communication.

From June through September 2011, and continuing through the 2011-2012 school year, the GaDOE Induction Task Force has been, and will be, working to develop and communicate to the school districts in the state induction guidelines for new teachers and for building principals.

These guidelines will focus on including all students with special emphasis on English Learners, students with disabilities, and low-achieving students. Race to the Top districts are required to use these guidelines to review and revise existing principal induction programs or to develop new principal induction programs for implementation during the 2012-2013 academic year. All other districts in the state are included in the communication and review of the induction guidelines, and they are encouraged to use them to inform and strengthen their district-specific induction programs. These guidelines were developed under the leadership of the GaDOE and with collaboration from the Georgia Professional Standards Commission, by a fifty-member task force that included a significant number of faculty members and deans of teacher and leader preparation programs. The guidelines for both teachers and building principals require mentoring, ongoing performance assessment, and systematic professional learning to support success in meeting the expectations of the Teacher Keys and Leader Keys Evaluation Systems and in increasing student learning and growth for all students including ELs, students with disabilities, and low-achieving students. A primary focus of this work is assessing the status of and supporting growth in teacher and leader understanding and effective implementation of the new college and career ready standards. The IHEs represented in the task force were excited to have the opportunity to participate in the development of induction guidelines and to be able to plan to incorporate those guidelines into the work of their preparation programs. The collaboration among the GaDOE, the Georgia Professional Standards Commission, IHEs, and school districts will continue to inform this work and help ensure successful preparation of incoming teachers and leaders to be more effective classroom leaders and teach effectively to all students including English Learners, students with disabilities, and low-achieving students.

The GaDOE is also partnering with Bill and Melinda Gates Foundation (BMGF) in an activity to further support a successful transition to Common Core GPS and to increase student achievement in ELA and mathematics. The Common Core GPS Implementation Grant is currently funding intensive training in Literacy Design Collaborative (LDC) writing strategies for close to eighty teachers and curriculum leaders from 5 systems in the state and all sixteen of the Regional Education Service Agencies (RESA). The teachers represent ELA, social studies, science and technical subjects. Funding is also being used to train a similar number of mathematics teachers and curriculum leaders from 6 systems and the RESAs in the Formative Assessment Lessons (FAL) and strategies developed by the Shell Centre. The teachers in this project include teachers of ELs and students with disabilities. This core of well trained teachers and curriculum leaders will assist the GaDOE in rolling out these strategies on a statewide basis in 2012-13. BMGF and the GaDOE believe the LDC and FAL strategies will make a significant improvement in student achievement in literacy and mathematical problem solving for all Georgia students.

Statewide Assessments

As Georgia implements the CCGPS, the assessment blueprints will be adjusted to reflect any changes in grade level content standards and achievement expectations. As previously discussed in this document, the GPS is well aligned to the CCSS, allowing transition rather than complete redevelopment. With the implementation of the GPS beginning in 2006, Georgia has a successful history of significantly increasing the rigor of its assessment system. As the assessment system transitions, a review of performance expectations may be warranted. Georgia is working with its Technical Advisory Committee, comprised of six nationally renowned

measurement experts, to navigate the transition during the interim years before the common assessments are implemented in 2014-2015. Georgia is a governing state within the PARCC consortium.

Prior to becoming a governing state in PARCC, Georgia has demonstrated its commitment to ensuring students were college and career ready upon graduation. (Attachment 6: Race to the Top Assessment Memorandum). Through the American Diploma Project, Georgia has partnered with its postsecondary agencies (the University System of Georgia and the Technical College System of Georgia) to set a college-readiness indicator on high school assessments. Postsecondary faculty from both agencies have served on standard-setting committees and have been involved in the test development process through item review.

Georgia's Growth Model

As part of Georgia's Race to the Top initiative, Georgia has worked with the National Center for the Improvement of Education Assessments, Inc. and the Georgia Effectiveness TAC to select a statewide growth model. Georgia has selected a statewide growth model for implementation during the 2011-2012 year. For Georgia, the infusion of a growth model moves accountability beyond attainment or status indicators (how many students achieved proficiency) towards information on both proficiency and student progress on statewide assessments. Under the guidance provided by the growth model steering committee and technical experts, Georgia is implementing the Student Growth Percentile (SGP) model. The technical implementation of a statewide SGP model utilizes both norm and criterion referenced data in making growth predictions -- norm-referenced information provides a consistent context in which to understand performance, along with achievement status relative to the academic performance of similarly positioned peers. Georgia further proposes the anchoring of a normative approach to proficiency standards on statewide assessments – growth to standard – with the standard providing the consistent criterion for all students. This approach provides information on whether student growth is sufficient to either achieve or retain proficiency within a specified time period such as an academic year.

This model has been adopted by several other states and is a technically sound and understandable method for measuring student growth that is compatible with the state's assessment system. An advantage of this model is that the results are reported in terms of a metric many educators and parents are already familiar with, percentiles (which range from 1 to 99). Another primary consideration in the selection of this model is that it allows *all* students to demonstrate growth regardless of their achievement at the beginning of the school year. *All* students, whether they begin the school year with high or low prior achievement, have the same opportunity to demonstrate growth.

SGPs are calculated by comparing a student's history of test scores to the scores of all the other students in the state with a similar score history. Scores from both the Criterion-Referenced Competency Tests (CRCT) and the End of Course Tests (EOCT) will be considered. In essence, a student is compared to his or her academic peers (those with a similar score history), and the progress he or she has made is reported as a percentile. A student with an SGP of 65 on the Grade 5 Mathematics CRCT has demonstrated more progress or growth than 65% of his or her

academic peers.

The proposed Performance Flags will infuse the state's growth model within its measures of subgroup accountability. The use of Performance Flags within a single statewide accountability system that combines rigorous expectations of high-level status achievement with in-depth consideration related to student growth to standard using a set of student specific predictors ensures Georgia is prepared for next generation accountability. The Performance Flag system captures students meeting proficiency standards and students not meeting proficiency standards but making significant growth towards the standards using Georgia's Student Growth Percentile (SGP) model. Within the Performance Flags disaggregated data will be displayed for students meeting the proficiency standards along with the number of the students not meeting the proficiency standard but making significant gains towards the standard. At this time, Georgia is not seeking to redefine the state's definition of proficiency (to include students making significant growth to standard) in this flexibility request. Georgia will use the Performance Flag system to provide feedback to schools and systems on: 1) students meeting proficiency standards, and, 2) students who have made gains towards the standards. By also providing the information on students who have made significant growth but have not yet reached the standard, the Performance Flags provide schools with feedback on the effectiveness of interventions and supports. Once Georgia has accrued sufficient technical documentation, the state may discuss with US ED a provision to give a school credit for students who have made significant and sufficient growth to standard within a given number of years.

Georgia is in a unique position in its application of a student growth model. Georgia's content assessment standards clearly articulate a learning progression within each content area and across grades. Additionally, Georgia's assessments that provide sufficient precision across the full range of student achievement and the development of the GaDOE's K-12 longitudinal data system allows for linking of student data across a number of years.

In addition, Georgia is encouraging an increase in student achievement rigor through a multitude of ways:

- In April 2011, the State Board of Education adopted a Secondary Assessment Transition plan, beginning a phase-out of the Georgia High School Graduation Tests (GHS GT). Until this time, Georgia ran a dual assessment system at the high school level, mandating both the graduation tests as well as End of Course Tests (EOCT) in eight core content courses (two in each of the four content areas). Historically, the GHS GT have been used for accountability, however with the transition plan accountability will now be based on the EOCT. The EOCT are more rigorous assessments, measuring the content standards with more specificity as opposed to the GHS GT which reflect content standards across multiple courses.
- With the CCRPI, Georgia will incorporate measures of post-secondary readiness with the inclusion of the SAT and ACT (percent of students achieving the college-readiness benchmark).
- Through the CCRPI, Georgia will incorporate a target Lexile reading score that is well above the Lexile score currently associated with the proficient standard at the specified grades. This target Lexile score sets a rigorous, yet attainable, goal for schools and was set in consideration of the text demands inherent in the Language Arts Common Core

standards.

- Through the CCRPI, Georgia will encourage schools to move students into the exceeds performance level (i.e., advanced).

CCGPS Implementation and Training Plan

Key Milestones	Timeline	Party (ies) Responsible	Evidence	Resources	Obstacles	
Adopt CCGPS	July 8, 2010 Bd.Meet	CIA Division/BOE	July 8 Board Agenda			
Align CCGPS with GPS	Aug. 10-Aug. 11	ELA/Math Committees	GaDOE Website	GaDOE staff/teachers/post secondary/business		
ELA and Math Precision Rev.	Aug. 10-Aug. 11	ELA/Math Committees		Advisory Committees-curriculum experts/teachers/post secondary/bus.		
Prof. Learning for Admin.	Feb. 2011-July 2011	CIA Division/BOE	7/28/11 ElluminateLive Webinar	RESA Directors	Delivered face-to-face to all RESA Directors	
			RESA Attendance Documents		RESA Redelivered to all Admin in District	
Design CCGPS Math	Feb. 2011-June 2011	Math writers	GaDOE Website	Math Educators at all levels	Funding	
Curriculum Maps for K-12						
Collaborate and create new	June, 2011	ELA Writers	GaDOE Website	ELA Educators at all levels		
ELA Frameworks						
Inventory/GaDOE Resources	April 2011-June 2012	Math/ELA Specialists	GaDOE Website	ELA /Math/IT Specialists		
Develop needed Resources						
Collaborate with IT on	June, 2011	Math/ELA/IT Specialists	GaDOE Website	ELA, Math, IT Specialists		
tagging and designation of						
resources for Learning						
Management System						
Create ELA transition lessons	April 2011-July 2011	ELA Specialists	GaDOE Website	ELA Specialists		
for standards which shift						
grade levels						
Collaborate/Create/Conduct	April 2011-May 2012	ELA/Math Specialists	ElluminateLive Webinars	ELA/Math Specialists		
CCGPS Professional Learning			Georgia Public Broadcast			
grade level and subject specific						
Research/Collaborate/Write	Oct. 2011-May 2012	36 CTAE/Math/ /Science/Tech	GaDOE Website	middle/high/post secondary teachers/business		
Integrated CTAE/Science/Math		middle and high teachers and				
Instructional Units for H.S. &		post secondary/busines s				
Technology Infused in units				*Race to the Top Funds have alleviated many funding obstacles		

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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For Option B, insert plan here.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2. A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.**

The goal of the state’s differentiated recognition, accountability, and support system is to provide meaningful information about school performance that guides initiatives to effectively improve student achievement and graduation rates, promotes capacity for sustained progress over time, closes achievement gaps for all schools across the state, and targets interventions at those schools with greatest need. Georgia is prepared to implement its differentiated recognition, accountability and support system in 2012-2013.

In its proposed plan, the GaDOE is requesting changes to the current Elementary and Secondary Education Act of 1965 (ESEA) consequence and reward structure that will be implemented during the 2012-2013 year. Georgia will identify Priority Schools, Focus Schools, and Reward Schools and a Performance Flag system to increase school accountability for subgroup performance. As part of this waiver request, Georgia is only required to identify detailed subgroup information for Title I schools, but the same detailed information will be provided to all school in the state.

Based on an analysis of data since the implementation of No Child Left Behind, Georgia has detected a pattern of issues resulting from using needs improvement status alone to determine the concentration of resources provided to schools. Historically, schools with the fewest years in needs improvement status have been given minimal support. The process of identifying schools eligible for the School Improvement Grants (1003g) provided new insight and indicated that it may be valuable to consider multiple perspectives for the identification of schools needing support.

In reality, some schools have multiple issues but have not advanced in years of consequence because of a lack of subgroups or shifts in the content area of need. Throughout NCLB, Georgia has particularly experienced such a discrepancy between elementary and middle/high schools; due to the higher number of elementary schools feeding into middle/high schools, elementary schools often went unidentified if their student population did not meet specified quotas for a given subgroup. While these schools continued to make AYP, underlying issues were not addressed and these students failed to receive interventions or supports until middle or high school, often missing critical periods of development. By establishing an Alert system that

accounts for this complexity, Georgia will have the capacity to identify and address these underlying issues sooner and provide more efficient support to students in all schools. This Alert status which includes subgroup performance, will create incentives for schools and enhance support for closing gaps. Georgia's new plan offers a distinct advantage in that it enables the state to more effectively identify schools most in need of these supports and make school improvement decisions based on meaningful data that highlights specific needs of the school. Interventions can be specifically focused on improving achievement across all subgroups including English Learners and students with disabilities.

Georgia's Plan

Beginning in 2012-2013, Georgia will provide support in three categories to include Priority Schools, Focus Schools, and Alert Schools to address the need to raise student achievement, close achievement gaps, and promote continual progress toward full proficiency for all of the students in Georgia. Schools identified for support will fall into two categories following US ED definitions, Priority Schools and Focus Schools.

Priority Schools: A Priority School is:

Definition:

- A school among the lowest five percent of Title I schools in the state based on the achievement of the "all students" group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
- A Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model.

Focus Schools: A Focus School is:

Definition:

- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates ("within-school-gaps" focus school)
- A Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school ("low-graduation-rate" focus school).

An additional number of schools will be served with the same support provided to Focus Schools and will be classified as Graduation Alert Schools, Subgroup Alert Schools, or Subject Alert Schools as outlined on page 65 of this request.

In order to ensure that a maximum number of schools receive specified services and supports, Priority status will supersede Focus status. In the instance that a school would fall into both categories, Priority Schools will be calculated first and those schools will not be eligible for

Focus status; however, the issues regarding achievement gap data will be addressed in the school improvement plan.

These separate criteria establish categories that provide distinct, purposeful groups of schools and districts identified as needing specific supports and interventions. Priority Schools are comprised of the lowest achieving schools in the state based on the performance of all students, while Focus Schools are those in which the largest within school gaps in achievement exist. These categorizations will impact both the types of supports and interventions initiated and the students that will be targeted as part of a school's school improvement plan. Under this system, the GaDOE will be able to serve Georgia's overall lowest achieving schools as well as lowest achieving, high needs students in schools that are not traditionally captured in the lowest tier of schools based on all students' achievement. This system ensures that resources are used efficiently and in an organized way that targets appropriate groups of students.

In addition, the GaDOE will work with the district in facilitating support for schools identified as Priority or Focus. Short-term action plans will be developed at each school and will be monitored by a lead school improvement specialist. These lead school improvement specialists will work with identified LEAs, school staff, and the school improvement specialist assigned to the school in the development of these plans. The lead school improvement specialist is responsible for monitoring the implementation of the short term action plans, serving as a liaison with the school improvement specialists and LEA, and working directly with the school or LEA if implementation is not done with fidelity. The GaDOE will enter into a formal agreement with the LEA outlining the expectations of the LEA, school, and the GaDOE.

See Responsibility Table, below.

School Improvement Responsibilities

District/Leaders in 2012-2013	School/Leaders in 2012-2013	Teachers in 2012-2013
<ul style="list-style-type: none"> Analyze data for schools and determine focus for system support Identify barriers to the school's efforts and take action to eliminate through change in district policy/procedure Analyze feeder school data and develop and implement a vertical plan to address identified needs Provide appropriate resources to schools in a timely manner <ul style="list-style-type: none"> Financial Personnel (e.g., teaching staff, instructional coaches, etc.) Monitor and support implementation of school improvement plan for all schools and ensure that the plan is supported through an aligned budget Monitor and ensure implementation of the Short-Term Action Plans for Priority Schools, Focus Schools, and Alert Schools. Assign system representatives to serve on school leadership teams Participate in on-going professional learning sponsored by the GaDOE 	<ul style="list-style-type: none"> Establish a school-based leadership team comprised of administrators, instructional coaches, teachers, support staff, etc. Guide the development, revision, and implementation of a school improvement plan based on data <ul style="list-style-type: none"> Academic performance Discipline Attendance Perception Monitor and support implementation of <ul style="list-style-type: none"> Common Core Georgia Performance Standards Professional learning offered by GaDOE School improvement plan Short-term action plans Individual student progress 	<ul style="list-style-type: none"> Implement strategies, practices, and new knowledge from professional learning Implement agreed upon strategies that support the school improvement plan Monitor student progress toward meeting the Common Core Georgia Performance Standards through diagnostic, formative benchmark, and summative assessments Engage in job-embedded professional learning (e.g., collaborative planning, collaborative analysis of student work, learning team meetings, etc.) Use information from data team meetings to adjust instruction Participate in data team meetings and use the information from meetings to adjust instruction Use technology to engage students in learning
<ul style="list-style-type: none"> District Effectiveness 	<ul style="list-style-type: none"> Leader Effectiveness 	<ul style="list-style-type: none"> Teacher Effectiveness

Reward School: The proposed system would reward schools based on exceptional performance on similar criteria specified for identifying Priority and Focus Schools. Two categories of reward schools will be recognized.

Definition:

- A “**Highest-Performing School**” is a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the “all students” group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school.
- A “**High-Progress School**” is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school.

Because the GaDOE supports the quality implementation of the Common Core Georgia Performance Standards as the most effective way to address equity for students in Georgia, school improvement efforts will address disparity where performance flags indicate discrepant patterns of performance for different subgroups by focusing on interventions that promote standards for underperforming groups. It is incumbent on the GaDOE to ensure that districts demonstrating patterns of disparity receive support and guidance regarding implementation of the Common Core Georgia Performance Standards, particularly as it relates to improving the achievement of economically disadvantaged students, English Learners, and students with disabilities and closing existing achievement gaps. In this way, school level performance flag indicators will be taken into account when formulating school improvement plans for Priority Schools and Focus Schools.

The school improvement specialists working with Priority and Focus Schools have specific knowledge and expertise in the use of data analysis, school improvement, implementation and monitoring of school improvement plans, leadership development and instructional best practices. The work of the school improvement specialists is monitored by staff at GaDOE and professional learning for the specialists is on-going.

The GaDOE will also facilitate collaboration with other educational agencies such as Regional Education Service Agencies (RESA), colleges and universities, and regional labs to provide a statewide system of support for all schools.

Alternatives Plan for SES and Choice:

Georgia plans to require Priority Schools and Focus Schools to implement alternative supports rather than SES and Public School Choice for students.

- The GaDOE data show that consistently less than 5% of eligible students take advantage of the Choice option. Georgia introduced a state law (O. C. G. A. §20-2-2130) in 2009 that provides an option for parents to request permissive transfers within districts, providing comparable options for parents and students. (Appendix C, 20-2-2130)
- Results from our annual analysis of SES show that, overall, students receiving SES in Georgia have not outperformed matched controls on state tests of achievement in any subject area for the duration of the program. Thus, the GaDOE is proposing an alternative supplemental tutoring intervention that would allow LEAs greater flexibility in designing an extended learning program tailored to needs of their school that would have the capacity to serve more students in need of such additional support. These Flexible Learning Programs (FLP) would initially be funded through a minimum 5% set-aside requirement of Title I allotments for the same schools that are currently mandated to implement SES (those in year two of needs improvement status or higher based on FY11 AYP reports) and transition to all schools in Priority or Focus status before the 2012-2013 school year. (Appendix D, Analysis of SES Provider Effectiveness)

Specific components of the proposed program are outlined as Required Interventions for Focus and Priority Schools:

1. All Priority Schools must offer Flexible Learning Program (FLP)
2. All Focus Schools status must offer Flexible Learning Programs (FLP)
3. In addition, all schools must develop a corrective action plan that outlines how the school will implement FLP
4. All Priority Schools and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
5. All Priority Schools will be required to set-aside 10% of their school's Title I allocation for professional development.

1) Proposed School and District Consequences:

Consequences for Priority Schools and Focus Schools will require schools to offer programs that are based on Supplemental Education Services (SES) but offer greater flexibility to LEAs. These new programs will improve the quality of service across the state, especially in rural districts, and provide more opportunities for parental involvement and input from local school boards about the types of interventions that are most appropriate for the schools in their communities.

Georgia LEAs will be required to offer Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing FLP will be required to submit a plan utilizing these consequences and a budget for approval by GaDOE Title Programs Division.

While students in Priority Schools and Focus Schools will be eligible to receive FLP based on low-income status and their individual student scores on state assessments,

LEAs must prioritize Title I FLP funding and services to the students in Priority Schools and Focus Schools based on the following federal rank order:

- First—Students who are eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Second—Students who are eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow
- Third—Students who are not eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Fourth—Students who are not eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow

2) As part of the submitted plan LEAs in 2012-2013 will:

- List the schools that are required to offer Flexible Learning Program (FLP), their classification as to Priority or Focus by school and district and if they are a Title I school or not:

Example:

- LEA Status (Priority School, Focus School) - School A - Targeted Assistance - Title I Status
- LEA Status (Priority School, Focus School) - School B - School wide -Title I Status
- LEA Status (Priority School, Focus School) - School C - Targeted Assistance - Title I Status
- Project how much they are intending to budget on Flexible Learning Program (FLP) in the following areas:
 - 1) Program Coordination/Service Delivery – District office and/or School
 - 2) Materials/Supplies – District office and/or School
 - 3) Transportation
 - 4) Snacks – What time of the day, if provided
 - 5) Tutor Costs – Current Teachers or Contract Instructors
 - 6) Total Cost of the FLP Program
 - 7) Total Cost of the PC Program
 - 8) Evaluation Method(s) to be used
 - Customer Satisfaction
 - Program Effectiveness

3) Required Program Data for the LEA to be maintained by school:

- Criteria used to determine how students were selected for the program and how the student's subject was determined,
- Rank ordered list of all eligible students designating whether student is enrolled in the program or not. List should include students, grade level, and subject of tutoring,
- Hours of tutoring attended for each student,
- Staff hours of service,
- Group size for tutoring,

- Pre-assessment information for each student,
- Post-assessment information for each student,
- Goal or plan of tutoring for each student,
- Progress toward goal by student,
- Strategies to be used if goals not met by student,
- When does FLP occur (before/after/during school, summer, intercession, weekends),
- The days of the week the FLP occurs,
- How is transportation provided and for whom.

4) Monitoring of LEAs/Schools by Title I Division:

LEAs will be monitored by the Title Programs Division based on the following items:

- Number of students Eligible for Program
- Number of students served
- Plan for offering services to and enrolling students across priority levels
- Number of staff hired with job descriptions
- Parental Involvement requirements
- Sign-in sheets for staff, students, and parents
- Assessment used by program
- Methods used to improve student(s) learning
- Monitoring of outcome on a monthly basis
- Verification of parent notification of eligibility for Flexible Learning Program
- Verification of parent notification of school status
- Verification of parent notification for how to enroll their student in Flexible Learning Program
- Program evaluation of Flexible Learning Program by school
- Program evaluation for overall LEA Flexible Learning Program

5) Evaluation of FLP Programs by SEA

Under the proposed waiver to grant LEAs flexibility to offer Flexible Learning Program (FLP), the GaDOE will monitor program data and evaluate performance according to the overall goal as stated in Title I, Part A legislation—increasing academic achievement on state assessments and attaining proficiency in meeting state standards. The evaluation will quantify core program components in an effort to highlight factors that contribute to effectiveness. Such a system would allow the GaDOE to use data analyses to develop data-driven best practices and provide training and ongoing support to LEAs that would promote continuous improvement of FLP across the state.

Each FLP would be evaluated on the following dimensions:

- **Customer Satisfaction**
 - Evaluation Question: What is the overall experience of stakeholders with the program?
 - Data Source: Stakeholder surveys

- **Service Delivery**

- Evaluation Question: Are the SEA, LEAs and programs in compliance with laws and regulations?
- Data Source: Annual monitoring data, Program documentation, Federal reporting, Public reporting, Technical Assistance, etc.

- **Effectiveness**

- Evaluation Question: Are programs contributing to increased student academic achievement and performance on state education standards?
- Data Source: Student performance on state tests, Pre-post assessment measures of state standards and academic skills targeting by programs, Performance Flag data, and student growth in schools offering FLP.
- Evaluation results would be shared with stakeholders and the public and used to inform ongoing program improvement.

6) **Transition of Flexibility Plan**

The Priority Schools and Focus Schools will be required to offer the FLP during the 2012-2013 school year.

Although not required in the ESEA Flexibility Waiver, Georgia plans to implement the following requirements.

Section 1116(b), 1116(c) flexibility:

State and local educational agencies (SEA and LEA) responsibilities for notification and publicly reporting results will remain unchanged.

These strategies and requirements include:

- Require LEAs to notify parents of the availability of services at least twice annually.
- Require LEAs to provide at least one workshop/meeting explaining the LEAs plan for providing Flexible Learning Program (FLP) services.
- Assist LEAs in using local media to notify parents of services.
- Require LEAs to offer parents the opportunity to view first hand FLP services being provided for their children.
- Assist LEAs as they collaborate with parent/teacher/student organizations and other parent organizations to ensure wide dissemination of the availability of FLP and PC services.
- Assist LEAs as they work with local community organizations such as the, Chamber of Commerce, Lions Club, Kiwanis Club, etc. to devise additional strategies to notify eligible parents of FLP.

In order to increase future participation in FLP:

- The GaDOE will conduct a media campaign to communicate the new accountability system of Priority Schools, Focus Schools, and Reward Schools plus the impact of Performance Flags
- The Title Programs Division of the GaDOE will provide regional workshops and webinars to distribute information regarding the new accountability system
- The Title Programs Division of GaDOE will post information regarding the flexibility changes for FLP on the GaDOE website.

Transition Timeline for Differentiated Recognition, Accountability, and Support System

Following approval from US ED, the GaDOE will provide results regarding 2012-2013 Priority Schools, Focus Schools, and Reward Schools to schools, districts, parents, and other stakeholders via GaDOE communications to LEAs, press releases, and the GaDOE website.

Projected Timeline for Implementation	
Date	Action
Following US ED Approval	Identify Priority Schools, Focus Schools, and Reward Schools
February -July 2012	Outreach and communication related to Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School Improvement Specialists to support Priority Schools and Focus Schools. Summer Leadership Academy for Priority Schools and Focus Schools.
August 2012	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools

2. A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, Priority, and Focus Schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, Priority, and Focus Schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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a.

**Percent of Students Performing at the Proficient Level on the
2011 High School End-of-Course Tests**

Level	Statewide Assessment	Student Group	2011 Proficiency Rate
High School	9th Grade Literature	All Students	82.1
High School	American Literature	All Students	87.7
High School	Biology	All Students	69.1
High School	Economics	All Students	72.7
High School	Mathematics I*	All Students	61.0
High School	Mathematics II**	All Students	57.2
High School	Physical Science	All Students	75.0
High School	U.S. History	All Students	64.6

* Mathematic I will be transitioning to Common Core Georgia Performance Standards Coordinate Algebra

** Mathematics II will be transitioning to Common Core Georgia Performance Standards Analytic Geometry

**Percent of Students Performing at the Proficient Level on the
2011 Elementary and Middle Schools CRCT Tests**

Level	Statewide Assessment	Student Group	2011 Proficiency Rate
Elementary / Middle	English/language arts	All Students	91.2
Elementary / Middle	Mathematics	All Students	84.4
Elementary / Middle	Reading	All Students	93.2
Elementary / Middle	Science	All Students	76.1
Elementary / Middle	Social Studies	All Students	74.8

(Attachment 8: “All Students” Proficiency, 2010-2011)

Does the SEA’s weighting of the included assessments result in holding schools accountable for ensuring all students achieve the State’s college and career ready standards?

- b. The proposed Performance Flags include all state-mandated assessments currently administered in grades 3-12, referenced immediately above in a. For grades 3-8, assessments include the Criterion Referenced Competency Test (CRCT), the CRCT-M (CRCT modified), and the Georgia Alternative Assessment (GAA). For grades 9-12 assessments are the End of Course Tests (ECOT). The CRCT, CRCT-M, and EOCT will be replaced by Common Core Assessments as they become available. In each content area, ELA, reading, mathematics, science, and social studies, the percent of student scoring at meets or exceeds is calculated at an identical weight. Refining work on the CCRPI has indicated that all state assessments have a close relationship to students graduating from high school and entering post secondary institutions without the need of remediation. Including all state assessments for calculations is also supported by two important state initiatives: STEM and Race to the Top.

Given that alternate assessments based on modified achievement standards (AA-MAS) will not be an option once the Common Core Assessments are implemented in 2014-2015, Georgia will work with districts, schools, and teachers to ensure a smooth transition for students who formerly participated in the state's AA-MAS, the CRCT-M. As a Governing State within the PARCC consortium, Georgia has a significant voice and role in major decisions regarding the development of the assessment system. The design of the system intentionally considers the needs of students at all levels of the achievement continuum, including those that have struggled to demonstrate what they have learned on traditional large-scale assessments. PARCC's assessments are being designed to ensure there is sufficient opportunity for students who are very low achieving (or very high achieving) to demonstrate concepts they comprehend and how they can apply these concepts. The open-ended, performance-based, and innovative nature of the test items and tasks that will be included on the assessments should allow students this opportunity to demonstrate proficiency. To help prepare both teachers and students for this new type of assessment (historically Georgia's assessment system has been selected-response), Georgia is using its Race to the Top funds to build both a formative item bank and benchmarks that will be comprised of mainly open-ended, performance-based items and tasks. Significant training and support will be provided to districts in the use of these items, with special consideration given to strategies for low-performing students (i.e., diagnosing and addressing student weaknesses). The GaDOE Special Education staff is proactively designing teaching resources, formative tools, and

professional learning opportunities for this transition. Additionally, PARCC is building item prototypes and resources that will be available to teachers and students to use prior to full implementation of the assessment system. As Georgia prepares for the 2014-2015 implementation of PARCC assessments, training will be provided to systems on appropriate placement decisions given the phase-out of the AA-MAS. Indeed, many of these conversations have already taken place as systems have been informed that there will be no AA-MAS in 2014-2015.

The inclusion of all content areas holds schools more accountable for ensuring college and career readiness. The indicator capturing the Lexile scores of students in grades three and five further enhances the commitment to prepare students for middle school.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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2 A I Option A

Setting Performance Targets

The table below provides the Performance Targets (AMOs) to be used in the subgroup Performance Flags system. Georgia will utilize a differentiated performance target structure (State Performance Targets and Subgroup Performance Targets) within its Performance Flags to ensure that the state accountability system provides appropriate incentives for continual and incremental growth of both all students and specific subgroups. The use of both a state performance target and individual subgroup performance targets will ensure that schools receive detailed feedback on each subgroup's performance on graduation rate and statewide assessments.

Following the prescribed formula articulated within the waiver guidance, the following algorithm was used to develop both the statewide State Performance Targets and statewide Subgroup Performance Targets moving towards 2016-2017:

$$(1) \text{ Annual Growth}^* = \frac{(100\% - 2011 \text{ Proficiency Rate}) * 0.50}{6}$$

*Annual growth rounded to the tenth decimal place

State Performance Target: The state performance target is set using All Students with the goal of decreasing the percent of students who are not proficient by 50% by 2016-2017. The state performance target provides a statewide commitment to high achievement across all subgroups and for all students.

Subgroup Performance Target: Using the same methodology for setting the state performance target, individual subgroup performance targets have been set for each content area, statewide. The use of subgroup performance targets allows Georgia to recognize the current level of achievement for subgroups and differentiate annual growth for subgroups that need to make the most gains.


While Georgia's ultimate goal is to achieve **100%** of students graduating from high school consistent with Georgia's goal under Title I, flexibility provided through this waiver will allow Georgia to reset Performance Targets for each subgroup. Under the guidance of the U.S. Department of Education, Georgia selected the use of Option A, including ESEA subgroup differentiation, in resetting Performance Targets for graduation rate and assessments within its waiver. Within Georgia's Race to the Top Application, Graduation Rate targets were set using the AMOs in place during the 2008-2009 year under Adequate Yearly Progress (AYP).



By using both the state performance target and subgroup performance targets, Georgia has developed a system that will identify areas of low-performance within subgroups, and also identify areas of low performance across the various statewide assessments and graduation rate. The use of two performance targets creates an environment where rigorous expectations are provided through the state performance targets and incremental and obtainable targets are set at the subgroup level.


In addition to sending a statewide message of high expectations for all students, the Performance Flags and Performance Targets will not only capture students who have met or exceeded the proficiency standard but also students who have made significant growth to standard. The use of a student growth component allows the Performance Flags to aid staff to deliver more precise interventions to schools whose student subgroups are both not meeting proficiency standards and/or making significant growth.

In the same mindset as the Performance Targets for statewide assessments and graduation rate, the Performance Flag system will also “flag” subgroup performance as it relates to both the State and Subgroup Performance Targets. Using the Performance Flags, as mentioned below, the Performance Flag system will provide disaggregated feedback on each statewide assessment and graduation rate.

Performance Flags Legend:

Green Flag : Indicates that a school met both the State Performance Target and the Subgroup Performance Target.

Yellow Flags  : Indicate that a school did not meet the Subgroup Performance Target or the State Performance Target. A Yellow Flag with an “SG” inside signifies a school did not meet the Subgroup Performance Target but did meet the State Performance Target. A Yellow Performance Flag with an “S” inside signifies a school met the Subgroup Performance Target, but did not meet the State Performance Target.

Red Flag : Indicates that a school has not met both the State Performance Target and the Subgroup Performance Target for a given indicator.

The Performance Flag system captures students meeting proficiency standards and students not meeting proficiency standards but making significant growth towards the standards using Georgia’s Student Growth Percentile (SGP) model. Within the Performance Flags disaggregated data will be displayed for students meeting the proficiency standards along with the number of the students not meeting the proficiency standard but making significant gains towards the standard. At this time, Georgia is not seeking to redefine the state’s definition of proficiency (to include students making significant growth to standard) in this flexibility request. Georgia will use the Performance Flag system to provide feedback to schools and systems on: 1) students meeting proficiency standards, and, 2) students who have made gains towards the standards. By also providing the information on students who have made significant growth but have not yet reached the standard, the Performance Flags provide schools with feedback on the effectiveness of interventions and supports. Once Georgia has accrued sufficient technical documentation, the state may discuss with US ED a provision to give a school credit for students who have made significant and sufficient growth to standard within a given number of years.

High School Performance Targets

Based on 2011 Graduation Rate and 2011 End of Course Tests (EOCTs) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
High School	Graduation Rate	All Students	80.8	82.4	84.0	85.6	87.2	88.8	90.4
		Asian / Pacific Islander	93.4	94.0	94.5	95.1	95.6	96.2	96.7
		Black	75.8	77.8	79.8	81.9	83.9	85.9	87.9
		Hispanic	77.6	79.5	81.3	83.2	85.1	86.9	88.8
		American Indian	82.2	83.7	85.2	86.7	88.1	89.6	91.1
		White	84.4	85.7	87.0	88.3	89.6	90.9	92.2
		Multi-Racial	84.9	86.2	87.4	88.7	89.9	91.2	92.5
		SWD	44.4	49.0	53.7	58.3	62.9	67.6	72.2
		ELL (LEP)	63.0	66.1	69.2	72.3	75.3	78.4	81.5
		Econ. Disadv.	76.0	78.0	80.0	82.0	84.0	86.0	88.0
High School	9th Grade Literature	All Students	82.1	83.6	85.1	86.6	88.1	89.6	91.1
		Asian / Pacific Islander	86.4	87.5	88.7	89.8	90.9	92.1	93.2
		Black	74.0	76.2	78.4	80.5	82.7	84.9	87.0
		Hispanic	76.3	78.3	80.3	82.3	84.2	86.2	88.2
		American Indian	83.0	84.5	85.9	87.3	88.7	90.1	91.5
		White	89.7	90.6	91.4	92.3	93.1	94.0	94.9
		Multi-Racial	89.0	89.9	90.8	91.8	92.7	93.6	94.5
		SWD	45.4	50.0	54.5	59.1	63.6	68.2	72.7
		ELL (LEP)	45.7	50.2	54.7	59.3	63.8	68.3	72.8
		Econ. Disadv.	74.0	76.2	78.3	80.5	82.7	84.8	87.0
High School	American Literature	All Students	87.7	88.7	89.7	90.7	91.7	92.7	93.7
		Asian / Pacific Islander	92.0	92.6	93.3	94.0	94.7	95.3	96.0
		Black	82.2	83.6	85.1	86.6	88.1	89.6	91.1
		Hispanic	82.5	84.0	85.4	86.9	88.3	89.8	91.3
		American Indian	90.5	91.3	92.1	92.8	93.6	94.4	95.2
		White	93.0	93.6	94.2	94.8	95.3	95.9	96.5
		Multi-Racial	91.1	91.8	92.6	93.3	94.0	94.8	95.5
		SWD	55.2	58.9	62.7	66.4	70.1	73.9	77.6
		ELL (LEP)	55.3	59.0	62.8	66.5	70.2	73.9	77.7
		Econ. Disadv.	81.8	83.3	84.8	86.4	87.9	89.4	90.9
High School	Biology	All Students	69.1	71.7	74.3	76.9	79.5	82.1	84.7
		Asian / Pacific Islander	82.7	84.1	85.6	87.0	88.5	89.9	91.3
		Black	53.8	57.7	61.5	65.4	69.2	73.1	76.9

High School Performance Targets

Based on 2011 Graduation Rate and 2011 End of Course Tests (EOCTs) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
		<i>Hispanic</i>	62.7	65.8	68.9	72.0	75.1	78.2	81.3
		<i>American Indian</i>	71.8	74.2	76.5	78.9	81.2	83.6	85.9
		<i>White</i>	82.5	83.9	85.4	86.8	88.3	89.8	91.2
		<i>Multi-Racial</i>	76.4	78.4	80.3	82.3	84.3	86.2	88.2
		<i>SWD</i>	35.0	40.4	45.8	51.2	56.6	62.1	67.5
		<i>ELL (LEP)</i>	37.2	42.5	47.7	52.9	58.2	63.4	68.6
		<i>Econ. Disadv.</i>	57.1	60.7	64.2	67.8	71.4	75.0	78.5
High School	Economics	All Students	72.7	75.0	77.3	79.6	81.9	84.2	86.5
		<i>Asian / Pacific Islander</i>	87.7	88.7	89.7	90.8	91.8	92.8	93.8
		<i>Black</i>	59.5	62.9	66.3	69.6	73.0	76.4	79.8
		<i>Hispanic</i>	66.5	69.3	72.1	74.9	77.7	80.4	83.2
		<i>American Indian</i>	72.2	74.5	76.8	79.1	81.4	83.8	86.1
		<i>White</i>	83.5	84.9	86.2	87.6	89.0	90.4	91.7
		<i>Multi-Racial</i>	77.6	79.5	81.3	83.2	85.1	86.9	88.8
		<i>SWD</i>	36.9	42.2	47.4	52.7	57.9	63.2	68.5
		<i>ELL (LEP)</i>	45.0	49.6	54.2	58.8	63.4	67.9	72.5
		<i>Econ. Disadv.</i>	60.5	63.8	67.1	70.3	73.6	76.9	80.2
High School	Mathematics I*	All Students	61.0	64.3	67.6	70.9	74.2	77.5	80.8
		<i>Asian / Pacific Islander</i>	83.7	85.1	86.4	87.8	89.1	90.5	91.9
		<i>Black</i>	46.4	50.9	55.3	59.8	64.3	68.7	73.2
		<i>Hispanic</i>	55.7	59.4	63.1	66.8	70.4	74.1	77.8
		<i>American Indian</i>	62.1	65.3	68.4	71.6	74.7	77.9	81.1
		<i>White</i>	72.8	75.1	77.3	79.6	81.9	84.1	86.4
		<i>Multi-Racial</i>	67.3	70.0	72.7	75.4	78.2	80.9	83.6
		<i>SWD</i>	24.8	31.1	37.4	43.6	49.9	56.2	62.4
		<i>ELL (LEP)</i>	38.6	43.7	48.8	53.9	59.1	64.2	69.3
		<i>Econ. Disadv.</i>	48.3	52.6	56.9	61.2	65.5	69.9	74.2
High School	Mathematics II**	All Students	57.2	60.8	64.4	68.0	71.6	75.2	78.8
		<i>Asian / Pacific Islander</i>	82.3	83.8	85.3	86.7	88.2	89.7	91.2
		<i>Black</i>	40.8	45.7	50.6	55.6	60.5	65.4	70.4
		<i>Hispanic</i>	52.2	56.2	60.2	64.2	68.2	72.1	76.1
		<i>American Indian</i>	60.2	63.5	66.8	70.2	73.5	76.8	80.1
		<i>White</i>	69.7	72.2	74.7	77.3	79.8	82.3	84.8
		<i>Multi-Racial</i>	62.8	65.9	69.0	72.1	75.2	78.3	81.4

High School Performance Targets

Based on 2011 Graduation Rate and 2011 End of Course Tests (EOCTs) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
		<i>SWD</i>	25.3	31.5	37.7	43.9	50.2	56.4	62.6
		<i>ELL (LEP)</i>	42.6	47.4	52.2	56.9	61.7	66.5	71.3
		<i>Econ. Disadv.</i>	43.7	48.3	53.0	57.7	62.4	67.1	71.8
High School	Physical Science	All Students	75.0	77.1	79.2	81.3	83.4	85.5	87.6
		<i>Asian / Pacific Islander</i>	86.9	88.0	89.1	90.2	91.3	92.4	93.5
		<i>Black</i>	63.2	66.3	69.4	72.4	75.5	78.6	81.6
		<i>Hispanic</i>	71.7	74.1	76.4	78.8	81.1	83.5	85.9
		<i>American Indian</i>	77.7	79.5	81.4	83.2	85.1	87.0	88.8
		<i>White</i>	85.9	87.1	88.3	89.4	90.6	91.8	93.0
		<i>Multi-Racial</i>	82.9	84.4	85.8	87.2	88.6	90.0	91.5
		<i>SWD</i>	45.8	50.3	54.8	59.3	63.8	68.4	72.9
		<i>ELL (LEP)</i>	51.5	55.6	59.6	63.7	67.7	71.7	75.8
		<i>Econ. Disadv.</i>	67.4	70.1	72.9	75.6	78.3	81.0	83.7
High School	U.S. History	All Students	64.6	67.6	70.6	73.6	76.6	79.6	82.6
		<i>Asian / Pacific Islander</i>	81.2	82.7	84.3	85.9	87.5	89.0	90.6
		<i>Black</i>	50.6	54.7	58.8	62.9	67.1	71.2	75.3
		<i>Hispanic</i>	58.8	62.2	65.7	69.1	72.5	76.0	79.4
		<i>American Indian</i>	72.1	74.5	76.8	79.1	81.4	83.7	86.1
		<i>White</i>	76.1	78.1	80.1	82.1	84.0	86.0	88.0
		<i>Multi-Racial</i>	71.3	73.7	76.1	78.5	80.9	83.3	85.7
		<i>SWD</i>	34.4	39.9	45.4	50.8	56.3	61.8	67.2
		<i>ELL (LEP)</i>	35.0	40.4	45.8	51.2	56.6	62.1	67.5
		<i>Econ. Disadv.</i>	51.7	55.8	59.8	63.8	67.8	71.8	75.9

Elementary and Middle Performance Targets Based on 2011 Criterion Reference Content Test (CRCT) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
Elementary / Middle	English Language Arts	All Students	91.2	91.9	92.6	93.3	94.0	94.7	95.4
		<i>Asian / Pacific Islander</i>	94.9	95.3	95.7	96.1	96.5	96.9	97.3
		<i>Black</i>	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		<i>Hispanic</i>	89.5	90.4	91.3	92.2	93.1	94.0	94.9
		<i>American Indian</i>	91.8	92.5	93.2	93.9	94.6	95.3	96.0
		<i>White</i>	94.6	95.1	95.6	96.1	96.6	97.1	97.6
		<i>Multi-Racial</i>	93.3	93.9	94.5	95.1	95.7	96.3	96.9
		<i>SWD</i>	69.7	72.2	74.7	77.2	79.7	82.2	84.7
		<i>ELL (LEP)</i>	81.2	82.8	84.4	86.0	87.6	89.2	90.8
		<i>Econ. Disadv.</i>	87.4	88.5	89.6	90.7	91.8	92.9	94.0
Elementary / Middle	Mathematics	All Students	84.4	85.7	87.0	88.3	89.6	90.9	92.2
		<i>Asian / Pacific Islander</i>	93.7	94.2	94.7	95.2	95.7	96.2	96.7
		<i>Black</i>	75.9	77.9	79.9	81.9	83.9	85.9	87.9
		<i>Hispanic</i>	83.6	85.0	86.4	87.8	89.2	90.6	92.0
		<i>American Indian</i>	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		<i>White</i>	90.7	91.5	92.3	93.1	93.9	94.7	95.5
		<i>Multi-Racial</i>	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		<i>SWD</i>	59.0	62.4	65.8	69.2	72.6	76.0	79.4
		<i>ELL (LEP)</i>	74.8	76.9	79.0	81.1	83.2	85.3	87.4
		<i>Econ. Disadv.</i>	78.2	80.0	81.8	83.6	85.4	87.2	89.0
Elementary / Middle	Reading	All Students	93.2	93.8	94.4	95.0	95.6	96.2	96.8
		<i>Asian / Pacific Islander</i>	95.2	95.6	96.0	96.4	96.8	97.2	97.6
		<i>Black</i>	89.2	90.1	91.0	91.9	92.8	93.7	94.6
		<i>Hispanic</i>	92.0	92.7	93.4	94.1	94.8	95.5	96.2
		<i>American Indian</i>	95.2	95.6	96.0	96.4	96.8	97.2	97.6
		<i>White</i>	96.6	96.9	97.2	97.5	97.8	98.1	98.4
		<i>Multi-Racial</i>	95.4	95.8	96.2	96.6	97.0	97.4	97.8
		<i>SWD</i>	76.6	78.6	80.6	82.6	84.6	86.6	88.6
		<i>ELL (LEP)</i>	85.1	86.3	87.5	88.7	89.9	91.1	92.3
		<i>Econ. Disadv.</i>	90.1	90.9	91.7	92.5	93.3	94.1	94.9
Elementary / Middle	Science	All Students	76.1	78.1	80.1	82.1	84.1	86.1	88.1
		<i>Asian / Pacific Islander</i>	88.5	89.5	90.5	91.5	92.5	93.5	94.5
		<i>Black</i>	62.7	65.8	68.9	72.0	75.1	78.2	81.3
		<i>Hispanic</i>	72.7	75.0	77.3	79.6	81.9	84.2	86.5

Elementary and Middle Performance Targets

Based on 2011 Criterion Reference Content Test (CRCT) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
		<i>American Indian</i>	81.3	82.9	84.5	86.1	87.7	89.3	90.9
		<i>White</i>	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		<i>Multi-Racial</i>	82.0	83.5	85.0	86.5	88.0	89.5	91.0
		<i>SWD</i>	47.9	52.2	56.5	60.8	65.1	69.4	73.7
		<i>ELL (LEP)</i>	61.2	64.4	67.6	70.8	74.0	77.2	80.4
		<i>Econ. Disadv.</i>	66.9	69.7	72.5	75.3	78.1	80.9	83.7
Elementary / Middle	Social Studies	All Students	74.8	76.9	79.0	81.1	83.2	85.3	87.4
		<i>Asian / Pacific Islander</i>	89.0	89.9	90.8	91.7	92.6	93.5	94.4
		<i>Black</i>	62.3	65.4	68.5	71.6	74.7	77.8	80.9
		<i>Hispanic</i>	70.9	73.3	75.7	78.1	80.5	82.9	85.3
		<i>American Indian</i>	78.2	80.0	81.8	83.6	85.4	87.2	89.0
		<i>White</i>	85.0	86.3	87.6	88.9	90.2	91.5	92.8
		<i>Multi-Racial</i>	80.2	81.9	83.6	85.3	87.0	88.7	90.4
		<i>SWD</i>	44.8	49.4	54.0	58.6	63.2	67.8	72.4
		<i>ELL (LEP)</i>	59.2	62.6	66.0	69.4	72.8	76.2	79.6
		<i>Econ. Disadv.</i>	65.0	67.9	70.8	73.7	76.6	79.5	82.4

* Mathematic I will be transitioning to Common Core Georgia Performance Standards
Coordinate Algebra

** Mathematics II will be transitioning to Common Core Georgia Performance Standards
Analytic Geometry

The GaDOE will work continue to work collaboratively with the Governor's Office of Student Achievement (GOSA) to publish Georgia's State Report Card which will display school level subgroup performance targets and subgroup achievement performance. Focus Schools, Priority Schools, and Reward Schools will be listed as well as the additional Report Card reporting requirements.










For the study year, disaggregated subgroup performance will be presented as part of the Performance Flag system within the CCRPI. Subgroup achievement related to subgroup Performance Targets will trigger Performance Flags. Disaggregated subgroup data will be provided to districts in mid July 2012 and CCRPI data will be provided to the districts in the fall of 2012. The early release of subgroup performance data will aid schools in the planning and development of school based action plans.

The following table provides a sample snapshot of the detailed subgroup performance for a school. Each subgroup’s achievement and corresponding Performance Target is presented and Performance Flags are displayed based on the Performance Targets. In the actual application, links (designated by “Click Here for Subgroup Details”) will provide disaggregated subgroup performance as detailed within the Graduation Rate and 9th Grade Literature End of Course Test examples below.

District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup










	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
Graduation Rate							
Graduation Rate (%)	473	94.8%	80.8%	10	9.5	94.8%	
<i>Asian / Pacific Islander</i>	35	91.6%	93.4%				
<i>Black</i>	32	74.9%	75.8%				
<i>Hispanic</i>	34	79.5%	77.6%				
<i>American Indian / Alaskan</i>	40	100.0%	82.2%				
<i>White</i>	222	95.5%	84.4%				
<i>Multi-Racial</i>	36	100.0%	84.9%				
<i>SWD</i>	45	73.3%	44.4%				
<i>ELL</i>	31	100.0%	63.0%				
<i>Economically Disadvantaged</i>	98	92.9%	76.0%				
Total: Graduation Rate	473			10	9.5	94.8%	

Content Mastery							
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District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup

	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
Percent of students scoring at meets or exceeds on the Ninth Grade Literature End of Course Test	373	92.1%	82.1%	10	9.2	92.1%	
<i>Asian / Pacific Islander</i>	32	75.0%	86.4%				
<i>Black</i>	32	58.3%	84.0%				
<i>Hispanic</i>	40	75.0%	76.3%				
<i>American Indian / Alaskan</i>	35	83.0%	83.0%				
<i>White</i>	195	96.9%	89.7%				
<i>Multi-Racial</i>	30	100.0%	89.0%				
<i>SWD</i>	36	72.7%	45.4%				
<i>ELL</i>	38	33.3%	45.7%				
<i>Economically Disadvantaged</i>	55	69.4%	74.0%				
Percent of students scoring at meets or exceeds on the American Literature End of Course Test	373	98.0%		10	9.8	98.0%	
<u>Click Here for Subgroup Details</u>							

District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup

	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
-							
Percent of students scoring at meets or exceeds on the Mathematics I (or GPS Algebra) End of Course Test	373	94.1%		10	9.4	94.1%	
Click Here for Subgroup Details							
-							
Percent of students scoring at meets or exceeds on the Mathematics II (or GPS Geometry) End of Course Test	373	80.1%		10	8.0	80.1%	
Click Here for Subgroup Details							
-							
Percent of students scoring at meets or exceeds on the Physical Science End of Course Test	373	75.0%		10	7.5	75.0%	
Click Here for Subgroup Details							
-							
Percent of students scoring at meets or exceeds on the Biology End of Course Test	373	95.2%		10	9.5	95.2%	
Click Here for Subgroup Details							
-							
Percent of students scoring at meets or exceeds on the US History End of Course Test	373	85.0%		10	8.5	85.0%	

District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup

	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
Click Here for Subgroup Details							
-							
Percent of students scoring at meets or exceeds on the Economics End of Course Test	373	95.9%		10	9.6	95.9%	
Click Here for Subgroup Details							
-							

Brief Overview of the CCRPI

Using a three-pronged approach, Georgia will calculate an overall CCRPI score to be used within the single statewide accountability system. This score will reflect a school's Achievement, Achievement Gap Closure, and its Progress. The weighted average of the Achievement Score, the Achievement Gap Closure Score (AGCS), and the Progress Score determines the first three steps in a four step calculation of a school's overall CCRPI score. To further enhance best practices clearly aligned with college and career readiness, the CCRPI includes a companion set of *Factors for Success* indicators. Schools meeting set targets on some or all of these indicators will experience up to three points in addition to the average score determined by the Achievement, Achievement Gap Closure, and Progress scores. The CCRPI reporting structure will also include a Financial Efficiency Rating and a School Climate Rating, based on one to five stars. The Performance Flag system, as detailed on page 18 of this request will be a primary feature of the CCRPI reporting structure, as illustrated by the sample snapshots provided below.

Score Summary Sheet (CCRPI) with Performance Flags, below





































DRAFT














































College and Career Ready Performance Index (CCRPI)

CCRPI Scoring Sheet: High School

District: Central School District

School: George Washington High School

Overall CCRPI Score									
TBD									
Achievement Score	Achievement Gap Closure Score	Progress Score	Factors for Success Score		Financial Efficiency Rating		School Climate Rating		
TBD	TBD	TBD	TBD		★ ★ ★ ☆ ☆		★ ★ ★ ☆ ☆		
Performance Flags <i>Highlights and Challenges</i>									
Subgroup Performance		End of Course Tests							
	Graduation Rate	9th Grade Literature	American Literature	Mathematics I	Mathematics II	Biology	Physical Science	U.S. History	Economics
American Indian / Alaskan									
Asian / Pacific Islander									
Black									
Hispanic									

Subgroup Performance	<i>End of Course Tests</i>								
	Graduation Rate	9th Grade Literature	American Literature	Mathematics I	Mathematics II	Biology	Physical Science	U.S. History	Economics
Multi-Racial									
White									
Economically Disadvantaged (ED)									
Students with Disabilities (SWD)									
Limited English Proficient (LEP)									

Performance Flag Legend:

Subgroup met both State and Subgroup Performance Targets



Subgroup met State but not Subgroup Performance Target



Subgroup met Subgroup but not State Performance Target



Subgroup did not meet either the State or Subgroup Performance

Graduation Alert, Subgroup Alert, and Subject Alert Status

In addition to the Focus Schools identified in this request (Table 2), Georgia proposes to *serve additional Focus*, schools falling into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate:

- (1) Graduation Alert Schools: High Schools whose subgroup graduation rate falls at or below the third standard deviation compared to the statewide subgroup average.
- (2) Subgroup Alert Schools: Schools whose subgroup performance on any statewide assessment falls at or below the third deviation compared to the subgroup’s state average;
- (3) Subject Alert Schools: Schools whose subject area performance on any statewide assessment falls at or below the third deviation compared to the subject’s state average;

Schools falling into this Alert Status (as described above) due to either subgroup deficiencies in graduation rates, subgroup deficiencies on assessments, or subject deficiencies on assessments will be served as Focus Schools and receive three years of state and/or district-level directed support and interventions.

The use of the third standard deviation within each subgroup’s assessment performance is to identify every school where a subgroup’s performance falls at the very bottom of the spectrum. Used within the Performance Flags, the third deviation allows Georgia to identify the lowest achieving subgroups regardless of a school’s overall or all student success; thus, not allowing schools to hide extremely underperforming subgroups.

ALERT SCHOOLS

Explanation of Data Run to Determine List of Graduation Rate Alert Schools

1. Include all high schools, Title I and Non-Title I.
2. For a group (the nine traditional subgroups) to be considered in the calculations, the group’s Graduation Class Size must meet the minimum n size.
3. Create standardized value of each subgroups’ graduation rate:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school’s subgroup’s graduation rate;

μ is the mean of the state’s subgroups’ graduation rate

σ is the standard deviation of the state's subgroups' graduation rate

4. Assign a flag to the school's subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.
6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Graduation Alert School.

Explanation of Data Run to Determine List of Subgroup Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each subgroups' achievement results on each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (the nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum n size where each member of the group has a valid assessment for each content area.
3. Create standardized value of each subgroups' meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subgroup's meets and exceeds rate;

μ is the mean of the state's subgroups' meets and exceeds rate

σ is the standard deviation of the state's subgroups' meets and exceeds rate

4. Assign a flag to the school's subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.
6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Subgroup Alert School.

Explanation of Data Run to Determine List of Subject Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each school's subject area achievement results across each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a school to be considered in the calculations, the number of test takers within a school's subject area must meet the minimum n size where each member of the group has a valid assessment for each content area.

3. Create standardized value of each subject area's meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subject using the mean and standard deviation of the corresponding statewide subject area.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subject area's meets and exceeds rate;

μ is the mean of the state's subject area's meets and exceeds rate

σ is the standard deviation of the state's subject area's meets and exceeds rate

4. Assign a flag to the school's subject area where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subject flagged.
6. If a school has one or more subject area(s) to which a flag is assigned, then identify that school as a Subject Alert School.

2.C REWARD SCHOOLS

2. C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

Explanation of Data Run to Determine List of Highest-Performing Reward Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 5%. (78)
3. The resulting value is the number of Title I schools in the state that are to be identified as Highest-Performing Reward Schools.
4. At the school level, aggregate the All Student and subgroup achievement results based on 2010-2011, 2009-2010, and 2008-2009 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Rank the Title I schools based on the average of their 3-year aggregate achievement results from highest achievement to lowest achievement.
6. Remove schools from the list that have been identified as Focus Schools.
7. Remove high schools from the list that are not among the schools with the highest graduation rates.
8. Remove schools from the list that did not make AYP in the 2010-2011 school year.
9. Identify the top 78 schools as Highest-Performing Reward Schools.

Explanation of Data Run to Determine List of High-Progress Reward Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 10%. (156)
3. The resulting value is the number of Title I schools in the state that are to be identified as High-Progress Reward Schools.
4. At the school level, aggregate the All Student and subgroup achievement results based on 2010-2011, 2009-2010, and 2008-2009 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs).). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Based on aggregate achievement results, calculate progress using the following formula:

$$((\text{Year 1 Results} - \text{Year 2 Results}) + (\text{Year 2 Results} - \text{Year 3 Results})) / 2$$

6. Rank the schools based on the greatest amount of progress.
7. Remove schools from the list that have been identified as Focus Schools.
8. Remove schools from the list that have been identified as Priority Schools.
9. Identify the top 156 schools as High-Progress Reward Schools.

2. C.ii Provide the SEA's list of reward schools in Table 2.

See Attachment 9, Table 2

2. C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Georgia will recognize Highest Performing and High Progress Title I Schools each year at the Annual Title Programs Conference. Further, these schools will each receive a monetary reward equal to Georgia's total reward allotment divided by the total number of reward schools. The Title I Highest Performing and High Progress Schools districts are chosen for designation by the Office of State School Superintendent and approved by the State Board of Education (SBOE) each year. Funding for the Highest-Performing and/or High-Progress Districts is budgeted in the state educational agency administration budget.

Recognition of districts will occur as part of Georgia's Distinguished District Recognition. Four districts are selected each fiscal year for making the greatest gains in academic achievement based on yearly test results. The four categories for selection are based on district student enrollment: large, medium, small, and extra small. Teams from the districts are present at the Annual Title I Conference and are presented with a monetary award. As part of the Single Statewide Accountability System, Georgia has a recognition program for all schools based on student achievement.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as Priority Schools.

Explanation of Data Run to Determine List of Priority Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 5%. (78)
3. The resulting value is the number of Title I schools in the state that are to be identified as Priority Schools.
4. Place the SIG Schools on Priority List. (40 = SIG Schools)
5. Subtract the number of SIG Schools from the number of identified Priority Schools.
(78-40=38)
6. The resulting value represents the number of schools that should be identified as Priority Schools based on the definition as it relates to graduation rate and achievement. (38)
7. For high schools, identify schools where the graduation rate is less than 60% for the 2011 and 2010 school year. (2 = Graduation Rate Schools)
8. Subtract this count from the number of schools to be identified based on graduation rate and achievement. (38-2=36)
9. At the school level, aggregate the All Student achievement results based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs), all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), and Georgia Alternate Assessments (GAAs). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum n size of 30 where each member of the group has a valid assessment for each content area.
10. Rank the Title I schools based on their aggregate achievement results from lowest achievement to highest achievement.
11. Remove the schools that did make progress based on aggregate achievement results from 2009-2010 and 2010-2011.
12. Identify the top 36 schools on the list as Priority Schools based on achievement results.
(36 = Achievement Schools)
13. 40 SIG Schools + 2 Graduation Rate Schools + 36 Achievement Schools = 78 Total Schools

2. D.ii Provide the SEA's list of Priority Schools in Table 2.

See Attachment 9, Table 2

2. D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with Priority Schools will implement.

All Georgia schools have The School Keys, Georgia School Standards, as a guide to the body of research of effective schools. These standards serve as the framework in which schools base their improvement initiatives. The School Keys serve as a tool for all schools in the state. This document was field-tested during the 2004-2005 school year, and revised for the 2005-2006 school year using baseline data. An external validation study of the School Keys was conducted

by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process. The final core strands identified in School Keys are listed in the table below.

Georgia School Keys – Core Component Strands Identified for Promoting Success in All Schools	
Strand	Descriptor
Curriculum	System for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
Assessment	Collecting and analyzing student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction	Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency relative to Georgia Performance Standards (GPS).
Planning and Organization	The processes, procedures, structures, and products that focus the operations of a school on ensuring the attainment of standards and high levels of learning for all students.
Student, Family, & Community Engagement	The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short and long range goals.
Professional Learning	Means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.
Leadership	The governance process through which individuals and groups influence the behavior of other so that they work collaboratively to achieve common goals and promote organizational effectiveness.
School Culture	The norms, values, standards and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through assignment of a school improvement specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE school improvement specialists and will be coordinated with other initiatives such as School Improvement Grants (1003g) and Race to the Top. All supports and interventions will be implemented in 2012-2013. See SIS expectation chart on the next page.

SIS Expectations Chart

School Keys/Topic	Actions
Planning and Organization/ School Improvement Planning Process	<ul style="list-style-type: none"> • Ensure that the School Improvement Plan is focused on the CCGPS/GPS and standards-based teaching and learning • Ensure that a plan for monitoring is in place and is implemented • Assist in the development, implementation, and monitoring of the School Improvement Plan • Support the implementation of the corrective action plan • Ensure that the school budget supports implementation of the plan and that the school improvement specialist participates in the budgetary process • Ensure that the school improvement specialist, along with the principal, leadership team, and instructional coaches observe classrooms and provide feedback for implementation of the CCGPS/GPS and standards-based teaching and learning
Assessment/ Data Analysis	<ul style="list-style-type: none"> • Review school data (demographic, student achievement, perception, process) to ensure that plans are relevant to the data <ul style="list-style-type: none"> ◦ Assist principal and leadership team with implementation of monitoring ◦ Student academic progress ◦ Attendance (student and teacher) ◦ Discipline • Assist the system and school with analysis of feeder school student achievement data • Assist system and school(s) with development of a vertical plan to address feeder patterns
Leadership / Leadership teams	<ul style="list-style-type: none"> • Ensure that the leadership team utilizes the School Keys, Leadership Standard 4, and the Leadership team High Impact Practice Rubric to self-assess progress three times per year <ul style="list-style-type: none"> ◦ Ensure established roles and responsibilities of the leadership team are focused on standards-based instruction and monitoring to support teaching and learning. ◦ Ensure that appropriate norms and protocols (problem-solving & decision-making) have been established, implemented, and regularly monitored ◦ Ensure that the leadership team meets, at a minimum, twice a month ◦ Ensure that the leadership team analyzes, develops, implements, and monitors Short Term Action Plan (STAP) • Ensure that the leadership team addresses targeted areas and provides feedback from internal and external reviews, for example, GAPSS, CTAE, SACS, TAV, and Awareness/Focus Walks • Ensure that the leadership team develops, implements, and distributes minutes to all staff in a routine and timely manner • Support follow-through with implementation of strategies from the Summer Leadership Academy • Support the principal/leadership in monitoring the implementation of professional learning
Curriculum Assessment Instruction	<ul style="list-style-type: none"> • Ensure that the school is implementing CCGPS/GPS • Ensure implementation of GaDOE Instructional Frameworks • Ensure implementation of standards-based teaching and learning • Ensure quality professional learning focused on the components of the High Impact Practice Rubric: Standards-Based Classrooms and Math Addendum for Standards-Based Classrooms
Curriculum, Assessment, Instruction/ Framework Assessments	<ul style="list-style-type: none"> • Ensure framework/benchmark/ assessments are given and results analyzed by teachers to guide instruction • Ensure that administrators and the leadership team guide school-wide planning
Leadership / Teacher Efficacy	<ul style="list-style-type: none"> • Ensure that the principal consistently monitors and evaluates teacher effectiveness and provides appropriate feedback for teachers • Ensure that the school and district have a plan for hiring highly qualified teachers

Planning and Organization/ Short Term Action Plan	<ul style="list-style-type: none"> • Support implementation of the STAP • Complete bimonthly progress reports for submission to lead school improvement specialist, principal, and district designee • Ensure school completes attendance (teacher and student) and discipline reports by the 5th of each month and send to the lead school improvement specialist.
Professional Learning	<ul style="list-style-type: none"> • Support the instructional coaches in planning and conducting professional learning based on the components of the coaching cycle • Support the implementation of professional learning provided by the state • Ensure that the school improvement specialist attends all GaDOE required professional learning with their respective school(s) • Ensure that the school improvement specialist participates in required GaDOE webinar sessions, if applicable • Ensure that the school improvement specialist participate in RESA and/or GLRS professional learning, if applicable
Monitoring embedded in all School Keys	<ul style="list-style-type: none"> • Ensure that the school improvement specialist, along with the principal, leadership team and instructional coaches monitor the instructional program through Focus Walks, Awareness Walks, and/or classroom observations with feedback

In 2012-2013 districts (LEAs) will sign a three year memorandum of agreement with the GaDOE on behalf of Priority Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each priority school aligned with the turnaround principles. The memorandum of agreement will be developed during the spring of 2012. Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school improvement staff, and other designated staff from the district or GaDOE by August 15, 2012. These non-negotiable actions and interventions include, but are not limited to, the following:

Non-Negotiable Actions and Interventions	Turnaround Principle
1. Assess the performance of the current principal. If necessary, replace the principal. Work collaboratively with GaDOE to develop criteria for selection of an effective turnaround principal.	Turnaround Principle 1
2. Work collaboratively with GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan.	Turnaround Principle 2
3. Participate in required professional learning provided by the GaDOE.	
4. Hire an instructional coach to engage teachers in school-based, job-embedded professional learning.	
5. Work collaboratively with GaDOE to screen teachers transferring to the priority school.	Turnaround Principle 3
6. Provide additional learning time for students.	
7. Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the	

Non-Negotiable Actions and Interventions	Turnaround Principle
CCGPS and student learning needs.	
8. Offer Flexible Learning Programs.	
9. Implement the GaDOE Common Core Georgia Performance Standards frameworks in ELA and Mathematics.	Turnaround Principle 4
10. Participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) Analysis.	Turnaround Principle 5
11. Develop and implement short-term action plans to achieve the goals in the school improvement plan.	
12. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of the school improvement plan.	
13. Analyze teacher attendance and develop a plan for improvement if needed.	Turnaround Principle 6
14. Analyze student attendance and develop a plan for improvement if needed.	
15. Identify students who are at-risk of not graduating and develop a plan of action for supporting those students.	
16. Analyze student discipline referrals and develop a plan for improvement if needed.	
17. Develop and implement a plan for student, family and community engagement.	Turnaround Principle 7
Ensure that parent notices and family engagement components are adequately adopted in Flexible Learning Programs.	
Priority Schools will be assigned a GaDOE school improvement specialist to provide support and technical assistance with implementation of the non-negotiable actions and interventions. In addition, a GaDOE lead school improvement specialist will regularly monitor implementation of the non-negotiable actions and interventions. Priority Schools that begin to implement one of the four SIG models or interventions aligned with the turnaround principles will continue to do so for a period of three years.	

Turnaround Principle 1

Once schools have been identified as Priority Schools, the GaDOE will work in collaboration with the district to assess the performance of the current principal. In addition, the GaDOE will review school achievement trend data for the school(s) the principal previously served to determine the principal's track record in improving student achievement. Based on the review, the GaDOE and the district will determine whether or not to replace the principal. Criteria will be developed and used to standardize the decision regarding replacement of the principal. If the district makes the decision to replace the leadership, the GaDOE will work with the district to develop criteria for selecting effective turnaround leaders.

The GaDOE will develop a memorandum of agreement with each district that provides flexibility to turnaround principals in the areas of scheduling, staff, curriculum, and budget. Meetings with the LEA regarding leadership at Priority Schools will be held prior to May 1, 2012.

Turnaround Principle 2

In Priority Schools, the GaDOE school improvement specialists will work with the school leadership to review the quality of staff members. This review will include student achievement trend data included in the Longitudinal Data System (LDS) at the individual teacher level. Teachers transferring to the Priority School will be screened to prevent the selection of ineffective teachers. The GaDOE staff will work collaboratively with districts to make decisions regarding transfers of teachers to Priority Schools.

The GaDOE will develop a memorandum of agreement with each district to ensure processes and policies are in place to prevent the transfer of ineffective teachers to Priority Schools.

Georgia is committed to developing a comprehensive teacher evaluation system that focuses on providing feedback regarding the implementation of standards based instruction of the CCGPS. The cycle included in this teacher assessment process includes the use of conferencing, observation, and self reflection.

Upon identification, Priority Schools will be provided professional development and technical assistance addressing leadership, the school improvement process, school standards, implementation of the CCGPS, and implementation of job-embedded professional learning. Strategies to engage English learners, students with disabilities, and economically disadvantaged students in the CCGPS will be at the forefront of all professional development provided to Priority Schools. Professional learning about leadership and improvement will be provided to district staff by the GaDOE School Improvement staff at the Summer Leadership Academy in June 2012. Professional learning and technical assistance will be provided by the school improvement specialist regarding leadership teams and the school improvement process throughout the 2012-2013 school year.

Turnaround Principle 3

The use of time is critical in ensuring that all students have an opportunity to learn. Georgia has flexibility across districts in the determination of school calendars and length of school day. Although there is a minimum time allocation, districts can configure the length of day and number of days in a variety of ways that meets the needs of the students. The use of data analysis included in the School Keys enables a school to examine practices and processes currently being implemented, practices and processes that need to be eliminated, and practices and processes that need to be expanded. School improvement specialists will work with the leadership teams in schools to assess current schedules and school calendars, and make appropriate revisions to provide additional learning time for students and additional learning time for teachers.

Turnaround Principle 4

The importance of an effective teacher for every student in every classroom is documented throughout current research. The GaDOE has adopted the Common Core State Standards. Providing multiple opportunities for teachers to master the implementation of the CCGPS is essential. The school improvement specialists that will serve the Priority Schools are provided with professional learning opportunities to strengthen their understanding of research-based instructional practices and programs (e.g., differentiated instruction, formative assessment strategies, etc.). The school improvement specialists will provide support with selection of research-based actions, strategies, and interventions for the school improvement plans and provide onsite support with implementation. The GaDOE has also developed frameworks and lessons that address rigor for all students. Georgia has a strong history of working with the Regional Educational Service Agencies (RESA) in supporting the implementation new curriculum. RESAs are currently involved in all GaDOE sponsored professional learning on the CCGPS and aligned assessments. The development of formative assessments that guide instruction is being done at the district and regional level. The School Improvement Division supports this work through on-going collaboration with the RESAs and by providing training for Instructional Coaches.

Turnaround Principle 5

Upon identification, Priority Schools will participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) analysis. Through the GAPSS analysis diagnostic process a variety of data are collected from multiple sources to assess the status of a school on each of the school standards. The data are combined to inform the results of the GAPSS analysis, which, in turn, informs the development and implementation of school improvement initiatives.

The Priority Schools will attend a summer leadership academy for school-based leadership teams. This intensive, week-long professional learning opportunity engages participants in the use of school data to inform the continuous improvement process. School teams are actively engaged in the school improvement process throughout the academy. Sessions provide support to school teams with the following actions.

- Establishing a data-driven leadership team
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data) including the results from the GAPSS analysis
- Determining root causes
- Developing SMART goals
- Selecting research-based strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is aligned to current, relevant school data and ready to be implemented and monitored immediately.

The school improvement specialist assigned to the Priority School will provide ongoing technical assistance to support implementation of the school improvement plan. Actions, strategies, and interventions from the school improvement plan become the primary focus of the priority school. While school improvement specialists facilitate the development and implementation of short-term action plans to achieve the goals of the school improvement plan, lead school improvement specialists conduct regularly scheduled site visits to monitor implementation. A balance of support and pressure will ensure that Priority Schools have the necessary tools needed and are accountable for improving student achievement.

Priority Schools will be provided technical assistance on the use of the Statewide Longitudinal Data System (SLDS). This tool will allow teachers and administrators to access timely and relevant data when planning and revising instruction. The SLDS allows teachers to rapidly see student data from the current as well as previous years. The SLDS allows for quick and easy analysis of the accumulated data for both individual students and groups of students. Access to such information supplies teachers with a better understanding of the needs of their students. Consequently, instruction guided by data is more likely to support and enhance the academic performance of all students.

In addition, school improvement specialists will support administrators and teachers in the collection of the four types of data and the use of the data to make instructional decisions. The memorandum of agreement will require school leadership to meet a minimum of once every two weeks to analyze data, assess progress toward school improvement goals, and determine actions to support implementation. In addition, the memorandum of agreement will require collaborative planning time during the school day for teachers. School improvement specialists will provide support and technical assistance to ensure effective use of leadership team meetings and collaborative planning time.

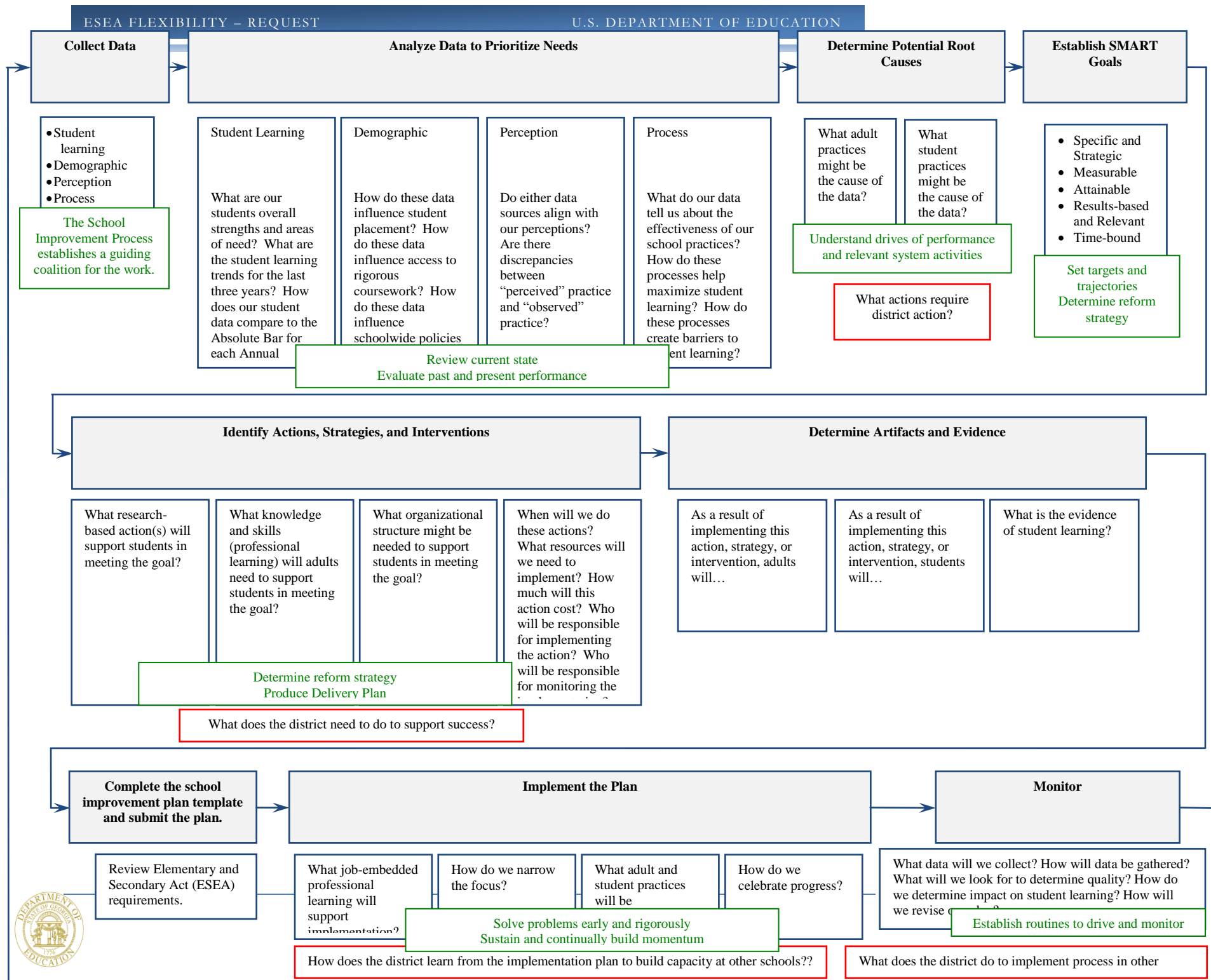
Turnaround Principle 6

School improvement specialists will facilitate the analysis of teacher and student attendance data. Based on the analysis, Priority Schools will include actions and interventions to address issues and concerns with teacher and student attendance in the short-term action plan. School level staff members will continuously track and monitor teacher and student attendance and make adjustments to the plan accordingly. Lead school improvement specialists will monitor implementation of actions and interventions to increase teacher and student attendance during site-based monitoring visits to Priority Schools.

Turnaround Principle 7

Require a plan for family and community engagement; ensure all family and community engagement plans are in place as required; and participate in the Family Engagement Conference.

The school improvement process used in Georgia is influenced by the work of Sir Michael Barber and the Education Delivery Institute. The process is described below with *Deliverology* alignment points identified in green and the district involvement outlined in red. (Also See Appendix G School Improvement Flow Chart)



Priority Schools will also be required to offer Flexible Learning Programs (FLP) through a 5% set-aside of their Title 1 allotments. Refer to 2.F

At the end of each year, the GaDOE will carefully review summative data and all indicators from the CCRPI to assess progress of Priority Schools. In collaboration with school districts, adjustments will be made based on data to the non-negotiable actions and interventions for each individual Priority school.

2. D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority Schools implement meaningful interventions aligned with the turnaround principles in each Priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Following approval from US ED, GaDOE will provide results regarding 2012-2013 Priority Schools, Focus Schools, and Reward Schools to schools, districts, parents, and other stakeholders via GaDOE communications to LEAs, press releases, and the GaDOE website.

Projected Timeline for Implementation	
Date	Action
Following Approval	Identification of Priority Schools, Focus Schools, and Reward Schools
February – July 2012	Communication of Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School Improvement Specialists. Summer Leadership Academy for Priority and Focus Schools
August 2012	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools

2. D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits Priority status and a justification for the criteria selected.

To exit Priority School status:

Using the US ED definition and methodology for identification, schools identified as Priority Schools will receive school improvement support and interventions for a period of three years.

Schools will be exited from Priority School status when the school no longer meets the definition of a Priority School for three consecutive years and has reduced the number of non proficient students by 25% over a period of three years. High schools identified as Priority Schools based on graduation rate must increase their graduation rate by 8% over a period of three years. The 8% mark represents one-half of a deviation above the statewide annual average increase between 2003 and 2011.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “Focus Schools.”

Focus School:

A Focus School is:

FOCUS SCHOOLS

Definition:

- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates (“within-school-gaps” focus school)
- A Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school (“low-graduation-rate” focus school).

Explanation of Data Run to Determine List of Focus Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 10%. (156)
3. The resulting value is the number of Title I schools in the state that are to be identified as Focus Schools.
4. At the school level, aggregate achievement results for all subgroups based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs), all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), and all Georgia Alternate Assessments (GAAs).). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Standardize the assessments scores and apply separately at the elementary/middle and high schools levels for each subgroup using the mean and standard deviation of the All Student Subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school’s subgroup’s meets and exceeds rate;

μ is the mean of the all students meets and exceeds

σ is the standard deviation of the all students meets and exceeds

6. Join the elementary/middle school data to the high school data in one list.
7. Identify the highest and lowest performing subgroup in the school using the z score.
8. Calculate the gap between the z scores for the highest and lowest performing subgroup at the school.
9. Rank the schools from highest to lowest based on z score gap.
10. Remove Title I high schools with a graduation rate less than 60 percent over a number of years that is not identified as a priority school (“low-graduation-rate” focus school). (0)
11. Identify the top 156 schools as Focus Schools.

Graduation Alert, Subgroup Alert, and Subject Alert Status

In addition to the Focus Schools identified in this request (Table 2), Georgia proposes to *serve additional Focus*, schools falling into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate:

- (4) Graduation Alert Schools: High Schools whose subgroup graduation rate falls at or below the third standard deviation compared to the statewide subgroup average.
- (5) Subgroup Alert Schools: Schools whose subgroup performance on any statewide assessment falls at or below the third deviation compared to the subgroup's state average;
- (6) Subject Alert Schools: Schools whose subject area performance on any statewide assessment falls at or below the third deviation compared to the subject's state average;

Schools falling into this Alert Status (as described above) due to either subgroup deficiencies in graduation rates, subgroup deficiencies on assessments, or subject deficiencies on assessments will be served as Focus Schools and receive three years of state and/or district-level directed support and interventions.

The use of the third standard deviation within each subgroup's assessment performance is to identify every school where a subgroup's performance falls at the very bottom of the spectrum. Used within the Performance Flags, the third deviation allows Georgia to identify the lowest achieving subgroups regardless of a school's overall or all student success; thus, not allowing schools to hide extremely underperforming subgroups.

ALERT SCHOOLS

Explanation of Data Run to Determine List of Graduation Rate Alert Schools

1. Include all high schools, Title I and Non-Title I.
2. For a group (the nine traditional subgroups) to be considered in the calculations, the group's Graduation Class Size must meet the minimum n size.
3. Create standardized value of each subgroups' graduation rate:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subgroup's graduation rate;

μ is the mean of the state's subgroups' graduation rate

σ is the standard deviation of the state's subgroups' graduation rate

4. Assign a flag to the school's subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.

6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Graduation Alert School.

Explanation of Data Run to Determine List of Subgroup Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each subgroups' achievement results on each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (the nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum n size where each member of the group has a valid assessment for each content area.
3. Create standardized value of each subgroups' meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subgroup's meets and exceeds rate;

μ is the mean of the state's subgroups' meets and exceeds rate

σ is the standard deviation of the state's subgroups' meets and exceeds rate

4. Assign a flag to the school's subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.
6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Subgroup Alert School.

Explanation of Data Run to Determine List of Subject Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each school's subject area achievement results across each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a school to be considered in the calculations, the number of test takers within a school's subject area must meet the minimum n size where each member of the group has a valid assessment for each content area.
3. Create standardized value of each subject area's meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subject using the mean and standard deviation of the corresponding statewide subject area.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subject area's meets and exceeds rate;

μ is the mean of the state's subject area's meets and exceeds rate

σ is the standard deviation of the state's subject area's meets and exceeds rate

4. Assign a flag to the school's subject area where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subject flagged.
6. If a school has one or more subject area(s) to which a flag is assigned, then identify that school as a Subject Alert School.

2. E.ii Provide the SEA's list of Focus Schools in Table 2.

See Attachment 9

2. E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more Focus Schools will identify the specific needs of the SEA's Focus Schools and their students and provide examples of and justifications for the interventions Focus Schools will be required to implement to improve the performance of students who are the furthest behind.

Once a school has been identified as a Focus School, the GaDOE will work in collaboration with the district to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the district and the GaDOE will determine the interventions for the Focus School. Districts will sign a memorandum of agreement with the GaDOE on behalf of Focus Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each Focus School. These non-negotiable actions and interventions include, but are not limited to, the following. The memorandum of agreement will be developed during the spring of 2012. Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school improvement staff, and other designated staff from the district or the GaDOE by August 15, 2012. Based on the needs identified in the data, staff with specific expertise (e.g. SWD, EL) as well as RESA specialists will be included in the meeting. RESAs will also provide technical assistance in analyzing disaggregated subgroup data through regional meetings.

Non-Negotiable Actions and Interventions	
1.	Provide additional learning time for students.
2.	Work collaboratively with the GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that supports the needs of underperforming subgroups and high needs students.
3.	Prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students.
4.	Participate in required professional development and leadership training initiatives to improve teaching and instruction service delivery for high needs students and underperforming subgroups.
5.	Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the CCGPS and student learning needs. Specifically, ensure that regular education teachers have scheduled time to collaborate with special education teachers and

English language learners specialists.
6. Develop and implement short-term action plans to achieve the goals for the lowest-performing subgroups and high needs students.
7. Analyze teacher attendance and develop a plan for improvement if needed.
8. Analyze student attendance and develop a plan for improvement if needed.
9. Analyze student discipline referrals and develop a plan for improvement if needed.
10. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of actions and interventions to support the lowest-performing subgroups and high needs students.
11. Focus Schools will be required to offer Flexible Learning Programs.
The GaDOE will provide district level support to districts with Focus Schools. The GaDOE will offer support from specialists in the areas of English learners, students with disabilities, and economically disadvantaged students. In addition, the GaDOE will broker services from other support agencies (e.g., Regional Educational Service Agencies (RESAs), Georgia Learning Resource Services (GLRS), etc.) to meet the specific needs of the Focus Schools.

Focus Schools will provide additional learning time for students. The additional learning time provided by schools must be in one of the following areas:

- a. Core academic areas
- b. Enrichment activities
- c. Time for teachers to plan, collaborate, review data, and participate in professional development.

Focus Schools will engage in a review of how current time is being used along with the strategic addition of more time to better meet students' needs.

Upon identification of Focus Schools on or before July 15, 2012, the GaDOE will work with district level staff to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that support the needs of underperforming subgroups and high needs students. The GaDOE will strategically assign staff members with expertise in supporting underperforming subgroups and high needs students to districts with Focus Schools.

The GaDOE will prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students. Focus Schools will receive immediate access to newly developed tools and resources offered to school in Georgia. Districts will be expected to provide additional resources to Focus Schools.

Focus Schools will develop and implement short-term action plans which delineate the actions they will take to provide targeted support to underperforming subgroups and high needs students. The short-term action planning process will ensure that Focus Schools immediately take action to implement the non-negotiable actions and interventions. To facilitate prioritizing immediate goals, the following process may be used.

1. Review the actions, strategies, and/or interventions from the school improvement plan. Review recent awareness walk results, data from classroom visits, and recent formative assessment data.

2. Based on this review, narrow the focus to specific strategies that need to be addressed in a short-term action plan. Write these in the “Action Steps” column. The action steps need to identify the timeline and person responsible. The short-term action plan needs to include specific artifacts and evidences to define expectation.
3. Communicate to all stakeholders the identified target areas and implementation steps the school will focus on during the next quarter. This may be accomplished by discussing the plan during collaborative teacher meetings, posting the action plan in the data room, sharing expectations with students, etc.
4. Implement the short-term action plan.

Leadership teams in Focus Schools will monitor implementation of the short-term action plans to assess progress of the support being provided to underperforming subgroups and high needs students. The leadership team will engage in the following process to monitor implementation of the short-term action plans.

1. Revisit the short-term action plan as a standing leadership team agenda item. The agendas of the leadership team meetings should be aligned to the prioritized strategies outlined in the short-term action plans. The role of the leadership team is to determine weekly/biweekly actions that must be accomplished and barriers that must be removed in order to reach full implementation of the short-term action plan. The agendas and actions planned should be routinely discussed with teachers. Focus walks, peer observations, demonstration lessons, outside consultant support, and any other professional learning should all support the priorities of the plans.
2. During leadership team meetings, determine progress with implementation of the strategies to address the target areas.
 - What are implementation strengths?
 - What actions were taken?
 - What is the impact on student learning?
3. During leadership team meetings, identify barriers to the implementation of the target areas.
 - What is an implementation concern/issue?
 - Why is it an issue?
 - What are the barriers?
 - What actions will we take?
 - How will we monitor?
4. At the end of each short-term action plan cycle, determine the quality of implementation of strategies. Include artifacts and evidences in the progress check and record implementation status.

The GaDOE will facilitate services from GaDOE specialists and other education agencies to support the targeted areas of need for Focus Schools. The targeted services will address research-based strategies and practices for supporting English learners, students with disabilities, and economically disadvantaged students. Specific areas of support will be provided around the following areas that have been identified as key characteristics of schools that are closing the achievement gap.

1. Leadership
2. Effective teaching
3. Data-driven instruction
4. Extended learning time
5. A culture of high expectations

6. Job embedded professional learning

Following approval from US ED, the GaDOE will provide results regarding 2012-2013 Priority, Focus, and Reward Schools to schools, districts, parents, and other stakeholders via GaDOE communications to LEAs, press releases, and the GaDOE website.

Projected Timeline for Implementation	
Date	Action
Following Approval from US ED	Identify Priority Schools, Focus Schools, and Reward Schools
February-July 2012	Communication of Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School Improvement Specialists. Summer Leadership Academy for Priority and Focus Schools.
August 2012	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools.

2. E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status and a justification for the criteria selected.

To Exit Focus School Status:

Using the US ED definition and methodology for identification, schools identified as Focus Schools will receive school improvement support and interventions for a period of three years.

Schools will be exited from Focus School status when the school no longer meets the definition for a Focus School for three consecutive years and demonstrates that the individual subgroup or subgroups that caused the school to be identified as a Focus School has decreased the number of non proficient students by 25% over a period of three years. High schools identified as Focus Schools due to subgroup graduation rates must achieve a graduation rate that falls at or above the State subgroup graduation rate average for three consecutive years or show an 8% graduation rate improvement over a period of three years. The 8% mark represents one half of a deviation above the statewide annual average increase between 2003 and 2011.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of Reward, Priority, and Focus Schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a Reward, Priority, or Focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

See ATTACHMENT 9

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.**

Georgia is committed to ensuring that all subgroups continue to move toward achieving Performance Targets and that subgroup achievement data continue to be highlighted and examined by schools, districts, RESAs, and the GaDOE. In this commitment to protect subgroups, the GaDOE will expand the scope of interventions and supports to Title I schools not identified as Priority Schools and Focus Schools. This analysis of subgroup data will trigger the identification of Graduation Alert, Subgroup Alert, Subject Alert schools. The data for these Alert Schools indicate that subgroups are not performing to expectations, not progressing at the desired rate, and/or there are achievement concerns for multiple subgroups.

A specific protocol will be used to identify these Alert Schools. Factors that will be considered will include but not be limited to:

1. Utilization of Third Standard Deviation model to identify area of subgroup, graduation, and subject area concerns.
2. Pervasive content deficiencies identified through subgroup Performance Flags.
3. The percentage of Performance Flags indicating poor performance and/or the severity of the lack of achievement.
4. The number of subgroups with Performance Flags issues.
5. Trends over a period of time with persistent Performance Flag issues.
6. Lack of progress over time with specific subgroup performance.
7. Issues identified through IDEA Focus monitoring, Title I monitoring, and/or Title III monitoring.
8. Issues surrounding school size and/or subgroup size that prevented a school being identified as a Priority School or Focus School.

After the first year of implementation, refinement of the protocol will be done in order to ensure that those schools most in need receive effective support and interventions.

The Alert Schools have identified issues that may be specific to a subgroup or a content area rather than pervasive lack of performance. In differentiating supports and interventions to meet identified needs, a thorough analysis of the subgroup performance data will be facilitated by a RESA school improvement specialist or a GaDOE school improvement specialist.

Actions	Person Responsible	Funding
Assignment of school improvement specialist	GaDOE School Improvement Division	State school improvement funds
Analysis of subgroup	RESA or GaDOE school	State school improvement

performance data	improvement specialist	funds and 1003(a) funds
Facilitation of improvement plan to address identified need	RESA or GaDOE school improvement specialist	State school improvement funds and 1003(a) funds
Alignment of Title I Part A budget to fund improvement plan	LEA Title I Director RESA or GaDOE School Improvement Specialist GaDOE Title I Area Specialist	Title I Part A funds
Award 1003(a) School Improvement Grants	GaDOE School Improvement Division	Title I, 1003(a) school improvement funds
Alignment of Title I 1003(a) budget to support improvement plan specific to identified areas of concern	LEA Title I Director RESA or GaDOE School Improvement Specialist GaDOE School Improvement Grant Specialist	Title I 1003(a) school improvement grants funds
Professional learning to support improved implementation of CCGPS	GaDOE School Improvement Division (e.g. Instructional Coach training)	State school improvement funds
Implement school improvement plan	School leaders and teachers District support staff RESA or GaDOE School Improvement Specialist GaDOE content, Title I, Title III, SWD staff	Title I Part A funds Title I 1003(a) funds State school improvement funds
Monitor implementation of school improvement plan	School principal District support staff RESA or GaDOE School Improvement Specialist	Title I 1003(a) funds State school improvement funds

The specific intervention implemented in each school will reflect the needs of the identified subgroup and content area. An analysis of the group of schools will be done to identify areas that the GaDOE needs to strengthen in supporting all schools.

Title I schools that are not identified as Priority Schools, Focus Schools, or Alert Schools will continue to be held accountable for state and subgroup Performance Targets (AMOs). ESEA subgroup data based on the Performance Flags will be analyzed by each school, LEA, RESA, and the GaDOE in 2012-2013. Flags indicating continued issues within subgroups and/or across content areas will trigger interventions at the school or district level. The specific type of intervention and support services will be developed through the collaborative efforts of the LEA, RESA, and the GaDOE. If improvement does not occur within two years, the school will be subject to monitoring by the LEA or RESA. The LEA may be subject to a review of their supports and interventions and a District Effectiveness Plan may be required. The school and LEA Title I budgets will be reviewed with the Performance Flag information as a consideration for all budget needs.

The CCRPI will provide a broad picture of schools' achievement across subject areas, gaps within schools, gaps between school and state averages, progress, and subgroup performance flags as well as school climate and efficiency ratings that will provide a wealth of data for supports that can be used to address areas of need for all schools in Georgia, regardless of Reward, Priority or Focus status. Thus, in addition to systematic support and interventions provided to Priority Schools and Focus Schools, Georgia's School Keys, Implementation Resource, and Georgia Assessment of Performance on School Standards (GAPSS) analysis resources illustrate the GaDOE's commitment to promotion of Response to Intervention, Positive Behavior Interventions and Supports, and the continuous improvement of all schools across the state. The GaDOE believes that all schools should strive for excellence and target areas for improvement that will contribute to growth and success for all students; to this end, the proposed plan includes a research-based intervention designed to identify and define eight core components of successful schools, assessing school performance across these components, and providing specific guidance for implementing strategies to promote these standards within a school. These resources are universally available to all schools in the state and will be enhanced by the CCRPI.

The School Keys serve as a tool for all schools in the state. This document was field-tested during the 2004-2005 school year, and revised for the 2005-2006 school year using baseline data. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process. The final core strands identified in School Keys are listed in the table below.

Georgia School Keys – Core Component Strands Identified for Promoting Success in All Schools	
Strand	Descriptor
Curriculum	System for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
Assessment	Collecting and analyzing student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction	Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency relative to Georgia Performance Standards (GPS).
Planning and Organization	The processes, procedures, structures, and products that focus the operations of a school on ensuring the attainment of standards and high levels of learning for all students.
Student, Family, & Community Engagement	The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short and long range goals.
Professional Learning	Means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.
Leadership	The governance process through which individuals and groups influence the behavior of other so that they work collaboratively to achieve common goals and promote organizational effectiveness.
School Culture	The norms, values, standards and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

GaDOE supports the quality implementation of the CCGPS as the most effective way to address equity for students in Georgia. The expectation for all schools will be the full implementation of the CCGPS and support will be provided from all divisions of the department. Seventy percent, approximately 1,530 schools are designated as Title I with many more being eligible. With this large percentage of Title I schools, the rollout of the Common Core and the implementation of the Georgia School Standards are integral components of the support provided to all schools in the state.

Priority Schools	78	
Focus Schools	156	
Graduation Alert	2	This number represents the Alert Schools that have not already been identified as a Priority School or a Focus School. This number is based on initial 2010-2011 data. Additionally, GaDOE will serve non Title I schools that fall into Alert status.
Subgroup Alert	33	This number represents the Alert Schools that have not already been identified as a Priority School or a Focus School. This number is based on initial 2010-2011 data. Additionally, GaDOE will serve non Title I schools that fall into Alert status.
Subject Alert	16	This number represents the Alert Schools that have not already been identified as a Priority School or a Focus School. This number is based on initial 2010-2011 data. Additionally, GaDOE will serve non Title I schools that fall into Alert status.
Total to be served	285	GaDOE has the capacity to serve up to 100 Alert schools.
Number of Priority Schools, Focus Schools, and Alert Schools currently being served as NI schools	89	

The total identified for specific support totals 285. This number of schools is within the capacity for the GaDOE and partners to provide quality support and technical assistance. Georgia has a comprehensive plan to provide professional learning to all teachers and leaders as described in Principle 1. In addition, Georgia is serving as a critical friend to Kentucky as part of the Learning Forward initiative for implementing the Common Core. Through this multi-state study, Georgia will be in the position to learn not only from Kentucky's experience but also from the expertise of the other participating states and the team of experts at Learning Forward.

Each year, training is offered to all districts and describes expectations in the Georgia School Standards. Strategies for implementing the standards are shared and district level participants work collaboratively to plan for follow-up and support to all schools in the district. GaDOE staff work closely with professional organizations so that the work with these groups are based on the Georgia School Standards. RESAs base their school improvement efforts on the standards as well and provide on-going professional learning to all schools within their region.

Georgia has 16 regional Title I specialists that work with a group of LEAs in his/her region. This Title I area specialist is responsible for working with the Title I director at the district level and ensuring that all schools identified as Title I are being provided with appropriate, comparable services and resources. The Title I area specialist reviews school improvement plans, ensures that the Title I budgets are aligned with the plan.

Through their technical assistance and webinars, they provide all of their districts with best practices and current information regarding implementation of effective Title I programs. In addition to regional sessions and webinars, the Title office sponsors an annual conference that focuses on best practices for Title I programs. Title I directors, curriculum directors, principals, and teachers attend this conference.

See Plan below:

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Prepare for Common Core	January 2012-June 2012	CIA	GaDOE Website	Georgiastandards.org Georgia Public Broadcasting	
Continue to implement Georgia's statewide system of support	Ongoing	School Improvement	Meeting agenda Webinars Conference presentations	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities District Curriculum Directors District Title I Directors	
Meet with RESA Directors to finalize plan for serving all schools	May 2012	School Improvement	Final Plan	RESA Directors School Improvement Specialists	
Summer Leadership Academy	June 2012	School Improvement	Agenda Academy Notebook	School/District Specialists RESA School Improvement Specialists Race to the Top Team Instructional Technology Team	
Plan professional learning for the year	June 2012	School Improvement			

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
RESA services may include activities such as: Leadership training, Common Core implementation, data drilling and analysis, developing SMART goals, implementing and monitoring the plan, evaluation of results, content specific training	June 2012 – June 2013	RESAs Curriculum specialists at RESA	Agendas, materials	CIA Division School Improvement Division Teacher and Leader Effectiveness	Coordination of multiple groups
ELA and mathematics mentors work throughout the state	Ongoing	CIA	Frameworks	Georgia content mentors Georgiastandards.org	
Professional learning for all school/district improvement specialists	Monthly	School Improvement	Agenda, materials	CIA, Instructional Technology RESAs, Teacher and Leader Effectiveness	
Regional School Improvement Meetings	Quarterly	School Improvement	Agenda, work products	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities	
Collaborative School Improvement Conference to highlight best practices from around the state	December 2012 March 2013	School Improvement	Agenda	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities Parents School presenting	
Summer Leadership Academy	June 2013	School Improvement	Agenda Academy Notebook	School/District Specialists RESA School Improvement Specialists Race to the Top Team Instructional Technology Team	

*These resources are made available to all schools in Georgia. (Appendix E, Resources)

The GaDOE will also facilitate collaboration with other educational agencies such as Regional Education Service Agencies (RESA), colleges and universities, and regional labs to provide a statewide system of support for all schools.

School and district staff will benefit from the range of school performance data included in the CCRPI. This information will be useful when making spending decisions for districts' Title I allotments that will aim resources at demonstrated areas of need.

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Prepare for Common Core	January 2012-June 2012	CIA	GaDOE Website	Georgiastandards.org Georgia Public Broadcasting	
Continue to implement Georgia's statewide system of support	Ongoing	School Improvement	Meeting agenda Webinars Conference presentations	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities District Curriculum Directors District Title I Directors	
Meet with RESA Directors to finalize plan for serving all schools	May 2012	School Improvement	Final Plan	RESA Directors School Improvement Specialists	
Summer Leadership Academy	June 2012	School Improvement	Agenda Academy Notebook	School/District Specialists RESA School Improvement Specialists Race to the Top Team Instructional Technology Team	
Plan professional learning for the year	June 2012	School Improvement			
RESA services may include activities such as: Leadership training, Common Core implementation, data drilling and analysis, developing SMART goals, implementing and monitoring the plan, evaluation of results, content specific training	June 2012 – June 2013	RESAs Curriculum specialists at RESA	Agendas, materials	CIA Division School Improvement Division Teacher and Leader Effectiveness	Coordination of multiple groups

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
ELA and mathematics mentors work throughout the state	Ongoing	CIA	Frameworks	Georgia content mentors Georgiastandards.org	
Professional learning for all school/district improvement specialists	Monthly	School Improvement	Agenda, materials	CIA, Instructional Technology RESAs, Teacher and Leader Effectiveness	
Regional School Improvement Meetings	Quarterly	School Improvement	Agenda, work products	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities	
Collaborative School Improvement Conference to highlight best practices from around the state	December 2012 March 2013	School Improvement	Agenda	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities Parents School presenting	
Summer Leadership Academy	June 2013	School Improvement	Agenda Academy Notebook	School/District Specialists RESA School Improvement Specialists Race to the Top Team Instructional Technology Team	

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2. G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:**
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority and Focus Schools;**
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their Priority Schools; and**
 - iii. ensuring sufficient support for implementation of interventions in Priority Schools, Focus Schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).**
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.**

Although each school designated as Priority Schools has unique factors contributing to the status of the school, the GaDOE has identified a comprehensive process of school improvement that is based on a large body of research as well as documented results within the state. One component that will be increased is the GaDOE’s role in the selection of leaders and teachers at the school and district level. Georgia is based on local control at the district level, however, involvement in the development of competencies, interview protocols, and participation in the selection of leaders are options that will be implemented in the new three-year Memorandum of Agreement between the district and the GaDOE.

Specific professional learning for these leaders is also critical and the School Improvement staff provides job-embedded leadership support through working with the leaders in the buildings on a weekly basis. Participation in instructional coach training, school improvement sessions and the Summer Leadership Academy are a few examples of the professional learning available to develop instructional leaders at the school and district level.

Each summer for the past four years, the Division of School Improvement provided an intensive four day professional learning opportunity for school based leadership teams and district level staff members. The purpose of the Summer Leadership Academy is to strengthen the school improvement process at both the school and district level. The Summer Leadership Academy is mandatory for identified schools and open to all other schools to attend. Districts are strongly encouraged to attend the academy with the school teams.

School/district teams are engaged in the school improvement process throughout the academy and are provided implementation expectations to continue the work back at their schools and districts. Work sessions during the academy provide support to participants with the following actions.

- Engaging leadership teams in the right work
- Collecting and analyzing data
- Determining root causes
- Developing effective goals
- Selecting appropriate actions, strategies, and interventions
- Identifying artifacts and evidence
- Creating a professional learning plan
- Designing a plan for monitoring implementation

Follow up support is provided by the GaDOE staff member working in the school or district. Monitoring of the implementation of the plan is done on a 45-60 day basis and is formalized based on observations, conferences, and documentation. Future academies will include breakout sessions that specifically address the districts' role in supporting turn around best practices.

The Common Core State Standards, Georgia School Standards, and the Georgia District Standards define the expectations for all districts, schools, and classrooms. Implementation of these standards and the partnership of the school, LEA, RESA, and SEA establishes a process that supports a comprehensive focus on data analysis, implementation of improvement initiatives, and evaluation of effectiveness resulting in improved teaching and learning. All efforts include attention to effective instruction for Students with Disabilities, use of UDL English Learners, and RTI best practices.

The GaDOE will provide District Effectiveness Specialists to build capacity at the district level to support the school improvement process in all schools. All schools within a district will be involved in school improvement efforts through the work of the district, the RESA, and the state. The District Effectiveness Specialist will refine Georgia's district standards to reflect district practices that have been proven effective with improving schools. These standards will establish clear expectations for district level personnel as they systemically support continuous improvement in all schools.

In order to build the capacity of districts to address the needs of all schools and turn around the lowest performing schools, District Effectiveness Specialists will initiate actions and support implementation of the following strategies at the district level.

1. Communicate the vision and organize resources to implement the Common Core State Standards.
2. Align curriculum, instruction, and assessment policies/practices to implement the Common Core State Standards.
3. Align professional learning to implement the Common Core State Standards.
4. Build accountability for implementing the Common Core State Standards.

Districts will be held accountable for cumulative student achievement for the district in addition to achievement at each school. Districts will be identified as needing support due to Performance Flag issues at a local school or due to district wide subgroup needs. Leveled interventions through the collaborative efforts of the RESAs and the GaDOE will include one or more of the following:

1. RESAs will identify districts with targeted needs and work with them through regional efforts to include professional learning and content area support.
2. Districts are required to submit a District Effectiveness Plan to the GaDOE to

address identified areas of need.

- The plans will be reviewed by a team comprised of GaDOE staff with the greatest expertise in the identified area of need (e.g. SWD to review issues dealing with SWD subgroup, Title III staff for EL issues). Components of the District Effectiveness Plan are included on page 97.
- 3. GaDOE provides a district effectiveness specialist to provide support and monitor the implementation of the District Effectiveness Plan.
 - The district effectiveness specialist is a GaDOE staff member. The requirements for the position include successful leadership experience, knowledge and expertise in the school improvement process including extensive knowledge in data analysis, ability to coach and mentor leaders at the school and district level, and knowledge of GaDOE resources. Many of the specialists are former principals, central office leaders, and superintendents that have a proven record in school improvement. The district effectiveness specialist works on-site with the district on regular basis.
- 4. GaDOE will provide a District Review if goals have not been met over a two year period.
 - The district review is a comprehensive analysis of the district's policies and procedures. The results of the review will be shared with the superintendent, designated central office staff, and the school board chair. A sample of the standards, rubrics, and protocols used for this review are on page 102.
- 5. Senior GaDOE staff will meet with the superintendent, school board chair, designated central office staff, and GaDOE staff to review data, progress made to date, and next steps. This may result in a Memorandum of Agreement.
 - The Memorandum of Agreement will include:
 - Expectations regarding the implementation of a plan to address issues identified in the District Review,
 - GaDOE staff to assist in talent management decisions, and
 - Assignment of a district effectiveness specialist.

Other options to be considered based on the district needs may be selected from the following:

- Set aside requirements - Title I (10% Professional Learning at the district level and/or up to 15% for schools with specific subgroup needs.),
- Quarterly Short-Term Action Plans –short-term actions that are monitored at least once a quarter by the Office of School Improvement staff,
- Scheduled meetings GaDOE staff, the superintendent and the school board,
- Required monitoring reports, or
- Withholding of funds.
- Other identified actions that have potential to improve student achievement in the district.

The GaDOE is committed to providing effective supports to districts while at the same time, holding districts accountable for subgroup performance. As a district gains capacity to provide support to schools, the GaDOE will taper the provided support; however, if a district demonstrates an inability to support schools, the GaDOE will accelerate interventions and monitoring.

Districts will have a three year period to work on implementing a plan and achieving identified targets. If a district does not follow through with fidelity or there are other issues that serve as barriers to success, the GaDOE will accelerate the level of intervention provided.

The District Effectiveness Specialists will provide support to districts with implementation of the district standards to ensure effective implementation of the Common Core State Standards. The specialists will facilitate the analysis of data at the district level by drilling down through the disaggregated flag system to examine trends and areas of concern across the schools in the LEA. Reports from the GAPSS reviews will be shared with district level staff. The District Effectiveness Specialist will work with LEAs looking at GAPSS reviews across the LEA as another data source for LEA strengths and areas of concern.

The District Effectiveness Specialists will facilitate discussion among district personnel to identify district level barriers and supports that either serve as an obstacle or an enabler for school effectiveness. District personnel will develop a district plan for improving identified areas of need and supporting district-wide implementation of the Common Core State Standards. The district's plan will be submitted to the GaDOE through the consolidated application and represents the districts' Comprehensive LEA Improvement Plan (CLIP). This improvement plan will be reviewed and approved or returned for revisions. The District Effectiveness Specialists will work with districts to break the long-term plan into incremental actions and establish checkpoints for monitoring implementation.

Actions/Strategies/ Interventions	District Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible - Implementation	Timeline for Implementation	Means of Evaluation	Monitoring Plan	Person Responsible for Monitoring	Evidence of Student Learning

Plans will be submitted to the District Effectiveness Program Manager and reviewed by a team comprised of staff knowledgeable about best practices in the alert areas. A rubric used in reviewing the plan is below.

District Effectiveness Plan Review

Criteria	Not Evident	Progressing	Evident
Comprehensive Design	The system plan is confusing and lacks specific details regarding the comprehensive design. It includes only 1 of the three components required for the comprehensive plan or the components are all incomplete.	DEP contains adequate details regarding the comprehensive plan. The plan includes only two of the following components or the components are incomplete: The narrative descriptions, the system profile, and the implementation plan.	DEP contains all three components of the comprehensive plan and all components are complete.
The System Profile (Three-year collection of data, including most current end-of-year assessment data)	Unclear if data used to identify system needs to determine actions, strategies, and interventions.	System needs are identified through use of the data shown on the system profile for most actions, strategies, interventions. At least one other type of assessment tool is also used.	System-wide needs identified through multiple assessment tools, including the system profile. (i.e. achievement data, interviews, student retention rates, drop-out rates, rubrics, observations, teacher/parent surveys, etc.)
Annual Measurable Objectives For Priority Systems Only	Goals are not related to student performance and are not for all students. Vague targeted goals and areas for improvement. Subgroups are not addressed. DEP does not address any needs identified in priority, focus, or alert areas.	Goals are related to student performance but may not relate to all students. Targeted goals and areas for improvement are defined. Some targets have been established for subgroups. DEP addresses only some of the needs identified in priority, focus, or alert areas. Specific connections of the strategies/interventions are not clear.	Goals are related to student performance for all students. Targeted goals and areas of improvement are clearly defined, measurable, and rigorous. Also includes specific targets established for each subgroup that are clearly articulated. Process goals may also be included. DEP addresses most, if not all, of the needs in priority, focus, or alert areas.

Criteria	Not Evident	Progressing	Evident
Actions/Strategies/ Interventions	Actions, strategies, and interventions are not related to the stated goal(s).	Actions, strategies, and interventions are not all connected to stated goal(s) and/or based on assessed needs of schools in the system. May cite research for effectiveness of program, but is not connected to the school's population.	Actions, strategies, and interventions relate to stated goal(s). Sufficient action steps are given to outline implementation and connections are made to professional learning. Cites research that supports the effectiveness of the actions, strategies, and interventions for the school's population.
Needed Professional Development (including materials)	Professional learning is fragmented and not connected to actions. PL plan is not aligned to DEP or to identified needs. No timeline given; PL consists of one-shot events and is not continuous or job-embedded. Plan stresses time in class; not focused on student achievement. No indication or inappropriate use of instruments to monitor implementation or teacher effectiveness. No resources are listed for support.	Professional learning may not be related to selected actions. PL Plan is high quality but is not specific and is not completely aligned with the DEP or the identified areas of need. Some PL activities focus on improving student achievement. No clear indication of how implementation of learning will be monitored or how effectiveness will be measured. There is no connection of how the PL will address the system's needs improvement status (if applicable). Resources may/may not be listed.	PL Plan is high quality and addresses the lack of achievement causing system to be in needs improvement. All PL is aligned with goals to increase student achievement. There is a clear connection of how PL will impact student learning. Appropriate instruments are used to monitor change in teacher effectiveness. Specific resources for support are listed.
Resources and Materials	No funds or amounts are defined. No source of funds stated to support the needed resources.	Resources, funds, and amounts are not specific. Source of funds may/may not be listed.	Specific funds and amounts related to each listed resource are given. There is a clear connection of how the resource and funding supports the strategy/action/intervention. Source of funding is given (i.e. local, Title I,)

Criteria	Not Evident	Progressing	Evident
Person(s) Responsible	Gives little or no information about the persons/positions that will be responsible for supporting the actions/strategies/interventions. Too few listed to effectively implement plan.	DEP may list some persons/positions that will be responsible for supporting the actions/strategies/interventions. The plan is covered, but the work distribution is unequal.	DEP lists specific persons/positions that will be responsible for supporting the implementation of the actions/strategies/interventions. Equal distribution of work is evident.
Timeline for Implementation	No timeline is given.	A timeline is included, but is not specific and is not outlined in the system calendar. Timeline may list specific dates but is not realistic. Timeline may use terms like 'by spring,' 'ongoing,' 'by end of year.'	The PL Plan is aligned to the DEP and identified in the needs assessment. PL is continuous, job-embedded, and ongoing and is included in the system calendar. Timeline is challenging, but specific and realistic. Timeline provides specific information for implementation of actions.
Monitoring of Actions/Strategies/Interventions (Artifacts)	No artifacts listed or items listed are not appropriate.	DEP lists some artifacts (i.e. reading logs, meeting agendas, portfolios), but does not include a sufficient amount of artifacts to indicate implementation of the action/intervention with fidelity.	DEP lists appropriate artifacts sufficient to show implementation of the action/intervention. A variety of artifacts provides a clear picture of how the action/intervention is used to address the targeted goal. Artifacts are the tangible products of the action or intervention.

Criteria	Not Evident	Progressing	Evident
Evidence of Impact Student Learning Data	No evidence is given or the evidence does not impact student learning.	Some evidence is given to show impact on student learning, but it is teacher-focused. Evidence is collected only at the end of implementation of the action/intervention. Most evidence is summative data and does not include sufficient formative data. There is little variety in the types of evidence provided and the evidence is collected over a short span of time.	Evidence is clearly aligned with the action/intervention. Evidence is student-focused and provides proof that the action/intervention will positively impact student achievement. Varied types of evidence are provided, both formative and summative. The evidence is gathered in a timely manner and is collected in a systematic process during the use of the action/ intervention.

Georgia's School Standards have served as model for district standards that are in draft form at the current time. These district standards describe what an effective district should be doing and provide examples of when an initiative supports improved student achievement and when it might inhibit improvement.

District Performance Standards

STRAND I- SUPPORT AND MONITORING FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT (CIA)

A system level infrastructure exists for the support and monitoring of curriculum, assessment and instruction.

CIA Standard 1:

The system support and guides the development and implementation of the prescribed academic standards. CIA 1.1- System guidance for development, revision, and implementation of the academic standards.

CIA 1.2- Monitoring curriculum implementation

CIA 1.3- Support for curriculum articulation through the grade levels

CIA Standard 2:

The system supports a cohesive system to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

CIA 2.1- Support for systems to assess student progress

CIA 2.2- Infrastructure for collaboration regarding desired results and assessments

CIA 2.3- Support and expectations for using student work samples as data to drive instructional decisions

CIA 2.4- Support for monitoring the alignment of curriculum, instruction and assessment

CIA 2.5- Support for a variety of effective and balanced assessment techniques

CIA 2.6- Support for formative assessment

CIA 2.7- Support for summative assessment

CIA 2.8- Support for balanced assessment

CIA Standard 3:

The system holds clear expectations and provides support for the use of assessment data to plan for improvement for each student, sub-group of students, grade level, school and system as a whole.

CIA 3.1- Comprehensive feedback; Support for making adjustments based on data

CIA Standard 4:

The system expects and provides support for the instructional design and implementation in order for there to be clear and consistent alignment with the prescribed academic standards (CCGPS)

CIA 4.1- Support for shared, consensus-driven framework for instruction

CIA 4.2- Expectations for learning goals to be aligned to the prescribed academic standards (CCGPS)

CIA Standard 5:

The system expects and support research-based instruction as standard practice.

CIA 5.1- Support and expectations for research-based learning strategies and processes

CIA 5.2- Support and expectations for higher order thinking skills, processes and habits

CIA 5.3- Expectations and support for differentiated instruction

CIA 5.4- Expectations and support for the study of student products

CIA 5.5- Expectations and support for flexible grouping

CIA 5.6- Expectations and support for timely, systematic, data-driven interventions

CIA 5.7- Expectations and support for the use of technology for instruction

CIA Standard 6:

The system communicates and models high expectations for all learners (with students playing an active role in setting personal learning goals and monitoring their won progress based on clear evaluation criteria.

CIA 6.1- High and clear expectations

CIA 6.2- Support and expectations clear, challenging and aligned learning goals

CIA 6.3- Personal efficacy and responsibility

STRAND II- POLICIES, PROCEDURES, PLANNING AND COLLABORATON

The processes, procedures, structures and products that focus the operations of the school system to ensure attainment of standards and higher levels of learning for all students

Standard P1:

The system ensures that a comprehensive set of policies and procedures are consistently and uniformly enforced at both the system and school levels and that procedures or practices are not initiated that serve as barriers to student learning.

P 1.1- Rules, policies and procedures articulated

P 1.2- Support for safe, productive and inviting learning environment

Standard P2:

The culture of the school system is characterized by collaboration as a way of working, learning and solving problems.

P 2.1- Infrastructure for collaboration

P 2.2- Collaboration between regular education teachers and special / intervention program teachers

P 2.3- Collaboration in addressing GAPSS findings

P 2.4- Collaboration in data analysis and utilization of data to inform instruction

P 2.5- Collaboration in the school improvement process

P 2.6- Collaboration, coordination and equity in resource allocation

P 2.7- Monitoring of the use of resources

STRAND III- LEADERSHIP

A system of support for leadership development, school and system improvement and professional learning

Standard L1:

The system is proactive in developing a cadre of aspiring leaders.

L 1.1- Programs of aspiring leaders

L 1.2- Communication and marketing of leadership development programs

Standard L2:

The system has a defined set of expectations for high quality leaders.

L 2.1- Definition of high quality leaders

L 2.2- System for determining the effectiveness of leaders

L 2.3- Leader accountability for school / system improvement

Standard L3:

The system has a systematic and sustainable approach to the coordination and monitoring of school improvement

L 3.1- Common mission

L 3.2- System collaboration, involvement and visibility in the school improvement process

L3.3- Formal structures for school improvement initiatives

L3.4- Stability of school improvement initiatives

L3.5- Definition / delineation of system staff roles and responsibilities

STRAND IV- TEACHER EFFECTIVENESS AND PROFESSIONAL LEARNING

The system defines high quality teachers, measures performance accordingly and provides the means by which teachers acquire, enhance and refine the knowledge, skills and commitment necessary to create and support high levels of learning.

Standard TE 1:

The context of professional learning --the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

TE 1.1- Support for learning teams

TE 1.2- Support for learning communities

TE 1.3- Support for a culture of team learning and continuous improvement

TE 1.4- Support for job-embedded learning and collaboration

Standard TE 2:

Support for process of professional —the how—of professional learning is aligned with articulated goals and purposes, data driven, research based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.

TE 2.1- Support for collaborative analysis of data

TE 2.2- Support and guidance in the evaluation of the impact of professional learning

TE 2.3- Expectations and support for long-term, in-depth sustainable professional learning

TE 2.4- Expectations and support for interpreting and using research results

TE 2.5- Expectations for the alignment of professional learning to expected outcomes consistent with vision

TE 2.6- Support for development of knowledge of effective group processes

TE Standard 3:

System support the content—the what—of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all

students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

TE 3.1- Ensuring an emotionally and physically safe learning environment

TE 3.2- Ensuring deep understanding of subject matter and instructional strategies

TE 3.3- Support for partnerships to support student learning

TE Standard 4:

The system has a defined set of expectations for high quality teachers.

TE 4.1- Expectations for teacher quality and effectiveness

TE 4.2- System for measuring teacher quality and effectiveness

TE Standard 5:

The system has an organized approach to recruitment, selection and retention of high quality teachers.

TE 5.1- Recruitment, selection and retention of high quality teachers

TE 5.2- Equitable distribution of high quality personnel

STRAND V- VISION, MISSION AND CULTURE

The system articulates vision and mission that is pervasive and evident and the culture of the system reflects these values.

Standard V 1:

The culture of the system reflects norms, values, standards and practices that reinforce the academic, social emotional and relational growth of teach student and a commitment to the professional growth of all educators.

V 1.1- System culture supports academic achievement of learners.

V 1.2- Culture supports social growth of and development of learners.

V 1.3- System culture supports emotional growth and development of learners.

V 1.4- System culture supports relational growth and development of learners.

V 1.5- System culture promotes professional growth of adults.

Standard V 2:

System rules, practices and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

V 2.1- Rules, practices and procedures support positive relationships and interactions.

V 2.2- The system celebrates and acknowledges achievement and accomplishments.

V 2.3- The system fosters and supports inclusion and celebrates diversity.

V 2.4- The system reinforces self-governance and self improvement of students and staff.

Using a rubric model, districts can identify the areas of greatest concern and develop plans for addressing these initiatives.

Support and Monitoring Standard 2: A cohesive and comprehensive process is used to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

SM 2.1 Cohesive, Comprehensive System for Assessing Student Progress

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
A system for assessing student progress does not exist.	Although no formal system support is given, some teachers do use assessment data to monitor student achievement relative to GPS.	System support for the implementation of a formal assessment system has been provided with elements of collaboration between system staff, administrators and instructional personnel. However, greater evidence of shared analysis of data and related adjustment and support for the teaching-learning process would enhance overall and individual student achievement.	There is extensive system level support for a cohesive and comprehensive system for assessing student progress toward the standards. System staff, administrators and instructional personnel collaborate to use assessment data to align and adjust instruction to maximize student achievement.

In conjunction with the school improvement model included in this application, a district follows the same processes in establishing baseline data, goal, intervention strategies, and evaluation success of interventions.

Based on Priority School and Focus School performance flag data, specific districts will be identified to receive a district level performance review. The lowest five percent of the districts based on achievement performance flag data will be scheduled for review.

This review will assess implementation of the district standards and will provide district personnel with commendations and recommendations for improvement. During the district review a variety of data will be collected from multiple sources to assess the status of the district on each of the district standards. The data will be combined to inform the results of the district review, which, in turn, will inform the development and implementation of district improvement initiatives and support.

Title I, Part A Education Program Specialists will continue to provide training and technical assistance to all Title I, Part A schools and districts as they have done in the past. This would include one-on-one technical assistance sessions, regional workshops, Webinar sessions on selected Title I, Part A topics throughout the grant period, review for the district's title I, Part A consolidated application plan, which includes the LES Comprehensive Improvement Plan (CLIP) and Title I, Part A original budget and amendments. Other Title I, Part A schools and districts will be eligible for the National Title I Distinguished Schools awards.

In an effort to develop an innovative LEA accountability measure, beginning in 2013, districts will have the expanded CCRPI scores and a wealth of disaggregated data for all their schools readily available for review. This review will allow districts to identify systemic needs and design plans to address those needs as well as offer specific, targeted support to schools with unique needs. The GaDOE will offer advisory support to districts as requested. The Financial Efficiency Rating will

apply to districts, as well as schools. Districts will be able to clearly see problems and better identify appropriate solutions.

Current state funding consists of approximately five million dollars. GaDOE will repurpose approximately \$350,000.00 in state funds to support district effectiveness efforts. These dollars will be used to hire staff. The primary use of state funds is for personnel to work directly with schools and districts in turnaround efforts. These staff members are located throughout the state in areas that are identified as having schools/districts in need of improving. Staff will be assigned to work with schools identified as Priority Schools and Focus Schools along with identified districts. Through the three year memorandum of agreement, the allocation of locally funded school improvement staff may be repurposed as a component of the agreement. The GaDOE will also work with US ED in leveraging any SIG funds available to work with Priority Schools.

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Repurpose \$350,000 in state funds for district support	January 2012	School Improvement	Budget amendment Office of Planning and Budget approval	Human Resources OPB	
Post and hire positions for District Effectiveness Program Manager and Specialist	January – February 2012	School Improvement	Job postings	Human Resources	
Identify ~ 5 additional school improvement specialists to focus on district work	June 2012	School Improvement	Job Descriptions	Race to the Top District Effectiveness work District Effectiveness Team	Reframe the work to extend to the district

In addition, the GaDOE will work with Regional Educational Service Agencies to develop professional learning opportunities that will build capacity for school improvement at the district level. The needs of districts may vary from one RESA to another and the GaDOE staff will partner with each RESA on critical needs. RESAs also have content specialists that will assist specific schools and districts based on the needs identified in the CCRPI and through monitoring visits. A comprehensive plan for implementation of district support is outlined below.

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Meet with RESA Directors to identify tasks and responsibilities for district focus	February – March 2012	School Improvement Curriculum, Instruction, and Assessment	District Plan	RESA Directors LEA staff Race to the Top staff School Improvement staff	Ensuring that all parties understand new focus and expectations

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Finalize draft of district standards	April – May 2012	School Improvement RESA Directors	District Standards	School Improvement specialists GAPSS team Teacher and Leader Team	
Implement school/district improvement process – Summer Leadership Academy	June 2012	School Improvement			
Identify ~ 5 additional school improvement specialists to focus on district work	June 2012	School Improvement	Job Descriptions	Race to the Top District Effectiveness work District Effectiveness Team	
Technical Assistance for districts	June 2012 – June 2013	School Improvement	District Standards District Improvement Process	District Effectiveness Specialists RESAs	Ensuring that there is consistency in message and expectations to all districts
Districts develop district effectiveness plan	June 2012 – August 2012	School Improvement	District Standards District improvement process	School Improvement Specialist District Effectiveness Specialist	Fine tuning the documents Time
Review District Effectiveness Plans	August – September 2012	School Improvement (District Effectiveness Specialists w/other GaDOE staff	District Standards DEP Improvement Plan Rubric	Content area specialists of alert areas	Refining new protocol
Monitoring of plan implementation	Quarterly ~Oct., Jan., Mar. June	School Improvement	Monitoring Protocol Monitoring Reports	District Effectiveness Specialists	

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Identification of districts needing Performance Review	December 2012	School Improvement	Monitoring results of plan implementation	District Effectiveness Specialists	Refinement of process

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option C</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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The GaDOE has developed the Teacher Keys Evaluation System and the Leader Keys Evaluation System guidelines over the last twelve months with support from Race to the Top (RT3) resources. The Teacher Keys Evaluation System and the Leader Keys Evaluation System will be piloted January through May 2012 and will be fully implemented by the Race to the Top school districts by the end of the 2012-2013 school year. All districts, including all Title I and non Title I schools, will be scheduled to be part of the rollout by 2014-2015. The statewide implementation of a Teacher Keys Evaluation System and a Leader Keys Evaluation System is supported by Georgia's RT3 signed assurances.

Governor Nathan Deal is fully committed to the statewide implementation of an effective teacher and leader evaluation system to optimize student achievement and guarantee that Georgia's students are college and career ready (Attachment 11). The Georgia General Assembly shares Governor Deal's commitment to better evaluate effective teaching. House Bill 257 was recently introduced and places an increased emphasis on teacher performance rather than years of experience.

The Georgia Department of Education through Georgia State Board of Education policy changes can ensure that Teacher and Leader Keys are used as the statewide evaluation system. The State Board of Education has played an active role in the development and refinement of the Teacher Keys Evaluation System and the Leader Keys Evaluation System. This includes multiple updates and discussion opportunities.

Because Georgia is a "right to work" state, there are different considerations than in those states that have collective bargaining. Under state law, the Georgia State Board of Education ("Board") has broad authority to promulgate rules, regulations, and policies that have the "full force and effect of law." O.C.G.A. § 20-2-240 provides:

The State Board of Education shall adopt and prescribe all rules, regulations, and policies required by this article and such other rules, regulations, and policies as may be reasonably necessary or advisable for proper implementation, enforcement, and carrying out of this article and other public school laws and for assuring a more economical and efficient operation of the public schools of this state or any phase of public elementary and secondary education in this state. The state board shall establish and enforce standards for operation of all public elementary and secondary schools and local units of administration in this state so as to assure, to the greatest extent possible, equal and quality educational programs, curricula, offerings, opportunities, and facilities for all of Georgia's children and youth and for economy and efficiency in administration and operation of public schools and local school systems throughout the state. The state board shall have the power to perform all duties and to exercise all responsibilities vested in it by provisions of law for the improvement of public elementary and secondary education in this state, including actions designed to improve teacher and school effectiveness through research and demonstration projects. ... All rules, regulations, policies, and standards adopted or prescribed by the state board in carrying out this article and other school laws shall, if not in conflict therewith, have the full force and effect of law. (emphasis added)

The Georgia Attorney General’s Office has certified that Georgia does not have any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth, as defined in Georgia’s Race to the Top application, to teachers and principals for the purpose of teacher or leader evaluation.

Attached below is Georgia’s high-quality plan that describes how Georgia will ensure implementation of teacher and principal evaluation and support systems in all LEAs, including the technical assistance that will be provided to all LEAs. This plan has been vetted with the State Board of Education via monthly updates and is available for members’ review and comments. Additional information is provided on page 138 and beyond in the RT3 *Great Teachers and Leaders Overview*.

Prior to the 2011-2012 development of the Teacher Keys Evaluation System and the Leader Keys Evaluation System, teachers and principals served as co-collaborators in the pilot, study and implementation of CLASS KeysSM and Leader KeysSM. In the initial 2008-2009 field study of Class KeysSM, there were 55 systems, 876 teachers, and 278 administrators providing feedback to refine the system. The Leader Keys field study of 2009-2010 involved 35 systems, and 500 school leaders. These co-collaborators participated in interviews, surveys, and focus groups and served on working committees for the past three years. Their real-world experiences provided the impetus for the restructuring of these instruments into more concise and streamlined components of a comprehensive, aligned evaluation system for teachers and leaders – Teacher Assessment on Performance Standards and Leader Assessment on Performance Standards.

Further input from teachers and leaders was sought during the past year, 2010-2011, when committees were formed in the areas of Evaluation, Student Achievement/Growth, and Other Measures. A teacher advisory group, as well as teacher organizations such as the Professional Association of Georgia Educators (PAGE), the Georgia Association of Educators (GAE), the Georgia Association of Educational Leaders (GAEL), human resource representatives from school districts, and partners from institutions of higher education, provided input through meetings and webinars that were held at the state level. Race to the Top provided an onsite Teacher Leader Advisor as an integral part of this process. In addition, the expertise of a Technical Advisory Committee is being utilized to provide external reviews of the systems, especially in the areas of value added/growth measures in tested subjects and the use of student learning objectives in non-tested grades and subjects. The twenty-six districts in Race to the Top, which educate 40% of Georgia’s students, will provide ongoing feedback when the restructured evaluation systems (TKES and LKES) are piloted January through May, 2012. This input from key stakeholders will ensure that the Georgia Department of Education is successfully developing and implementing guidelines by the end of the 2011-2012 school year for the teacher and principal evaluation systems. (Attachment 10, Teacher Keys/Leader Keys)

See Chart Below.

Teacher and Leader Keys Implementation Plan

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
<u>January-May 2012</u> Pilot Teacher and Leader Keys Evaluation System with 10% of teachers in 26 Race to the Top districts	Teacher and Leader Effectiveness Division in School Improvement Department	Pilot data collected from observations using Teacher and Leader Assessments on Performance Standards, student and staff survey data, student learning objective data, process data collected by field team and external evaluators	18 evaluation specialists in the field TLE central office staff at GaDOE TKES and LKES manuals Orientation video and ten standard videos	Compressed timeline of pilot
<u>February 7, 2012</u> Open electronic platform for Teacher Assessment on Performance Standards data collection from observations and documentation	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Working electronic platform; observation and documentation data collected in the platform	State data system as a basis for the TKES electronic platform	
<u>January-May 2012</u> Expand and strengthen guidance, exemplars, and supporting assessments for student learning objectives	Teacher and Leader Effectiveness Division in School Improvement Department	Completed revised SLO development plan, print materials (guidance, exemplars, table of specifications for assessments, etc.),	James H. Stronge consultant group US Ed technical assistance providers TLE central office staff at GaDOE and field specialists Videos illustrating each of the ten standards SLO guidance	Aggressive timeline for development of assessment resources to be available to districts Identification of additional subject area expertise for consultation on assessments

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			materials	Development of district level valid, reliable assessments
<u>January-May 2012</u> Modeling of state student growth percentile data at the teacher level in preparation for calculation of student growth percentile measures to be included in determining teacher and leader effectiveness measures	Assessment Division in Curriculum, Instruction, and Assessment Department Office of Technology Services	Completed SGP data runs for two previous school years (2009-2010 and 2010-2011)	External consultant on Student growth percentile model development and customization	
<u>February-March 2012</u> Administration of four levels of student surveys on teacher classroom practice Administration of teachers surveys on leader practice and school climate	Teacher and Leader Effectiveness Division in School Improvement Department	Completed student and teacher/staff surveys Survey data analysis and reports at the teacher, school, district, and state level for each of the four levels	University of Georgia, Survey Research Center	
<u>February-May 2012</u> Development of Teacher and Leader Keys Evaluation System business rules for implementation and effectiveness determinations 2012-2013	Teacher and Leader Effectiveness Division in School Improvement Department	Completed business rules for calculations of effectiveness measures from pilot data and during the first full implementation year 2012-2013	Collaborative work team across GaDOE divisions RT3 district representatives in advisory sessions GaDOE legal department Experienced legal technical	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			assistance provider for district human resources perspective	
<u>April 1, 2012</u> Open electronic platform for data entry/collection on each district's ten piloted student learning objectives	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Working electronic platform Student performance data uploaded in spreadsheets Student work documentation Analysis of growth to target for each teacher in electronic platform	State data system as a basis for the TKES/LKES electronic platform	
<u>May 2012</u> Data analysis and determination of Teacher and Leader Effectiveness Measures based on multiple component measures from the Teacher and Leader Keys Evaluation Systems	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Teacher Effectiveness Measures for each teacher involved in the pilot Leader Effectiveness Measures for each principal involved in the pilot	RT3 Educator Effectiveness Technical Advisory Committee Graduate interns or external consultants	Aggressive timeline
<u>May 1-June 30, 2012</u> Analyze Teacher and Leader Keys pilot data from each component (as outlined in the TKES and LKES Pilot Evaluation Plan)	Teacher and Leader Effectiveness Division in School Improvement Department Assessment Division in Curriculum, Instruction, and Assessment Department	Completed data and process analyses Completed Teacher and Leader Keys Pilot Evaluation Report Completed internal validation study of TKES and LKES pilots	James H. Stronge and consultant group RT3 Educator Effectiveness Technical Advisory Committee Focus group participants	Aggressive timeline

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
<u>May 1-June 30, 2012</u> Revise and strengthen training materials and print resources Develop trainer and evaluator certification protocols and modules	Teacher and Leader Effectiveness Division in School Improvement Department	Completed: - revised training plan -print materials (handbook, research resource, etc.) -trainer and evaluator certification protocol and materials	James H. Stronge and consultant group	Aggressive timeline
<u>July 1, 2012</u> 2012-2013 Student Learning Objectives submitted to GaDOE for review and approval	Teacher and Leader Effectiveness Division in School Improvement Department	Student learning objectives from each of the 26 RT3 districts for each of the specified state course numbers (approximately 60 per district)	James H. Stronge and consultant group RT3 district collaborative work groups and content specialists SLO guidance materials Assessment database for district sharing and collaboration	Aggressive timeline for development of strong, appropriate assessments
<u>July 16-20, 2012</u> Train trainers for Teacher and Leader Keys 2012-2013 full implementation year (GaDOE and RT3 districts)	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RT3 district <u>certified</u> trainers	James H. Stronge and consultant group TLE central office staff at GaDOE 18 GaDOE evaluation specialists	Aggressive timeline
<u>August 27-31, 2012</u> Train RT3 district representatives on full GaDOE electronic platform for TKES	Teacher and Leader Effectiveness Division in School Improvement	Completed provisioning process at RT3 district level Completed roster verification process at	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
and LKES	Department Office of Technology Services	RT3 district level Successful collection of observation, documentation, survey, and SLO data	State data system as a basis for the TKES/LKES electronic platform	
<u>July 31-August 24, 2012</u> GaDOE trainers provide training and certify evaluators in RT3 districts	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RT3 district <u>certified</u> evaluators	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 1, 2012</u> SLOs returned to districts by GaDOE with guidance for revision if needed or approval indicated	Teacher and Leader Effectiveness Division in School Improvement Department	Reviewed and approved student learning objectives in approximately 60 courses for each RT3 district	TLE central office staff at GaDOE 18 GaDOE evaluation specialists James H. Stronge and consultant group SLO guidance materials Assessment database for district sharing and collaboration	Aggressive timeline for completion
<u>August 27-31, 2012</u> Train trainers in <u>new</u> districts for Teacher and Leader Keys 2012-2013 pilot year	Teacher and Leader Effectiveness Division in School Improvement Department	At least one <u>certified</u> trainer in each <u>new</u> district	James H. Stronge and consultant group TLE central office staff at GaDOE 18 GaDOE evaluation	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			specialists	
<u>August 27-31, 2012</u> Train new district representatives on full GaDOE electronic platform for TKES and LKES	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Completed provisioning process at new district level Completed roster verification process at new district level	TLE central office staff at GaDOE 18 GaDOE evaluation specialists State data system as a basis for the TKES/LKES electronic platform	
<u>August 2012</u> 20 th day of school RT3 district teacher SLO instructional strategy planning forms due to evaluators	RT3 district staff	Uploaded documents in GaDOE electronic platform for TKES	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 2012</u> Teacher orientation for TKES using revised materials and procedures Principal orientation for LKES using revised materials and procedures	Teacher and Leader Effectiveness Division in School Improvement Department RT3 district staff	Electronic signatures indicating completion of orientation in GaDOE electronic platform for TKES/LKES	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 31, 2012</u> Teacher Self Assessment (TAPS) completed in RT3 districts RT3 Leader goals completed with	RT3 district staff	Electronic signatures indicating completion of self-assessment in GaDOE electronic platform for TKES School and district level self-assessment data to inform professional	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
principals and evaluator agreement		learning planning Leader goals evident in electronic platform		
<u>September 2012</u> GaDOE trainers provide training and certify evaluators in <u>new</u> districts	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and <u>new</u> district <u>certified</u> evaluators	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>September 2012</u> Teacher orientation for TKES using revised materials and procedures in <u>new</u> districts Principal orientation for LKES using revised materials and procedures in <u>new</u> districts	Teacher and Leader Effectiveness Division in School Improvement Department <u>New</u> district staff	Electronic signatures indicating completion of orientation in GaDOE electronic platform for TKES/LKES	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>September 30, 2012</u> Teacher Self Assessment (TAPS) completed in <u>new</u> districts Leader goals completed with principals and evaluator agreement	<u>New</u> district staff	Electronic signatures indicating completion of self-assessment in GaDOE electronic platform for TKES School and district level self-assessment data to inform professional learning planning Leader goals evident in electronic platform	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 2012-April 2013</u>	RT3 and <u>new</u> district staff	Analysis of teacher survey responses indicating understanding	TLE central office staff at GaDOE	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
Teacher Familiarization Activities with ten TKES performance standards in all districts	RT3 and <u>new</u> school principals	of the performance standards	18 GaDOE evaluation specialists	
<u>September 2012-April 2013</u> Formative TAPS and LAPS observations and documentation collection	RT3 and <u>new</u> school principals and teachers RT3 and <u>new</u> district staff	Data collected from observations using Teacher and Leader Assessments on Performance Standards Data collected by field team and external evaluators	18 evaluation specialists in the field TLE central office staff at GaDOE TKES and LKES manuals and support materials Orientation video and ten standard videos State data system as a basis for the TKES/LKES electronic platform	
<u>Nov. 15-Dec. 15, 2012</u> Survey window for courses taught only in first semester	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Completed student surveys Survey data analysis and reports at the teacher, school, district, and state level for each appropriate level	State data system as a basis for the TKES/LKES electronic platform	
<u>Feb. 15-March 30, 2013</u> Survey window for courses taught all year	Teacher and Leader Effectiveness Division in School Improvement	Completed student and teacher/staff surveys Survey data analysis and reports at the teacher, school, district, and state	State data system as a basis for the TKES/LKES electronic platform	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
	Department Office of Technology Services	level for each appropriate level		
<u>April 1-15, 2013</u> Survey window for courses taught only in second semester	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Completed student surveys Survey data analysis and reports at the teacher, school, district, and state level for each appropriate level	State data system as a basis for the TKES/LKES electronic platform	
<u>April 1, 2013</u> SLO post-assessments completed	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services RT3 and <u>new</u> district principals and teachers	Student performance data uploaded in spreadsheets Student work documentation Analysis of growth to target for each teacher in electronic platform	State data system as a basis for the TKES/LKES electronic platform	
<u>April 15, 2013</u> SLO class data and performance report due from teacher to evaluator	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Student performance data uploaded in spreadsheets Student work documentation Analysis of growth to target for each teacher in electronic platform	State data system as a basis for the TKES/LKES electronic platform 18 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
	RT3 and <u>new</u> district principals and teachers			
<u>May 1, 2013</u> (or date specified in Georgia Code) TAPS and LAPS summative evaluations due completed	RT3 and <u>new</u> school principals and teachers RT3 and <u>new</u> district staff	Data collected from observations using Teacher and Leader Assessments on Performance Standards Completion and electronic signatures on summative annual evaluations for all teacher and leaders in the RT3 and <u>new</u> districts	State data system as a basis for the TKES/LKES electronic platform TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>May-August 2013</u> GaDOE calculates TEM/LEM using all components of TKES and LKES	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Teacher Effectiveness Measures for each teacher involved in the RT3 and <u>new</u> districts Leader Effectiveness Measures for each principal involved in the RT3 and <u>new</u> districts	RT3 Educator Effectiveness Technical Advisory Committee Graduate interns or external consultants	
<u>Summer 2013</u> Validation and reliability studies completed for TKES and LKES	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Final report on validity and reliability of the Teacher Keys and Leader Keys Evaluation Systems	RT3 Educator Effectiveness Technical Advisory Committee Graduate interns or external consultants	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
<u>October 2012- June 2014</u> Expand and strengthen guidance, exemplars, and supporting assessments for student learning objectives	Teacher and Leader Effectiveness Division in School Improvement Department	Continuously updated SLO development plan, print materials (guidance, exemplars, table of specifications for assessments, etc.), database of shared, reviewed assessments	US Ed technical assistance providers Collaborating state partners TLE central office staff at GaDOE and field specialists SLO guidance materials	Aggressive timeline for development of assessment resources to be available to districts Identification of additional subject area expertise for consultation on assessments Development of district level valid, reliable assessments
<u>School Year 2013-2014</u> 60 Addition Districts included in the implementation of Teacher and Leader Keys Evaluation System	Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Teacher Effectiveness Measures for each teacher involved in the existing and <u>new</u> districts Leader Effectiveness Measures for each principal involved in the existing and <u>new</u> districts	State data system as a basis for the TKES/LKES electronic platform TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>School Year 2014-2015</u> Full implementation of Teacher and Leader Keys Evaluation	Leader Effectiveness Division in School Improvement Department	Teacher Effectiveness Measures for each teacher involved in <u>all</u> districts Leader Effectiveness	State data system as a basis for the TKES/LKES electronic platform TLE central office	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
System statewide	Race to the Top Implementation staff	Measures for each principal involved in <u>all</u> districts	staff at GaDOE 18 GaDOE evaluation specialists	

3.A.ii For any teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are they systems that:

- a. Will be used for continual improvement of instruction?
- b. Meaningfully differentiate performance using at least three performance levels?
- c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?
 - (i) Does the SEA have a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?
 - (ii) For grades and subjects in which assessments are required under ESEA section 1111(b)(3), does the SEA define a statewide approach for measuring student growth on these assessments?
 - (iii) For grades and subjects in which assessments are not required under ESEA section 1111(b)(3), does the SEA either specify the measures of student growth that LEAs must use or select from or plan to provide guidance to LEAs on what measures of student growth are appropriate, and establish a system for ensuring that LEAs will use valid measures?
- d. Evaluate teachers and principals on a regular basis?
- e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?
- f. Will be used to inform personnel decisions?

Partnership with Georgia's Race to the Top school districts in the development and piloting of the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES) will result in more rigorous, qualitatively and quantitatively-based evaluation systems that will eventually be used as a basis for all talent and management decisions. The Teacher Keys Evaluation System will utilize measures of student achievement and growth, including student learning objectives for non-tested grades and subjects, surveys of teacher professional practices, and rubric-based observations of teacher practice and process to generate a Teacher Effectiveness Measure (TEM). The Teacher Keys Evaluation System provides a focus on all students, including EL and SWD. The Leader Keys Evaluation System will utilize measures of student achievement

and growth in tested and non-tested grades and subjects, a rubric-based assessment of leader practice and process, and other measures of governance and leadership such as climate surveys and retention of effective teachers to produce a Leader Effectiveness Measure (LEM). Both measures will be designed to assess the positive impact a teacher or leader has on student learning and growth. Both the TEM and the LEM will support effectiveness using multiple valid measures to determine performance levels of all students, evaluating teachers and principals on a regular basis, providing timely and useful feedback to guide classroom/school performance and professional learning, and informing personnel decisions. These measures will be used to evaluate teachers and leaders on an annual basis. When implemented statewide in 2014-2015, the TEM and LEM scores will become part of the School Climate Star Rating on the CCRPI.

The shift in Georgia's teacher and leader evaluation processes began in 2008 when CLASS KeysSM and Leader KeysSM, the original qualitative rubric-based observation instruments, were developed and piloted by districts in Georgia. Race to the Top provided the momentum and sense of urgency needed to prompt reviewing and restructuring the observation instruments, while adding the components of student achievement/growth and other measures to form a comprehensive, aligned evaluation system. Feedback from teachers and principals, as well as other stakeholders, has been crucial to every stage of this process.

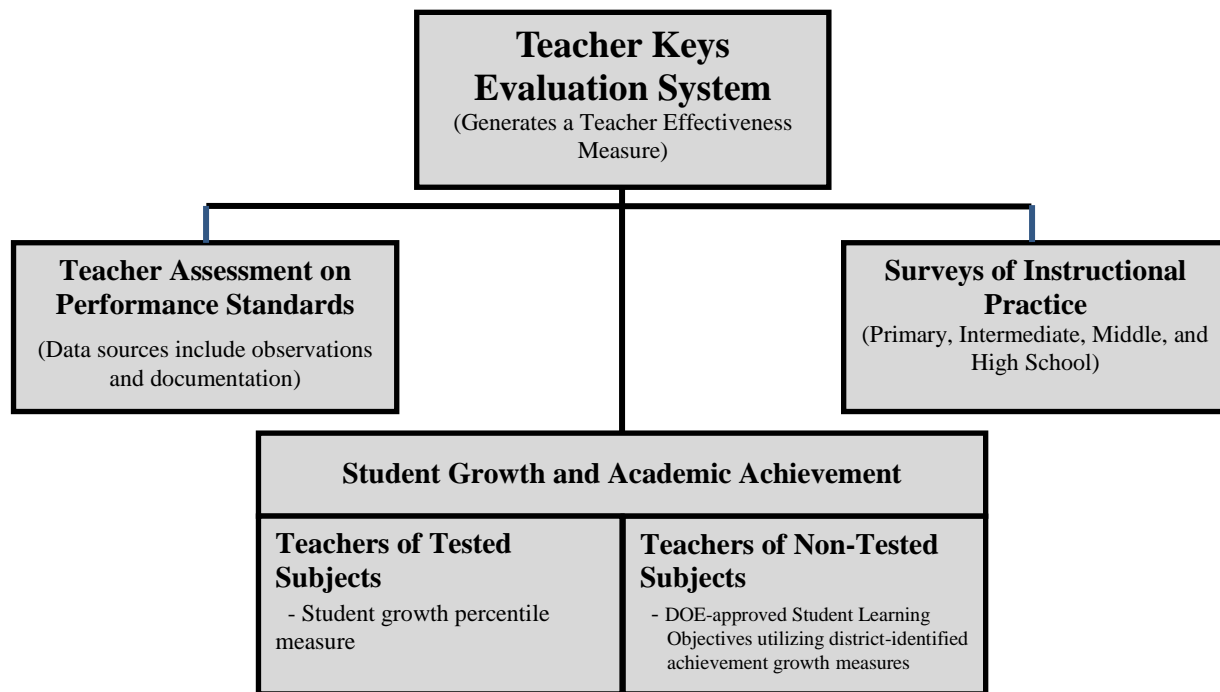
Prior to the 2011-2012 development of the Teacher Keys Evaluation System and the Leader Keys Evaluation System, teachers and principals served as co-collaborators in the pilot, study and implementation of CLASS KeysSM and Leader KeysSM. In the initial 2008-2009 field study of Class KeysSM, there were 55 systems, 876 teachers, and 278 administrators providing feedback to refine the system. The Leader Keys field study of 2009-2010 involved 35 systems, and 500 school leaders. These co-collaborators participated in interviews, surveys, and focus groups and served on working committees for the past three years. Their real-world experiences provided the impetus for the restructuring of these instruments into more concise and streamlined components of a comprehensive, aligned evaluation system for teachers and leaders – Teacher Assessment on Performance Standards and Leader Assessment on Performance Standards.

Further input from teachers and leaders was sought during the past year, 2010-2011, when committees were formed in the areas of Evaluation, Student Achievement/Growth, and Other Measures. A teacher advisory group, as well as teacher organizations such as the Professional Association of Georgia Educators (PAGE), the Georgia Association of Educators (GAE), the Georgia Association of Educational Leaders (GAEL), human resource representatives from school districts, and partners from institutions of higher education, provided input through meetings and webinars that were held at the state level. Race to the Top provided an onsite Teacher Leader Advisor as an integral part of this process. In addition, the expertise of a Technical Advisory Committee is being utilized to provide external reviews of the systems, especially in the areas of value added/growth measures in tested subjects and the use of student learning objectives in non-tested grades and subjects. The twenty-six districts in Race to the Top, which educate 40% of Georgia's students, will provide ongoing feedback when the restructured evaluation systems (TKES and LKES) are piloted January through May, 2012. This input from key stakeholders will ensure that the Georgia Department of Education is successfully developing and implementing guidelines by the end of the 2011-2012 school year for the teacher and principal evaluation systems. (Attachment 10, Teacher Keys/Leader Keys)

Data generated from the evaluation and support system will be used to improve student achievement...including Validation of the survey of instructional practice

The primary purposes of the Teacher Keys Evaluation System are to:

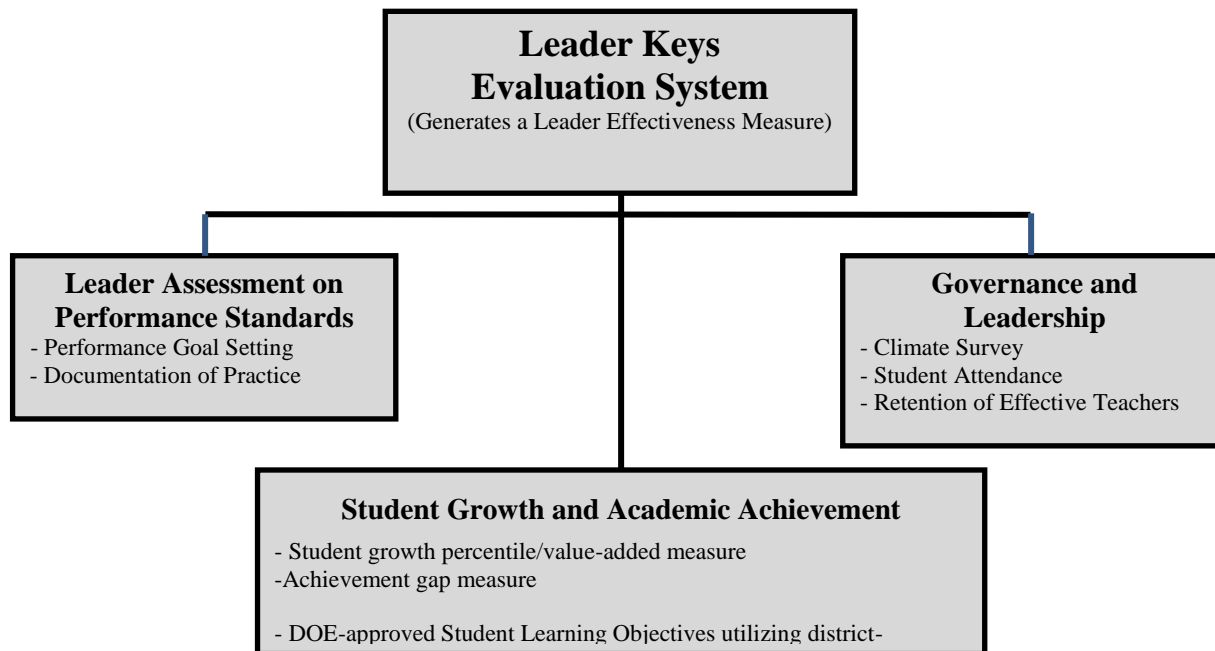
- Optimize student learning and academic growth;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools;
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth; and
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.



The primary purposes of the Leader Keys Evaluation System are to:

- Optimize student learning and growth.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for leadership improvement through productive leader performance appraisal and professional growth.

- Implement a performance evaluation system that promotes collaboration between the leader and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.



The data collected from the multiple components of both the Teacher Keys and Leader Keys Evaluation Systems will provide a 360 degree view of teacher and leader effectiveness in positively impacting student learning, growth, and achievement.

TAPS and LAPS: The data collected within the Teacher and Leader Assessment on Performance Standards will provide information regarding the day to day practices that teachers and principals demonstrate in the schools. The Teacher Assessment on Performance Standards (TAPS) measures teacher proficiency in professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism, and communication. The Leader Assessment on Performance Standards (LAPS) measures principal proficiency in instructional leadership, school climate, planning and assessment, organizational management, human resources management, teacher/staff evaluation, professionalism, communication and community relations.

During the formative observation process of TAPS, teachers who are rated as *Developing/Needs Improvement* or as *Ineffective* on any one or more performance standards must be placed on a Professional Growth Plan and provided with professional learning support for improvement. If the teacher does not demonstrate appropriate growth and improved performance in subsequent formative observations, the Professional Growth Plan may be transitioned into a Professional Development Plan. Unsatisfactory performance on a Professional Growth Plan (PGP) or on a Professional Development Plan (PDP) may lead to non-renewal or termination.


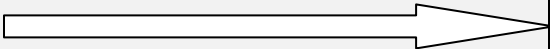
Teachers who receive a summative rating of *Developing/Needs Improvement* or of *Ineffective* on any of the ten standards or overall must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below *Proficient*. Unsatisfactory performance on a Professional Development Plan may lead to non-renewal or termination.

Student growth percentiles: SGPs are a normative quantification of growth. They describe a student's growth relative to his or her academic peers – other students with the same prior achievement. Each student obtains a growth percentile, which describes his or her “rank” on current achievement relative to other students with similar prior achievement. Students also receive a growth projection, which describes the type of growth needed to reach proficiency in subsequent years. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. Georgia will use these annual calculations of student growth based on state assessment data (4th-8th grade Criterion Referenced Competency Tests and high school End of Course Tests) as indicators of teacher effectiveness in positively impacting student growth. The tested subjects are reading, language arts, math, science, and social studies, as tested in grades 4-8 by the CRCT, and the subjects tested by the high school End of Course Tests (Biology, Physical Science, 9th Grade Literature/Composition, 11th Grade Literature/Composition, US History, Economics/Business/Free Enterprise, Math I, Math II, GPS Algebra, and GPS Geometry).

Student learning objectives: Student Learning Objectives (SLOs) will be used to assess student growth in non-tested subjects (all subjects not listed above) and will contribute performance data to the calculation of the effectiveness measure for teachers of those subjects. After all SLOs are phased in, teachers will be evaluated using one district-determined SLO for each non-tested subject/course that they teach. Teachers who teach both tested and non-tested subjects will be evaluated by district-determined SLOs for their non-tested subjects and by the student growth percentile measure for their tested subjects. Just as with the student growth percentiles, Georgia will use the annual calculations of student growth based on student learning objectives as indicators of teacher effectiveness in positively impacting student growth.

Student Learning Objectives Rubric, below

Setting Student Learning Objectives

	1-	2-	3-
	All Required for Pilot 	Increases Integrity of SLO Process 	
Specific	<input type="checkbox"/> Focused on content standards	<input type="checkbox"/> SLO was developed by content experts and practitioners	<input type="checkbox"/> Selected standard(s) is an important and overarching concept
Measureable	<input type="checkbox"/> An appropriate instrument/measure is selected to assess SLO <input type="checkbox"/> Pre-assessment /post-assessment are utilized by multiple teachers/schools	<input type="checkbox"/> Is based on district baseline or trend data <input type="checkbox"/> Instrument(s) is used to measure student growth from beginning of instructional period to end of instructional period <input type="checkbox"/> Instrument(s) measures what it is intended to measure	<input type="checkbox"/> Utilizes externally developed, reliable and valid assessments or <input type="checkbox"/> Locally developed assessments have been approved by content experts/practitioners
Appropriate	<input type="checkbox"/> SLO is within teachers' control to effect change and is a worthwhile focus for the pilot period	<input type="checkbox"/> Expected growth is rigorous, yet attainable during instructional period	<input type="checkbox"/> Paper/pencil or performance based assessments are used as appropriate for the characteristics of the non-tested subject
Realistic	<input type="checkbox"/> SLO is feasible for teacher <input type="checkbox"/> Teachers are able to align their work directly to the district SLO	<input type="checkbox"/> Results of pre-assessments can be used to drive instruction and not for the sole purpose of SLO data.	
Time Bound	<input type="checkbox"/> SLO states the instructional period	<input type="checkbox"/> Standardized time frames for administration of pre and post-assessment have been determined and will be observed.	

Designed to be evaluated with Evaluation Rubric	<input type="checkbox"/> Designed so that, at the teacher level, data can be evaluated based on the SLO Evaluation Rubric (p. 30 of TKES Evaluation Manual)	<input type="checkbox"/> Results of pre-assessments drive instruction in individual classrooms	
Applicable for grade levels, schools, district	<input type="checkbox"/> Can be utilized by multiple teachers who teach this subject at this grade level across the school and/or the district.	<input type="checkbox"/> Is routinely used by schools across the district	
District approved	<input type="checkbox"/> District approves/recommends this SLO for teachers at the designated grade level(s) and in these subject area(s)	<input type="checkbox"/> District establishes a set of SLOs and provides guidance/requirements for their usage	<input type="checkbox"/> Rigor of SLO is comparable to the rigor of “tested” subjects
GaDOE Determination	<input type="checkbox"/> Total Required Elements (10/10) = Proceed		
	<input type="checkbox"/> Suggested Revision(s)		
	<input type="checkbox"/> Required Revision(s)		

Student and staff surveys: The teacher effectiveness measures will include data from student surveys, and the principal/leader effectiveness measures will include data from staff surveys. The survey responses will provide important perception data that will be considered alongside the observation data from TAPS/LAPS and the student growth data from student growth percentiles and student learning objectives. Special attention will be given data regarding Students with Disabilities, Universal Design for Learning (USL), English Learners, and Response to Intervention. This additional perspective will round out the measures of teacher and leader effectiveness.

The actual calculations that will be used to account for the data from each of the components of the Teacher Keys and Leader Keys Evaluation Systems are still in development, under the guidance and advice of a technical advisory committee composed of nationally recognized experts in the field. The components will be weighted so that the greatest weight, or impact, on the Teacher Effectiveness Measure (TEM) is carried by the measures of student growth from either the student growth percentiles or the student learning objectives (or both). The TEM will provide an indicator of teacher effectiveness in positively impacting student learning, growth, and academic achievement. Teachers who achieve appropriate TEM scores will be considered effective in improving student achievement. Teachers who do not will be provided with appropriate opportunities for professional development and improvement.

	Teachers of Tested Subjects	Teachers of Non-Tested Subjects
TAPS	40%	60%
Surveys	10%	10%
SLOs	NA	30%
SGP	50%	NA

Similar measures will be implemented within the Leader Keys Evaluation System for building principals. However, these measures will be calculated at the school level rather than at the classroom level. As in the TKES, the components will be weighted so that the greatest weight, or impact, on the Leader Effectiveness Measure (LEM) is carried by the measures of student growth from either the student growth percentiles or the student learning objectives (or both). The LEM will provide an indicator of principal effectiveness in positively impacting student learning, growth, and academic achievement within the school building as a whole. Principals who achieve appropriate LEM scores will be considered effective in improving student achievement. Principals who do not will be provided with appropriate opportunities for professional development and improvement.

With regard to additional professional learning support, the GaDOE will provide District Effectiveness Specialists to build capacity at the district level in school and district improvement best practices. The focus on district level work will be to analyze data at the district level, by examining student level data reported through the disaggregated flag system of the CCRPI to identify trends and areas of concern. The District Effectiveness Specialist will assist the district in identifying district level barriers and supports that either serve as an obstacle or an enabler for school effectiveness.

The partnership formed by the school, LEA, RESA and SEA provide the support for a comprehensive focus on data analysis, implementation of improvement initiatives, and evaluation of effectiveness. In addition, the GaDOE will work with the RESAs to develop professional learning opportunities that will build capacity for school improvement at the district level. The needs of districts may vary from one RESA to another and the GaDOE staff will partner with each RESA on critical needs. RESAs also have Common Core Resource Specialists that will assist specific schools and districts based on the needs identified in the CCRPI.

The reports from the GAPSS reviews are currently shared with district level staff. The District Effectiveness Specialists will work with a LEA in looking at GAPSS reviews across districts as another data source for LEA issues.

How will the teacher and principal evaluation and support systems be implemented statewide at the State, LEA and school levels?

In regard to the state timeline on the implementation of the Teacher Keys and Leader Keys 26 pilot districts are participating in Race to the Top for the 2011-2012 school year. In addition, seven universities are partnering in the pilot. Up to 60 school districts per year will implement the new Teacher Keys and Leader Keys Evaluation System starting in the 2012-2013 school year. All districts will implement are scheduled to be part of the rollout by 2014-2015. These evaluation systems are scheduled to be used statewide and produce the Teacher and Leader Effectiveness Measures that will be included in College and Career Ready Performance Index.

At the conclusion of the Teacher and Leader Keys Evaluation Systems pilot in May 2012, extensive data analysis and evaluation will be done by the GaDOE and by the external experts on teacher and principal evaluation regarding the validity of the component measures in the systems as well as the process and implementation during the pilot. The full, independent reliability and validation studies for both systems will be conducted during the summer of 2013 following the first full implementation year.

**Teacher Keys and Leader Keys Evaluation Systems Timelines,
July of 2012 - Summer of 2013**

Teacher Keys Full Implementation Year	Leader Keys Full Implementation Year
July 1 SLOs submitted to GaDOE for review	July 1 SLOs submitted to GaDOE for review
Aug. 1 SLOs returned to districts by GaDOE	Aug. 1 SLOs returned to districts by GaDOE
20 th day of school Teacher SLO instructional strategy forms due to evaluators	20 th day of school Teacher SLO strategy forms due to evaluators
August Teacher orientation for TKES	August Principal orientation for LKES
August 31 Teacher Self Assessment (TAPS) completed	August 31 Principal Self Assessment (LAPS) completed
August-April Teacher Familiarization Activities with ten TKES performance standards	August-April Principal Familiarization Activities with eight LKES performance standards
September-April Formative TAPS	September-April Formative LAPS

observations and documentation collection	conferences and documentation collection
Nov. 15-Dec. 15 Survey window for courses taught only in first semester	
Feb. 15-March 30 Survey window for courses taught all year	Feb. 15-March 30 Survey window for school staff to respond to principal surveys
April 1-15 Survey window for courses taught only in second semester	
April 1 SLO post-assessments completed	April 1 SLO post-assessments completed
April 15 SLO class data and performance report due from teacher to evaluator	April 15 SLO class data and performance report due from teacher to evaluator
May 1 (or date specified in Georgia Code) TAPS summative evaluation due completed	May 1 (or date specified in Georgia Code) LAPS summative evaluation due completed
May-August GaDOE calculates TEM using all components of TKES	May-August GaDOE calculates LEM using all components of LKES
Summer 2013 Validation and reliability studies completed for TKES	Summer 2013 Validation and reliability studies completed for LKES

Student Growth Measure

Georgia is implementing the Student Growth Percentile (SGP) model as its growth model for instructional improvement, accountability, and educator effectiveness. Implementing a student growth model will enable Georgia to answer critical questions such as:

- Did this student make a years' worth of progress for a year's worth of instruction?
- Is this student on track to meet standards?
- Did this student grow more or less than academically-similar students?

Implementation of a growth model will support the improvement of teaching and learning, enhance accountability, and work in conjunction with other indicators to provide a measure of educator effectiveness. The model will provide a wealth of diagnostic information on student, classroom, school, district, and state performance on Criterion Reference Competency Tests and End of Course Tests and, eventually, on PARCC assessments. The model will also contribute to the educator evaluation system's ability to accurately and fairly capture effects on student learning throughout the course of an academic year. This provides Georgia with a comprehensive indicator system that can be used at multiple levels and can be communicated to parents and stakeholders.

Through a collaborative effort between the GaDOE and RT3 districts, the following desired growth model outcomes were established:

- Educators will have a clear understanding of the growth needed for students to become proficient.
- Educators, holding high expectations for all students, will have a deeper understanding of the impact of their teaching on the extent of student learning in classrooms, programs, schools, and districts.
- Educators will be provided with reliable data with respect to the academic growth of students.

- Students and their parents will have a clearer understanding of growth needed to reach proficiency and beyond.
- The community will have a clearer understanding of the extent of learning in schools.

SGPs are a normative quantification of growth. They describe a student's growth relative to his or her academic peers – other students with the same prior achievement. Each student obtains a growth percentile, which describes his or her “rank” on current achievement relative to other students with similar prior achievement. Students also receive a growth projection, which describes the type of growth needed to reach proficiency in subsequent years. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.

Student Growth Percentiles will be piloted as a component of the teacher evaluation system in the 26 Race to the Top districts in 2012 and implemented as measures in the Teacher Keys and Leader Keys Evaluation Systems in those districts 2012-2013. Up to sixty additional districts will be supported by the GaDOE in implementing the Teacher Keys and Leader Keys Evaluation Systems, including the Student Growth Percentile measures, each year for the next three years (2012-2013, 2013-2014, and 2014-2015). The evaluation systems, and student growth percentile measures as a component of those systems, will be implemented statewide over the next few years.

Ensuring implementation of teacher and principal evaluation and support systems in all LEAs, including the technical assistance that will be provided to all LEAs.

For the 2011-2012 pilot, principals, assistant principals, and other school administrators who are responsible for evaluating teachers will be trained by partnering Georgia Department of Education specialists and school district staff. Central office personnel who are responsible for evaluating principals will be trained by Georgia Department of Education specialists. District personnel will provide an orientation to the Leader Assessment on Performance Standards for building principals. Building principals will provide an orientation to the Teacher Assessment on Performance Standards for teachers. In addition, webinars and regional sessions will be scheduled by the Georgia Department of Education to assist with the orientation process for the Teacher Assessment on Performance Standards. Georgia Department of Education specialists will also provide training on the other measures included in the comprehensive evaluation systems during the 2011-2012 pilot.

For the 2012-2013 implementation of the validated Teacher Keys Evaluation System and Leader Keys Evaluation System, all appropriate district and school personnel will be retrained and certified as evaluators. All teachers will be fully oriented to the requirements of the Teacher Keys Evaluation System prior to the first use of that system as their evaluation instrument. Orientation materials and guides are provided by GaDOE and must be used by the district and/or building principal to orient teachers within the first month of the pilot or of the school year, or within the first month of employment if the teacher is employed at some time other than the beginning of a school year. Documentation of the orientation for each teacher must be maintained within the GaDOE electronic platform for TKES.

Teacher familiarization with each of the ten performance standards that are the basis of the evaluation system, utilizing materials provided by GaDOE, may occur at any time during the school year. However, teachers who participate in familiarization activities earlier in the year will have a clearer understanding of the ten performance standards and the expectations for classroom practice and performance. These activities may be repeated at any time as needed for professional learning and growth.

GaDOE currently has a staff of 18 Teacher and Leader Keys evaluation specialists plus two program managers, as well as a director of Teacher and Leader Effectiveness, working in the field and in the central office to provide training, guidance, implementation support materials, implementation coaching, implementation monitoring, professional learning support materials, and communication support to the districts implementing the Teacher and Leader Keys Evaluation Systems. This level of support will continue through at least 2014-2015.

The GaDOE electronic platform for TKES will provide web-based access to the evaluation process guides, templates, and support materials. It will also provide a data warehouse for all observation records, documentation to supplement and support those observations, student survey and growth data, and other relevant information. An electronic record will be maintained of all components of the evaluation system, including orientation, familiarization, self-assessment, TAPS formative and summative documents, student surveys, SLO data and evaluation, student growth percentile data and calculations, and TEM calculations. Electronic signatures and date/time stamps will be maintained for all documents and data submissions that are elements of the evaluation system. Electronic templates for optional Professional Learning Plans, suggested Professional Growth Plans, and mandatory Professional Development Plans will be available to evaluators within this platform. The GaDOE electronic platform will also provide access to links and other resources that support the on-going professional learning needed for continuous improvement of professional practice as measured by the TEM.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

The Georgia Department of Education is committed to ensuring that each LEA implements the Teacher Keys Evaluation System and the Leader Keys Evaluation System with fidelity. Established procedures are in place to provide communications to the districts, deliver training to teachers and administrators, provide coaching throughout the process, and receive feedback from teachers and leaders to refine the implementation process after the pilot ends. An electronic platform will collect data from rubric-based observations, surveys about professional practices and school climate, student learning objectives, and student and school academic growth. (The electronic platform will be embedded in the GaDOE’s statewide Longitudinal Data System (LDS). This is another way the Georgia Department of Education will support the districts in

implementing effectively the restructured evaluation systems). The School Improvement Department, specifically the division of Teacher and Leader Effectiveness, will be responsible for this project. The system will provide clear, timely, and useful feedback that identifies needs of teachers and leaders and guides professional development.

The Georgia Department of Education through Georgia State Board of Education policy changes can ensure that Teacher and Leader Keys are used as the statewide evaluation system. Because Georgia is not a collective bargaining state, there are not the same considerations as states that are collective bargaining states. All districts including all Title and non Title schools will be scheduled to be part of the rollout by 2014-2015.

Attached below is a high-quality plan that describes how Georgia will ensure implementation of teacher and principal evaluation and support systems in all LEAs, including the technical assistance that will be provided to all LEAs. Additional information is also provided starting on page 130 in the RT3 *Great Teachers and Leaders Overview*. See Chart in section 3A, pages 114-125.

Race to the Top LEA administrators and teachers will be trained and coached by eighteen Teacher Keys and Leader Keys Evaluation Specialists. These specialists have undergone rigorous training and testing in order to ensure fidelity of implementation in the districts. A percentage of teachers and leaders in the twenty-six LEA's will pilot the evaluation systems from January through May, 2012. The Evaluation Specialists will provide appropriate support to ensure that the teacher and principal evaluation systems are implemented in a manner consistent with Georgia Department of Education guidelines. Validity and reliability studies of the results of the pilot will be conducted during the summer of 2012.

Twenty-six Race to the Top Districts will implement the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES) as performance management tools in the 2012-2013 school year. The students in the twenty-six LEAs in the Race to the Top pilot represent 40% of the students in Georgia; 46% of Georgia's students in poverty; 53% of Georgia's African American students; 48% of Georgia's Hispanic students; and 68% of Georgia's lowest achieving schools.

Beginning with the 2012-2013 school year, an additional sixty school districts will be offered the opportunity to implement TKES and LKES each year. All LEAs in Georgia will implement the evaluation and support systems no later than the 2014-2015 school year with the support from the Georgia Legislature and the Georgia State Board of Education. Talent management decisions linked to the teacher and leader effectiveness measures produced through TKES and LKES will be available to the Race to the Top districts in 2013-2014. Timelines have been clearly delineated to ensure the capacity of the Georgia Department of Education to provide an effective execution of these systems. When fully implemented, TKES and LKES will be used to guide personnel decisions in all LEAs. High-quality evaluation systems provide meaningful information about the effectiveness of teachers and principals while increasing the quality of instruction and improving student achievement. Timelines, human resources, and fiscal resources are in place to ensure the effective implementation of the Teacher Keys Evaluation System and the Leader Key Evaluation System. The ultimate goal and result of effective

application of these high-quality, comprehensive evaluation systems will be the positive impact on the effectiveness of instruction for Georgia's students and a subsequent increase in student achievement in Georgia.

Another support that is being developed for new teachers and leaders, in partnership with the Professional Standards Commission (PSC) through Race to the Top, will be Teacher and Leader Induction. The induction guidelines developed in Georgia in 2011 are currently available for public comment. The work that was begun in the summer with the Induction Task Force will continue with additional sessions in 2012. The LEAs involved in Race to the Top are working with a GaDOE induction specialist to review existing induction programs for teachers and building principals. They are planning improvements, and redesigning or designing where needed, with the expectation that programs grounded in the best practices identified by the Task Force and built into the guidelines will be fully implemented for the 2012-2013 school year. All districts in the state are encouraged to utilize the guidelines for the same purpose and will be provided support in that work.

Implementation of high quality induction programs for new teachers, and for new principals, will provide strong systems of support and positively impact performance on the Teacher and Leader Effectiveness Measures included in Georgia's redesigned teacher and leader evaluation systems. This will help ensure that teachers and principals have appropriate opportunities for professional learning, mentoring, and coaching to support development into successful career teachers. The programs will extend beyond the first year into the second and third "new" year based on individual needs and performance. Ultimately, the greatest impact will be seen in the increase of student learning, growth, and achievement.

(See below for timelines and activities from Race to the Top).

Race to the Top (RT3) Great Teachers and Leaders Overview

Teacher and Leader Effectiveness

At the heart of Georgia's RT3 plan is increasing the overall effectiveness of teachers and leaders, recognizing that effective teachers and leaders are critical factors in continually improving student achievement. The State will develop Teacher Effectiveness and Leader Effectiveness Measures (TEMs and LEMs respectively) using multiple measures to accurately reflect a teacher or leader's impact on students. At least 50% of the TEM and LEM scores will come from student progress, and these scores will be used in key talent management decisions in participating LEAs, including targeted professional development, compensation, promotion and career advancement opportunities, and dismissal decisions. TEM and LEM measure will be designed to allow effective performance to serve as a model and inform professional development.

Quantitatively-Based Evaluation System and Performance Pay

Georgia's partnering LEAs will participate in the development of a more rigorous and quantitatively-based evaluation system as a basis for teacher and leader compensation. These LEAs will collaborate with the State to finalize the evaluation system in 2010-11, begin to pilot implement the evaluation system in 2011-12, and will qualify for access to the new performance-based compensation system for their teachers in 2013-14 (LEAs will need two full years of

reliable evaluation and effectiveness data on their teachers before they can tie compensation-related decisions to the data). LEAs will pay for the performance-based compensation program out of their portion of RT3 funding, per the MOU they signed with the State.

The State will roll out the new evaluation system (including the value-added model, the research-based evaluation tool, and new quantitative measures, such as surveys) to all participating LEAs by 2011-2012 and then to 120 additional systems (up to 60 additional systems per year) over the remaining two year period of the RT3 grant (2012-2014).

Key Projects/ Initiatives in chart below

The key projects under this initiative are:

#	Project Name	Description	Application Reference
13	Value-Added / Growth Model	<ul style="list-style-type: none"> The State will develop the model used to analyze student assessment results in such a way as to measure the value that a school or teacher contributes to a student's learning during a particular time period Used as an input into Teacher Effectiveness Measure (TEM), Leader Effectiveness Measure (LEM) and other effectiveness measures 	(D)(2)(i)
		Lead(s): Melissa Fincher	
14	Development, testing and validation of other quantitative measures	<ul style="list-style-type: none"> Parent, student, peer (teacher) and climate surveys used as input into TEM, LEM and other effectiveness measures (see Section D2 in application) This project also includes personnel support at PSC to assist with implementation of changes 	(D)(2)(i)
		Lead: Avis King and Martha Ann Todd	
15	Evaluation instrument and validation	<ul style="list-style-type: none"> The finalization of a research-based evaluation tool to provide both formative and summative feedback to teachers and leaders 	(D)(2)(i) and (D)(2)(ii)
		Lead(s): Avis King and Martha Ann Todd	
16	Evaluation training and evaluation process feedback	<ul style="list-style-type: none"> Training for individuals who will conduct evaluations Feedback on the overall evaluation process and tools 	(D)(2)(i) and (D)(2)(ii)
		Lead(s): Avis King and Martha Ann Todd	
17	Performance-based pay for teachers	<ul style="list-style-type: none"> Provide additional funding to implement of a performance-based compensation system based on a teacher's effectiveness in Cherokee County, Henry County and Pulaski County 	(D)(2)(iv)
		Lead(s): Avis King and Martha Ann Todd	
18	Performance-based pay for leaders	<ul style="list-style-type: none"> Implementation a performance-based compensation system based on a leader's effectiveness 	(D)(2)(iv)
		Lead(s): Avis King and Martha Ann Todd	

19	<i>Equitable distribution incentives</i>	<ul style="list-style-type: none"> • <i>Relocation incentives given to teachers based on a TEM threshold to encourage movement to high-need areas</i> • <i>Incentives to teachers who reduce the achievement gap in science and math</i> 	(D)(3)
Lead(s): <i>Avis King and Martha Ann Todd</i>			
20	<i>Increasing supply of effective science and math teachers</i>	<ul style="list-style-type: none"> • <i>Partner with UTeach to increasing the number of science and math majors who go into teaching</i> 	(D)(3)
Lead: <i>Lauren Wright</i>			
21	<i>Focused professional development for teachers in math and science</i>	<ul style="list-style-type: none"> • <i>Partner with the Center for Education Integrating Science, Mathematics, and Computing (CEISMC) to further develop existing teachers in math and science</i> 	(D)(5) STEM Competitive Preference
Lead: <i>Juan-Carlos Aguilar</i>			
22	<i>Sharing of best practices</i>	<ul style="list-style-type: none"> • <i>Expand Summer Leadership Academies to bring leadership teams from low achieving schools together for professional development</i> 	(D)(5) (E)(2)
Lead(s): <i>Avis King and Barbara Lunsford</i>			

Activities and milestones:

Project –Milestones		Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
Great Teachers and Leaders										
(D)(2) Improving teacher and principal effectiveness based on performance										
GOAL 1A: Establish a clear approach for measuring student growth by developing a value-added/growth model										
1	Established a Growth/Value add model (VAM) Steering Committees to investigate different models and approaches, prioritize Georgia’s needs and goals, narrow models of interest, and run impact data on the primary model of interest using assessment data. (Note: Working with technical experts Battelle for Kids and Center for Assessments)	1/11	6/11		x	x	x			
2	Establish vendor selection committee to include Executive Director of GOSA, Chief of Staff to the State Superintendent, Executive Secretary of the PSC and other representatives, as appropriate.	6/11	6/11				x			
3	Agree on selection criteria.	6/11	7/11				x			
4	Develop and issue a RFP to select a vendor if necessary. (note: may not require a formal RFP process)	7/11	9/11				x	x		
5	Build model with vendor and participating LEAs.	9/11	10/11					x		
5a	Finalize the teacher of record to be used in the model. (Teacher-Student Data Link).	9/10	12/11	x	x	x	x	x		
6	Develop communications materials and brochures in preparation for model rollout (key messages, rationale, and methodology).	10/11	9/12					x	x	
7	Hold a workshop/summit to provide feedback to the 26 partnering LEAs.	8/11	8/11				x			
8	Develop and provide training on interpreting the model and reports.	10/11	8/12					x	x	
9	Vendor to train GaDOE/OSA staff on model and on how to train districts.	10/11	11/11					x		
10	Roll out model in participating LEAs as part of overall new evaluation system.	2/12	3/12					x		
11	Offer workshops for teachers through districts’ central office staff who have attended training.	2/12	4/12					x		
12	Revise model as needed, based on results of phase 1 pilot. (Note: will not receive initial data until 6/12)	6/12	7/12					x		

Project –Milestones		Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
13	Roll out model in additional LEAs (up to 60 per year) starting with the training of district office staff and principals. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	7/12	9/14						x	x
GOAL 1B: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.										
14	Established a “quantitative measures” steering committee comprised of participating LEA’s, state agency representatives, education related associations, and business leaders to develop “other quantitative measures” of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement. (Note: Working with technical experts with the National Center for Performance Incentives)	3/11	2/12			x	x	x		
15	Develop “other quantitative measures” of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement.	6/11	2/12				x	x		
16	Field test new measures to determine degree of correlation between surveys and growth in student learning.	2/12	5/12					x		
17	Validate survey tools before use in high stakes evaluation.	5/12	7/12					x		
18	Revise measures as needed, based on field test results and feedback from key stakeholders.	7/12	8/12					x	x	
19	Once measures have been validated, communicate measures (rationale, value) broadly to school leaders and to teachers in participating LEAs.	9/12	9/14						x	x
20	Roll out “other quantitative measures” to other districts as they come board (up to 60 per year) The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	8/12	9/14					x	x	x
21	Hire a certification and education prep positions at the PSC to assist with implementation of new measures within their internal systems.	4/11	9/14			x	x	x	x	x
22	Provide funding for equipment for the two positions at PSC.	4/11	5/11			x				
GOAL 1C: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.										
1	Establish a Technical Advisory Committee (TAC) to identify the specific method for calculating the reduction and the level of gap reduction needed to	7/11	7/11				x			

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
2	7/11	2/12				x	x		
3	10/11	2/12					x		
4	2/12	8/12					x		
5	9/12	9/14						x	x
GOAL 2: Develop Rigorous, Transparent, and Fair Evaluation Systems for Districts, Principals and Teachers in collaboration with LEAs, principals and teachers.									
23	3/11	7/12			x	x	x		
24a	2/11	3/11		x	x				
24b	3/11	5/11		x	x				
25	6/11	6/11				x			
26	7/11	10/11				x	x		
27	7/11	10/11				x	x		
28	5/11	9/14			x	x	x	x	x

	Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
29	Provide funding for equipment for the 15 trainers.	5/11	5/11			x				
30	Provide travel funding for the 15 positions training the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	5/11	9/14			x	x	x	x	X
31	Provide funding for supplies to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	5/11	9/14			x	x	x	x	X
32	Provide funding for per diems and facilities to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	10/11	9/14					x	x	x
33	Provide training to LEAs on the refined evaluation system.	10/11	12/11					x		
34	Provide funding for teacher training stipends to train on the revised evaluation system.	10/11	9/14					x	x	X
35	Pilot the refined evaluation system with the 26 partnering LEAs. (Note: Working with technical expert to collect data from the pilot)	1/12	6/12					x		
36	Select an external provider to validate the revised evaluation tools.	4/12	5/12					x		
37	Conduct a validation study of the revised CLASS and Leader Keys evaluation tools in Summer 2012.	6/12	8/12					x		
38	Revise training curriculum and materials and develop LEA support materials based on validity study. (Note: Working with technical expert Dr. James Stronge)	6/12	8/12					x		
39	Formalize, validate, and communicate a vertically aligned evaluation system with student achievement at its center.	5/12	12/12					x	x	
40	Finalize composition of the District Effectiveness Measure (DEM), Leader Effectiveness Measure (LEM) and Teacher Effectiveness Measure (TEM). The composition includes all four components of the evaluation system.	5/12	12/12					x	x	
41	Conduct ongoing analysis of the evaluation tools and effectiveness measures to allow for learning as part of the process. As the State and LEAs learn more from the pilots, there will be flexibility to tweak teacher evaluation inputs and metrics.	1/13	9/14						x	X
42	Evaluate results each year to test correlation between rubric-based evaluation tool and student outcomes.	1/13	9/14						x	X

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
43	Make any necessary adjustments to evaluation tool and measures based on findings, and roll out evaluation system and DEM, LEM and TEM to additional districts that come online (up to 60 per year).	1/13	9/14						
GOAL 3: Conduct annual evaluations of teachers and leaders that include timely and constructive feedback and provide data on student growth.									
44	Signed MOU with participating LEAs that require the system to conduct annual evaluations of their principals and teachers and to make timely and constructive feedback a fundamental component of the evaluation system.	8/10	9/10	x					
45	Build capacity at the district level by developing communications and training materials that describe the entire evaluation system (purpose and use).	5/11	8/13			x	x	x	x
46	Design a rigorous selection process for Master Teachers/Teacher Leaders through PSC and ask participating LEAs to appoint them as peer review positions.	6/12	9/12					x	
47	Provide funding for two Master Teacher positions at PSC.	1/11	9/14		x	x	x	x	X
48	Provide travel funding for the two Master Teacher positions at PSC.	1/11	9/14		x	x	x	x	X
49	Provide supply funding for the two Master Teacher positions at PSC.	1/11	9/14		x	x	x	x	X
50	Provide funding for the Master Teacher program to contract with a state review team to score Master Teacher applications.	1/11	9/14		x	x	x	x	X
51	Train 3-5 evaluators per school in a 3 day evaluation training session and train 1-2 central office representatives to provide a “train the trainer” model for ongoing evaluation training to LEA evaluators.	7/12	9/12					x	
52	Train additional LEA representatives over time (to subsequent summer sessions) as trainers, allowing them to share their experiences with evaluation system in their districts.	9/12	9/14						x
53	Train subsequent cohorts of districts (up to 60 per year) utilizing GaDOE training staff and resources.	9/12	9/14						x
54	Offer regional workshop for teachers when they return to classroom-- through districts’ central office staff who have attended summer training.	9/11	9/11					x	
55	Share key evaluation data with LEA leaders, school leaders and teachers to: <ul style="list-style-type: none"> Create transparency around metrics; 	5/12	6/13					x	x

Project –Milestones		Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
	<ul style="list-style-type: none">• Provide guidance on how data should be used/interpreted;• Vendor/GOSA will calculate growth/VAM model, TEM, LEM and DEM;• GOSA will monitor / audit reported measures; and• Capture data to allow for longitudinal analysis at all levels and create reports that can be accessed by teacher and administrators.									
56	Share results of field tests for “other quantitative measures” with participants and key stakeholders.	5/12	6/13					x	x	
56a	Ensure that specifics of data trends are discussed in evaluation conversations.	5/12	9/14					x	x	x
57	Design and administer annual surveys for teachers/leaders in participating LEAs to seek feedback on evaluation system and provide summary results to stakeholders.	8/12	8/14					x	x	X
58	Utilize feedback from surveys to adjust evaluation process as needed.	9/12	9/14						x	x
59	Facilitate dissemination of best practices on how to support teachers and principals to drive student achievement. Best practices may be published or participating LEAs may be asked to present at the Summer Leadership Academies.	6/12	9/14					x	x	X
GOAL 4: Use annual evaluations to inform talent development and talent management decisions.										
60	Signed MOU with participating LEAs on reporting requirements to be submitted to US ED and include data on how LEAs utilize teacher and principal effectiveness data throughout their systems.	8/10	10/10	x						
61	Monitor LEA’s effectiveness in utilizing annual evaluations to inform talent decisions. (Activity is complemented by Section CPP Activity CPP4 pg 66)	6/12	9/14					x	x	X
62	Tie teacher and leader compensation in participating LEAs to TEM and LEM (assumes 2 years of data available including the pilot year). (Note: other LEAs may opt into the compensation system)	9/13	9/14							X
63	Develop and provide performance based career ladder guidelines through PSC to participating LEAs.	4/12	6/12					x		
(D)(3) Ensuring equitable distribution of effective teachers and principals										
GOAL 1: Ensure equitable access to highly effective teachers and principals										
GOAL 2: Increase number and percentage of effective educators teaching hard-to-staff subjects and hard-to-staff places.										

Project –Milestones		Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
DEMAND SIDE –RETENTION BONUSES AND SIGNING BONUSES										
1	Pay individual bonuses to teachers and principals based on performance tied to student achievement. The TEM and LEM will measure teacher and principal effectiveness on four components. Data collection begins in 2011-12 and the 26 LEAs will provide performance based pay to teachers and leaders starting in school year 2013-2014.	9/13	9/14							X
2	Provide additional funding to three LEAs to help offset the cost of the individual bonuses to teachers and principals. Three Systems: Cherokee County, Henry County, & Pulaski County	9/13	9/14							X
3	Pay additional bonuses to principals and teachers in high-need schools for reducing the achievement gap each year. This is a retention-type bonus targeted at high-need schools where the achievement gaps are the largest.	9/13	9/14							x
4	Develop guidelines and provide a two year signing bonuses for teachers that move to high -need schools (give priority to rural schools). The bonus is contingent on meeting a high threshold TEM in each of the two years	9/12	9/14						x	X
SUPPLY SIDE – IMPROVING EXISTING CAPACITY										
5	Provide targeted training to teachers through online PLUs. Focus on modules such as: standards; teaching to standards; analysis, interpretation and use of assessment data to improve instruction. See detail in Section B Goal 4a Activity 22 for dependency.	6/12	9/14					x	x	X
6	Expand the Summer Leadership Academies currently organized for lowest-achieving schools to include RT3 LAS.	7/11	9/14				x	x	x	X
7	Signed MOUs with participating LEAs to require participation in all teacher and leader effectiveness reforms.	8/10	10/10	x						
8	Establish teacher induction guidelines in partnership with GaDOE and PSC.	5/11	9/11						x	
SUPPLY SIDE – INCREASING PIPELINE OF EFFECTIVE EDUCATORS										
9	Increase pipeline of effective teachers through partnership with Teach for America (TFA) in Atlanta Public Schools, Clayton County, DeKalb County and Gwinnett with the first class of new TFA recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x	x	x	X

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
9a	Teach for America will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/12	x	x	x	x	x	
10	Increase pipeline of effective teachers through partnership with The New Teacher Project (TNT) in Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County and Richmond County with the first class of new TNT recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x	x	X
10a	The New Teacher Project will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/11	x	x	x	x		
11	Provide competitive grant awards through the Innovation Fund for Grow Your Own Teacher (GYOT) programs. (Funding included in section A project 28)	9/11	9/14					x	x
12	Create alternative certification pathway for principals.	10/11	12/12					x	x
13	PSC and alternative providers, including LEAs, work together to have their principal programs approved as a certification unit.	8/10	9/14	x	x	x	x	x	X
(D)(4) Improving the effectiveness of teacher and principal preparation programs									
GOAL 1: Link teachers' and principals' student achievement/student growth data to preparation programs									
1	Develop a Teacher Preparation Program Effectiveness Measure (TPPEM) and Leader Preparation Program Effectiveness Measure (LPPEM). The TPPEM and LPPEM include multiple components, including TEM and LEM of graduates aggregated by cohort, which provides the linkage between student growth data to in-State teacher and principal preparation programs.	5/11	7/12			x	x	x	
2	Calculate and publish TPPEM and LPPEM in the "report cards" for both traditional and alternative routes.	9/13	9/14						X
GOAL 2: Expand preparation programs that are successful at producing effective teachers and principals									
3	Use TPPEM and LPPEM to expand preparation and credentialing programs which are most effective. The TPPEM and LPPEM will serve as proxy for program effectiveness.	9/14	On-going						X

Project –Milestones		Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
4	Tie State funding and approval for preparation programs to TPPEM and LPPEM to support effective programs. The GaDOE/PSC/TCSG/BOR will move in this direction only after sufficient data has been collected, analyzed and validated, to ensure that these important funding decisions are being made based on reliable and valid data. The Governor and General Assembly will work with BOR to adjust internal policies with the system to ensure compliance with this activity. Additionally, the Governor and General Assembly will adjust funding for PSC, TCSG and GaDOE (RESAs) based on TPPEM and LPPEM.	9/14	On-going							

ATTACHMENTS AND APPENDICES