

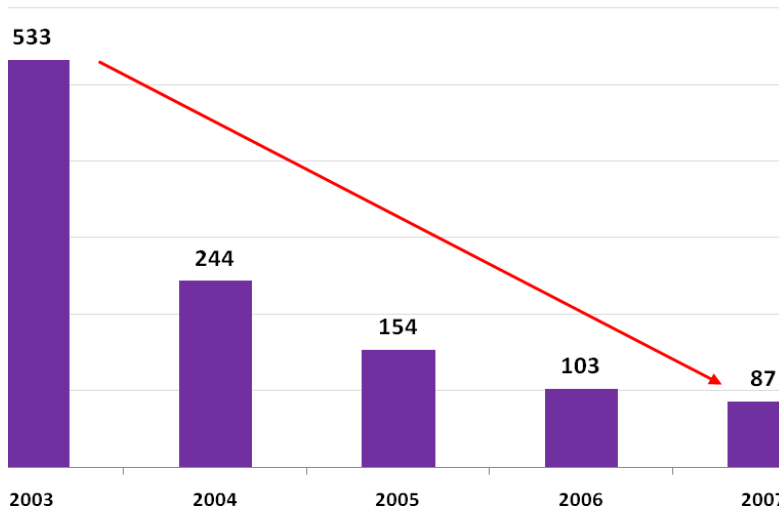
## **Initial Eligibility Criteria for the 2009 Georgia Differentiated Accountability Plan**

- State standards and assessment system has received full approval.
  - Please see the attached October 5, 2007 Approval Letter for Georgia's State Assessment System (p. 30).
  
- State's highly qualified teacher plan has received full approval.
  - Please see the attached December 14, 2006 approval letter for Georgia's Highly Qualified Teacher Plan (p. 31).
  
- Georgia's Title I program was monitored in March 2006.
  - Please see the attached January 30, 2008 Title I monitoring resolution letter (p.32).
  
- Georgia's IDEA program was verified in July of 2003.
  - Please see the attached OSEP verification report (p. 33).

**Twenty Percent of the Title I Schools in Needs Improvement**

As of the 2007-2008 AYP Determinations, Georgia had 17.0 percent (1,019/1,237) of its Title I schools in Needs Improvement. While this does not quite meet the 20 percent school threshold outlined by ED, Georgia should not be eliminated from consideration simply because its statewide school improvement network successfully helped 446 of Georgia’s 533 Title I schools get off the Needs Improvement list from 2003 to 2007.

**2003 Title I Needs Improvement Cohort**



For the 2007-2008 school year over 57.6 percent (186/323) of the Georgia schools in Needs Improvement were Title I schools. Moreover, 100 percent of the schools currently in Restructuring (Years 5 or greater) are Title I schools (see table below). Based on the state’s Needs Improvement numbers, Georgia believes that its differentiated accountability should be submitted for peer review.

**Georgia 2007-2008 NI School Status by NI Year and School Type (n=323)**

Number of Schools	NI Status	Title I Schools	Non-Title I Schools
<b>323</b>	<b>Years 1-8</b>	<b>186 (57.6%)</b>	<b>137 (42.4%)</b>
130	Year 1	60 (46.2%)	70 (53.8%)
78	Year 2	40 (51.3%)	38 (48.7%)
39	Year 3	21 (53.8%)	18 (46.2%)
30	Year 4	19 (63.3%)	11 (36.7%)
<b>13</b>	<b>Year 5</b>	<b>13 (100%)</b>	<b>0 (0%)</b>
<b>12</b>	<b>Year 6</b>	<b>12 (100%)</b>	<b>0 (0%)</b>
<b>9</b>	<b>Year 7</b>	<b>9 (100%)</b>	<b>0 (0%)</b>
<b>10</b>	<b>Year 8</b>	<b>10 (100%)</b>	<b>0 (0%)</b>

## Overview

The proposed federal flexibility comes at an opportune time for Georgia. The state was already in the process of updating all elements of the its Single Statewide Accountability System (SSAS), due in part to the work of the state’s school improvement collaborative which has yielded valuable data since its creation that has been informing our revision to SSAS as well as our state and local school improvement efforts. Revisions to SSAS currently center on the collapsing of our consequence and intervention structure in order to push into schools sooner and resolve outstanding deficiencies quicker. As part of this effort, the state will be involving itself more directly in local decision-making and governance issues as early as Corrective Action (Needs Improvement Year 4).

## Implementation Time Line

Georgia releases its annual AYP determinations for all schools and systems in early July each year before the new school year begins. Consequently, the state does not see how it can be expected to reasonably and responsibly implement its differentiated accountability plan for 2008 when final federal approval may not be forthcoming until late June or early July. Under the stated federal approval time line, the state would not have adequate time to notify schools, systems, local boards of education and, most importantly, the parents of our 1.6 million public school students about the changes in the state’s consequence structure.

While Georgia submitted its differentiated accountability plan for the 2009-2010 school year, the state understands that to the greatest extent possible, it is expected to implement its approved differentiated plan for the 2008-2009 school year.

## Communications

The GaDOE will create and implement a comprehensive statewide communication plan coordinated with the implementation of the state’s approved differentiated accountability plan. As part of the plan, GaDOE will create a communication partnership with all local boards of education in Georgia. That partnership will provide that local board members are included as members of each system’s local school improvement leadership team since these teams are responsible for implementing the differentiated accountability plan at the system and school levels.

## Changes Requested

In its proposed plan, Georgia is requesting four changes to the current NCLB consequence structure that would be implemented with Georgia’s 2008 AYP determinations for the 2008-2009 school year.

1) Georgia’s Identification labels will change in one case – Restructuring to State-Directed.

NCLB Labels	Needs Improvement Year	Georgia’s Proposed Labels
Improvement	NI-1 and NI-2	Improvement
Corrective Action	NI-3 and NI-4	Corrective Action
Restructuring	NI-5 >	State Directed

2) Similar to previous federal flexibility offered to some school systems in several states wherein supplemental education services (SES) was flipped with public school choice in the consequence order, Georgia LEAs will be able to flip NI-1 and NI-2 consequences for schools in needs improvement if they so choose. If an LEA decides to flip the NI-1 and NI-2 consequences, supplemental education services (SES – Title I supported tutoring) will serve as the initial consequence for Title I schools in needs improvement year one (NI-1), as opposed to public school choice. Schools in NI-2 will still be required to offer both SES and Choice. The state will collect and report information regarding all LEA decisions to flip the NI-1 and NI-2 consequences or not.

3) Georgia will expand supplemental educational services (SES – Title I funded tutoring) to students at Title I schools who do not meet standards on state tests if they are enrolled in schools identified for improvement (needs improvement years 1 and 2) and subsequently for Corrective Action, and State Directed (referred to in NCLB as Restructuring). Georgia will assure that LEAs give first priority for SES to low-income students and then serve other students if funds are available.

4) Schools in Corrective Action would be placed into one of three differentiated tiers based on their AMO subgroup performance in Reading/English Language Arts and Math. Based on that performance or lack thereof, the schools will be rank ordered and placed in quintiles:

- The top twenty percent of the schools in corrective action (those in Tier 1) would select and implement one of the NCLB Corrective Actions from the following list:
  - Appoint an outside expert to advise the school on its progress toward making AYP, based on its improvement plan;
  - Extend the school year or school day for the school;
  - Restructure the internal organizational structure of the school;
- Sixty percent of the schools in corrective action (those in Tier 2) would be required to select a corrective action off the NCLB Corrective Action list; and
  - Institute a new curriculum would not be an option since all schools should be implanting the new Georgia Performance Standards.
- The bottom 20 percent (those in Tier 3) would have their corrective action(s) chosen for them from the NCLB Corrective Action list by the GaDOE as part of an initial loss of governance that would escalate in State Directed status.
  - Institute a new curriculum would not be an option since all schools should be implementing the new Georgia Performance Standards.

A side by side perspective of these changes can be found on pages 18-22.

### **Transition**

The state will ensure that students participating in public school choice (PSC) and supplemental educational services (SES) during the 2007-2008 school year will continue to have those options available to them during and after the transition to the state's differentiated accountability model in 2008-2009.

- Schools with the designation of NI-1 or higher for the 2007-2008 school year will still have to offer public school choice in future school years until each school makes AYP for two years in a row and moves off the Needs Improvement list.
- Schools with a designation of NI-2 or higher for the 2007-2008 school year will have to offer SES in future school years until each school makes AYP for two years in a row and moves off the Needs Improvement list.

### **Eligibility for Supplemental Education Services**

Georgia's plan would expand Supplemental Educational Services (SES) to students who do not meet standards on state tests if they are in Title I schools identified for improvement (needs improvement years 1 and 2) and subsequently for Corrective Action, and State Directed (referred to in NCLB as Restructuring).

Students in Needs Improvement schools will be eligible to receive SES based on low income status and their individual student scores on state assessments. School systems must prioritize Title I SES funding and services to the students in NI schools based on the following federal priority order:

1. 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
2. Other students **not** meeting standards as identified by state assessment results.

The state must insure that LEAs prioritize and serve low-income students at NI schools first; and  
The state must insure that the participation rate for low income students receiving SES each year continues to increase.

State and Local Education Agencies (SEA and LEA) responsibilities for notification, approving providers, and publicly reporting results will remain unchanged.

**Georgia's participation rates for eligible students in SES have continually increased over the last three years.**

- 2004-2005 Participation Rate: 9.0%
- 2005-2006 Participation Rate: 10.4%
- 2006-2007 Participation Rate: 12.6%

The Georgia Department of Education (Department) has implemented a SES State Board Rule, policies, and procedures that address barriers which limit student participation in SES. In addition, the Department offers regional meetings for LEAs to discuss strategies and requirements to increase SES participation. GaDOE SES at [http://public.doe.k12.ga.us/tss\\_title\\_parent.aspx?PageReq=TSSTitleSES](http://public.doe.k12.ga.us/tss_title_parent.aspx?PageReq=TSSTitleSES). These strategies and requirements include:

1. Require LEAs to notify parents of the availability of services at least twice annually.
2. Assist parents to choose a provider.
3. Assist LEAs in using local media to notify parents of services. For example, the Cobb County School District notifies parents by advertising SES through local cinemas.
4. Assist LEAs to offer provider fairs where parents may meet with potential providers.
5. Assist LEAs as they collaborate with parent teacher student organizations and other parent organizations to ensure wide dissemination of the availability of SES.
6. Assist LEAs as they work with local chambers of commerce to devise additional strategies to notify eligible parents of SES.
7. The Department provides posters advertising SES to providers and LEAs for display in areas where eligible students exist.

In order to increase future participation in SES the GaDOE will:

1. Revise the SES State Board Rule to minimize the incentive to delay providing SES to students by increasing the minimum participation rate in SES from 50 percent to 70 percent before the LEA may amend unobligated SES funds into the General Title I budget.
2. The Department will randomly monitor provider fairs to ensure:
  - a. The SES provider is marketing services in accordance with the Provider Code of Ethics.
  - b. The LEA is implementing the provider fairs at a time and place to maximize parent participation.
3. During regional meetings with the LEAs, the Department will collect marketing best practices implemented by the LEAs and distribute these strategies.
4. Develop a task force specifically designed to create strategies for increasing participation in SES. The task force will include members of community and faith based organizations that encompass a cross section of Georgia.
5. The SES State Board Rule requires LEAs to allow SES providers access to local schools for the purpose of providing services if the LEA uses its facilities to provide SES itself.
6. The Department will conduct a statewide media blitz during the following timeframe:
  - a. By April 2008, Communications will distribute an information piece (newsletter format) to parents across the state based on a targeted direct mail list. The newsletter will include:
    - i. Promotion/Retention information for grades 3, 5, and 8
    - ii. Graduation Rule information

- iii. Math curriculum information
- iv. AYP/Grad Rate chart and a section on NAEP/AP scores
- b. Communications and Parent Outreach will develop Public Service Announcements for the following topics:
  - i. Lexiles (Reading in the summer) - May 2008
  - ii. Adequate Yearly Progress (AYP) - June 2008
  - iii. Supplemental Education Services (SES) - August/September 2008 and December/January 2008-2009
- 7. The Department will notify approved SES providers of underserved areas in the state.
- 8. The Department will offer additional technical assistance workshops for SES providers.
- 9. By proposing to allow all students in Needs Improvement schools that did not meet standards on state assessments to participate in SES.

### **AYP Determinations**

AYP determinations are made for all public schools in the state, as required by NCLB and as described in the state's Consolidated Accountability plan. The state's accountability system continues to hold schools accountable and ensure that all students are proficient by 2013-14.

- Neither Georgia's AYP determination process nor its trajectories to 2014 will change as result of its proposed differentiated accountability plan.

AYP determination process (p. 23) will not change as a result of any provision in Georgia's proposed differentiation plan.

A school will still be identified as in Needs Improvement status if the school has not made AYP for any subgroup or the All Students group in the same subject for two consecutive years.

- A school will still be removed from Needs Improvement status if the school has made AYP for two consecutive years.

Escalation in levels of Needs Improvement status shall be based on the school's failure to make AYP in the same subject for two or more consecutive years.

- A school that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing Needs Improvement status for the following school year.
- A school that makes AYP for one year will also remain in its existing Needs Improvement status for the following year.

Only schools identified for Corrective Action status (NI-3 and NI-4) will have their Reading and Math AMO data processed to determine appropriate tier placement.

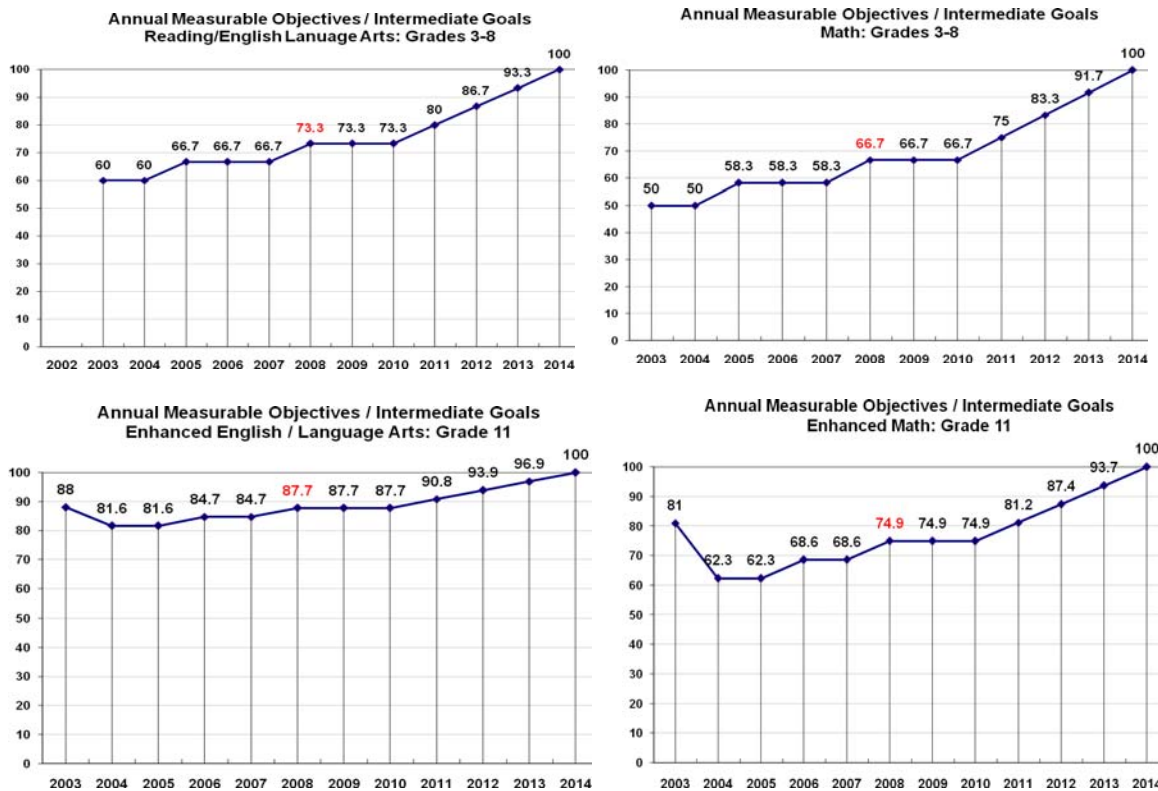
### **Georgia's Single Statewide Accountability System (SSAS)**

Implemented in 2004 under Georgia State Board Rule (160-7-1-.01; 160-7-1-.02; 160-7-1-.03; and 160-7-1-.04) in 2005, SSAS includes all Title I and all non-Title I schools, as well as all school systems in the State.

- Under the SSAS, all public schools and school systems in Georgia are required to make Adequate Yearly Progress (AYP) using the same criteria in accordance with the No Child Left Behind Act of 2001 (NCLB) and the state's approved Consolidated State Accountability Workbook.
- In accordance with NCLB, school systems are required to annually notify all parents regarding each school's AYP determination status and possible consequences.
- In accordance with NCLB, Georgia also provides all school systems, schools, and the general public with complete AYP reports and determinations based on the previous school year's test results and data every summer, before the beginning of the new school year:
  - **2008-2009 School Year AYP Reports and Determinations to be released in July, 2008**
    - **Based on Spring 2008 Test Results**

- 2007-2008 School Year AYP Reports and Determinations released on July 8, 2007
  - Based on Spring 2007 Test Results
- 2006-2007 School Year AYP Reports and Determinations released on July 11, 2006
  - Based on Spring 2006 Test Results

As required in NCLB, Georgia has established trajectories for its annual measurable objectives (AMOs) that requires 100 percent of students to make AYP in Reading/English Language Arts and Math by 2014.



### Transparency and Accessibility

Each year as the state prepares to release the most recent AYP determinations, the Georgia Department of Education (GaDOE) communicates and shares AYP information with all media outlets (press, television, and radio) parent organizations (e.g., PTAs and PTOs), business organizations (e.g., Chambers of Commerce, Realtors) schools, and school systems. The GaDOE provides the public several ways to access AYP data by school, system and state.

The state provides all school systems and schools with their official AYP report. In accordance with federal law, school systems are required to notify parents about school and system AYP results, as well as consequences that might arise as a result of a Needs Improvement determination before the new school year begins.

### Accountability Specialists

The GaDOE also employs a full time team of accountability specialists who serve to improve communication between all Georgia public schools and other stakeholders regarding Georgia’s Single Statewide Accountability System.

Each school system has a dedicated GaDOE Accountability Specialist to serve as a liaison between the Local Education Agency (LEA) and the State Education Agency (SEA) to provide support for all areas of AYP including, but not limited to interpretation of the reports and the associated rewards and consequences. The Accountability Specialists also assist schools in the understanding of Georgia’s Single

Statewide Accountability System (SSAS). The team also provides on-site training for AYP related issues. The Accountability Team works directly with the AskDOE Team to handle AYP concerns.

### **AskDOE**

The GaDOE also employs a team comprised of education administration specialists with over 160 combined years of service in various educational roles, including teacher, principal, system superintendent, human resources director, special education coordinator and other administrative positions. Working collaboratively with all of the Georgia Department of Education staff, the AskDOE team provides quality assistance on a variety of educational issues including AYP and NCLB. The AskDOE staff provides direct assistance to parents, students, educators, and the general public who contact the Georgia Department of Education for assistance, information, or clarification regarding AYP determinations, consequences, etc.

### **Public Access**

The GaDOE AYP website (<http://public.doe.k12.ga.us/ayp2007.aspx>) also provides the public with access to all AYP reports by school, system, and state, as well as summary and detailed information regarding AYP determinations.

The annual AYP Reports can be found by year on the current 2007 AYP report page at:

- <http://public.doe.k12.ga.us/ayp2007/search.asp>

### **Title I AYP Assurance**

Georgia's Single Statewide Accountability System (Georgia State Board of Education Rules 160-7-1-.01; 160-7-1-.02; 160-7-1-.03; and 160-7-1-.04) requires that all Title I and Non-Title I schools be held accountable annually using the AYP criteria in the Georgia Consolidated Accountability Workbook under the No Child Left Behind Act of 2001. Each subgroup is considered equally important. No subgroup is ignored when school improvement processes are implemented.

**Neither the process nor the time line for making Georgia's annual AYP determinations will change as a result of the state's differentiated accountability plan.** Georgia releases all school, system and state AYP determinations and reports before the next school year begins as required in federal law.

### **Georgia State Board Rules on SSAS can be found at:**

- [160-7-1-.01](#) Single Statewide Accountability System
  - <http://public.doe.k12.ga.us/documents/doe/legalservices/160-7-1-.01.pdf>
- [160-7-1-.02](#) Accountability System Definitions
  - <http://public.doe.k12.ga.us/documents/doe/legalservices/160-7-1-.02.pdf>
- [160-7-1-.03](#) Accountability Profile
  - <http://public.doe.k12.ga.us/documents/doe/legalservices/160-7-1-.03.pdf>
- [160-7-1-.04](#) Accountability System Awards and Consequences

### **Performance Requirements**

Each year, all Georgia public schools and school systems must meet federal/state performance requirements in order to make Adequate Yearly Progress (AYP). The requirements include:

- 95% student participation on statewide tests across all student subgroups;
- the percentage of students scoring proficient or above in Reading/English-language arts and mathematics on statewide tests must meet the annual measurable objective (AMO) established for that subject in that year; and
- Attendance or graduation rate depending on the grades of the school in question.

### **Failure to Make AYP**

Schools and districts that do not make AYP for two or more consecutive years are placed in Needs Improvement and must follow specified actions and consequences designed to improve student and school



performance. In Georgia, there are three designations: Improvement, Corrective Action and State Determined.

### **Participation Rate**

At least 95 percent of the students in each subgroup who are enrolled in any school at the time state required assessments are given each year must participate in those assessments.

### **Full Academic Year (FAY)**

In Georgia, for a student to be considered full academic year, the student must be continuously enrolled in the same public school from the state's official October student count through the state's official testing window.

### **Student Reporting and Subgroups**

AYP determinations are made separately for two subjects: English language arts/reading and mathematics. For each subject there are AYP determinations for groups of students including the "All students" group, as well as for 8 possible student subgroups.

All students are counted in the "All Students" group. All students are also counted in each of the eight subgroups to which they might belong. This means that a student might be counted in up to five groups – the "All Students" group plus four possible subgroups.

- In Georgia, the eight student subgroups are:
  - African American/Black,
  - Hispanic,
  - Asian,
  - White,
  - Native American,
  - Students with disabilities (SWD),
  - Students with limited English proficiency (ELL), and
  - Economically disadvantaged students (ED).

### **Subgroup Size**

- In Georgia, the state has sought to proportionally tie subgroup size to school size. For all subgroups the minimum subgroup size is 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap), including the "All Students" subgroup. This means that a
  - school with 400 or less students would have a subgroup size of 40;
  - school with more than 400 but less than 750 students would have a subgroup size that is 10 percent of that student population; and
  - Schools with 750 or more students would have subgroup size of 75;
- For Participation rate, the minimum subgroup size in Georgia is 40 students.

### **Confidence Interval**

If the event schools do not meet the annual measurable objectives for reading/ELA and/or math, a series of second looks are applied beginning with a confidence interval application. In Georgia, the critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.

### **Multi-year Averaging**

If a school fails to make AYP based on the AMOs for reading/ELA and math, test scores from the current school year are averaged with test scores from the preceding two years. This rolling average is designed to mitigate the fact that student performance can vary widely from year to year due to factors beyond a school's control such as changes in the demographic composition of student populations.

### Safe Harbor

Georgia applies “safe harbor” to those subgroups that have not met the state’s annual measurable objectives in mathematics and/or reading/English language arts. In order for subgroups to meet the “safe harbor” requirements:

- the percentage of students not meeting proficient or advanced levels on state assessments in reading/ELA and math must decrease by 10 percent or more from the preceding school year; and
- the subgroup must meet the second indicator requirement (i.e., if in any particular year one or more subgroups do not meet the annual measurable objective on State assessments, the subgroup, public school, LEA, or the State may still make AYP if it meets “safe harbor” requirements).

In other words, AYP is met if the percentage of students in that subgroup not scoring proficient decreases by 10% from the preceding school year and the subgroup meets the State’s requirement for progress on second indicator.

- [http://public.doe.k12.ga.us/\\_documents/doe/legalservices/160-7-1-.04.pdf](http://public.doe.k12.ga.us/_documents/doe/legalservices/160-7-1-.04.pdf)

### Needs Improvement Identification Labels

For Georgia’s 2008 AYP determinations, the state will identify schools in Needs Improvement using three distinct categories: Improvement status, Corrective Action status, and State Directed status. The state is only seeking to change one NCLB label. Restructuring would become State-Directed starting in 2008-2009.

<b>NCLB Labels</b>	<b>Needs Improvement Year</b>	<b>Georgia’s Proposed Labels</b>
Improvement	NI-1 and NI-2	Improvement
Corrective Action	NI-3 and NI-4	Corrective Action
<b>Restructuring</b>	<b>NI-5 &gt;</b>	<b>State-Directed</b>

### Improvement Status (NI-1 and NI-2)

Schools in Needs Improvement Year 1 and Needs Improvement Year 2 will receive the Improvement Status label.

### Improvement Status Consequences

- Schools in this status are required to send notices to parents describing the school’s status, how the determination was made, and how parents may become involved in improving the school.
- In addition, the school must develop or revise its school improvement plan to reflect the components described in the state’s Single Statewide Accountability System which is currently under revision. Please see the proposed draft SSAS rule at <https://eboard.eboardsolutions.com/index.aspx?S=1262>.

### Additional Consequence

- All Title I schools in Needs Improvement Year One (NI-1) must offer either Supplemental Educational Services (SES) or Public School Choice to their students depending on the decision of the LEA.
- All Title I schools in Needs Improvement Year Two (NI-2) must offer both Supplemental Educational Services (SES) and Public School Choice to their students.

**Corrective Action Status (NI-3 and NI-4)**

All schools in Needs Improvement Year 3 and Year 4 will receive the Corrective Action label. Georgia will differentiate schools in Corrective Action by placing schools in one of three tiers based on their academic performance or lack thereof.

**Tier Placement**

Schools identified for Corrective Action status will be placed in one of three differentiated tiers based on their AMO performance. The tiered system will utilize a metric based on the distance between a school’s actual annual performance in Reading and Math and the state’s annual AMO bars for each subject – Distance from annual AMO (DFAMO).

The DFAMO will be calculated by taking the AMO target minus **the percent proficient and advanced for each subgroup** and subject failed. This will be computed for each student group that fails to make the annual AMOs for both reading and/or math. Student groups that do not meet the minimum n size do not generate a DFAMO score.

$\Sigma$ DFAMO for math or reading = difference between actual subgroup performance for all failing subgroups and the actual annual AMO.

$$\frac{(\Sigma RDFAMO \div RAMO) + (\Sigma MDFAMO \div MAMO)}{\# \text{ Applicable subgroups by subject}} = DFAMO$$

- a. Add all Reading scores and divide by the Reading AMO (**RAMO**).
- b. Add all Math scores and divide by the Math AMO (**MAMO**).
- c. **Add these two numbers together (a + b) and divide by the number of applicable subgroups by subject failed.**
- d. This will yield the DFAMO.

Since Georgia different AMOs for grades 3-8 and grade 11, the division by the AMOs is attempt to standardize the aggregated difference.

Based on the DFAMO, schools in Corrective Action will be rank ordered and divided into quintiles. A school’s quintile placement will determine the school’s initial Corrective Action tier placement, which in turn determines the corresponding consequences and interventions.

**Quintile and Tier Placement**

Quintiles	Percentile	Corrective Action Tier Placement
1	Top 20%	Tier 1
2	Middle 60%	Tier 2
3		Tier 2
4		Tier 2
5	Bottom 20%	Tier 3

- Schools that also miss AYP for Participation and/or Second indicator cannot be placed in Tier 1.
- Schools in Corrective Action that made AYP for the current year are placed in Tier 1, which could inflate the number of schools beyond the 20 percent; however, preliminary analysis did not show that this was occurring. If these schools make AYP a second year in a row, they will be removed from the Needs Improvement list.

**Georgia had 69 schools in Corrective Action (NI-3 and NI-4) for 2007.**

<b>Tier</b>	<b>Number of Schools</b>	<b>Notes</b>
1	22	18/22 Tier 1 schools made AYP in 2007
2	39	13 /39 Tier 2 schools missed non-academic Indicators
3	8	

Data analysis for the 69 schools in Corrective Action can be found on page 34.

**Additional Academic Indicators**

Georgia will not be utilizing any other additional academic indicators (e.g., science assessments or academic improvement over time) to differentiate among schools in Corrective Action.

**Corrective Action Continuing Consequences**

- All schools in Corrective Action must offer Supplemental Educational Services (SES) to any student that did not meet standards on the state’s test and must offer public school choice to any student in the school.
- All schools in Corrective Action status must offer Public School Choice to all students.
- In addition, all schools must develop corrective action plans that reflect the components described in Georgia’s single statewide accountability system under SSAS Rule and Guidance.
- All schools in this Corrective Action status are required to send notices to parents describing the school’s status, how the determination was made, and how parents may become involved in improving the school.

**Additional Consequence(s)**

- Tier 1 Schools must also choose at least one additional consequence from the Corrective Action list of consequences (see matrix page 19).
- Tier 2 Schools must also choose at least one additional consequence from the NCLB Corrective Action list of consequences (see matrix page 20).
- Tier 3 Schools will have their NCLB Corrective Action(s) chosen from the NCLB list for them by the GaDOE (see matrix page 21).

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**State-Directed Status** (NI-5 or higher)

All schools in Needs Improvement year 5 or higher will receive a State-Directed status label which involves an immediate loss of local governance and other additional consequences as determined by the GaDOE in each school’s required state directed contract.

**State Directed Continuing Consequences**

- Schools in this status are required to send notices to parents describing the school’s status, how the determination was made, and how parents may become involved in improving the school.
- The school must offer Supplemental Educational Services (SES) to any student that did not meet standards on the state’s test and must offer Public School Choice to any student in the school.

## **Additional Consequences**

In addition, the school must enter into a state-directed contract with the Georgia Department of Education as required in Georgia's single statewide accountability system. Each contract will contain the following non-negotiable elements.

Assignment of GaDOE State Director who will be at the school full time and will provide direct supervision in the implementation of all school improvement actions:

- Directly involved in decisions regarding replacement of staff (e.g., principal);
- Ensure that instructional frameworks are used appropriately in each classroom;
- Ensure benchmark assessments are given and results are analyzed to guide instruction;
- Oversee implementation of short-term action plans;
- Ensure that the leadership team analyzes teacher attendance and develops action plan if needed;
- Ensure that the leadership team analyzes student attendance and develops action plan if needed;
- Ensure that the leadership team analyzes discipline records and develops action plan if needed; and
- Ensure that the leadership team addresses targeted areas from GAPSS Review through the short term action plans.

### **Other mandates for the state directed schools include:**

- Participation in GAPSS review at level NI-5 and NI-7;
- Provide training, implementation and monitoring of instructional strategies through Raising Standards Academies;
- Hiring instructional coaches for specific content area of need, based on AYP results.

### **Customized Contract Expectations**

- In addition to the set of non-negotiable actions, a set of customized expectations will be developed annually by the state with each school and system to address the unique issues that school faces in the coming school year. These expectations will be based on the most recent school data analysis available.

## **Interventions**

Georgia's statewide system of support provides school improvement services to all schools and local education agencies (LEAs) through regional support teams. These teams are comprised of a cadre of former superintendents, principals, and teachers with expertise in school leadership, curriculum, instruction, continuous school improvement, and specific academic content areas such as mathematics. In addition, regional support teams may request the services of outside experts based on the needs of individual schools.

Georgia delivers statewide support through five (5) school improvement regions. Each region has a support team comprised of up to five (5) system leaders. Each system leader is assigned up to 10 LEAs. The system leader is responsible for providing professional learning, continuous school improvement planning based on *Georgia School Standards*, and student data unique to each LEA. In addition to system leaders, each region is assigned a school improvement specialist whose primary responsibility is to provide professional learning in mathematics curriculum and instruction. A second school improvement specialist is focused on coordinating the work of and supporting programs for at-risk students. System leaders also work in collaboration with Regional Educational Service Agency (RESA) school improvement specialists to support Title I schools that are identified for improvement and schools that did not make AYP for one year.

In addition to regional school improvement specialists, the GaDOE also employs school-level school improvement specialists. These improvement specialists are assigned to improvement, corrective action, and state directed schools, providing direct on-site support. The level of services provided to schools depends on the number of years a school has been identified for improvement, corrective action, or state directed – see below.

## **Rationale and Research**

Through research and the utilization of data analysis, Georgia has developed a tiered statewide system of support at the state, regional, system, and school levels. This tiered support focuses on building system and school capacity to improve student achievement and move schools out of improvement. Georgia's current tiered system of support includes components from each of the strategies listed below.

The school improvement strategies listed above provide the basis for Georgia's current statewide system of support. The Georgia School Standards are based on Marzano's thirty-five year meta-analysis that is outlined in *What Works in Schools: Translating Research into Action* (Marzano, 2003). The current support teams (school improvement specialists, system leaders, etc.) guide systems and schools to examine what is being done at the school-level in terms of ensuring a guaranteed and viable curriculum, challenging and effective feedback, classroom curriculum design, instructional strategies at the classroom level, student engagement, parent and community involvement, safe and orderly environment, collegiality and professionalism, and classroom management.

In *School Leadership that Works: From Research to Results* (2005), Marzano, Waters, and McNulty discuss the role and importance of an effective leadership team in guiding the work of a school to improve student achievement. Providing schools with daily technical assistance, with the development and use of a leadership team to guide the decision-making and planning of the school, will help to ensure higher levels of student achievement. By providing focused and aligned training and support to schools through a Leadership Team Coach, the school leadership will have the opportunity to become proficient in implementing and monitoring Georgia's school standards. This level of proficiency will ensure the establishment of a school culture that is focused on sustainable school improvement processes that result in increased student achievement for all students.

Georgia's current system of support is targeted at creating a systematic process for the school staff to problem solve and make data driven decisions directly impacting increased student achievement. Through the utilization of job-embedded professional development, the LEA and school staff are introduced to research-based strategies focused on extending knowledge of curriculum; instruction; assessment; planning and organization; student, family, and community involvement; professional learning; leadership; and school culture. Additionally, the current system of support provides guidance on developing leadership teams, developing plans with action and measurable goals, standards-based classrooms, and pyramids of intervention. The guidance and support are provided through experienced individuals at the state, regional, system and school levels. Print and web-based resources are made available statewide.

The current system of support is focused on building system and school capacity to design and implement teaching, learning, and assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS). Specific GPS content Learning Frameworks are provided statewide that align the curriculum, assessment, and instruction and can be utilized to plan quality teaching and learning. School improvement specialists and system leaders provide support to system and school leadership teams and assist with professional learning in data-driven instruction, collaborative planning, differentiated learning, instructional grouping practices, student work analysis, and providing appropriate feedback.

## Interventions by Status Level

Interventions	Improvement	Corrective Action	State-Directed
<ul style="list-style-type: none"> <li>Assign GaDOE school improvement specialist to LEA to facilitate the following:               <ul style="list-style-type: none"> <li>Analyze AYP data</li> <li>Identify areas of deficiency</li> <li>Develop and implement school improvement plan aligned to areas of deficiency on AYP report</li> <li>Coordinate and provide professional learning to support school improvement plan</li> <li>Assess implementation of school improvement plan on a quarterly basis</li> <li>Modify school improvement plan to address inadequate performance</li> <li>Analyze feeder school student achievement data</li> <li>Develop vertical plan to address feeder pattern issues</li> </ul> </li> </ul>	X	X	X
<ul style="list-style-type: none"> <li>Assign additional GaDOE school improvement specialist to coordinate resources that address the specific deficiencies.               <ul style="list-style-type: none"> <li>Evaluate previous school improvement efforts and update school improvement plan</li> <li>Determine corrective action option with school                   <ul style="list-style-type: none"> <li>Replace the school staff who are relevant to the failure to make adequate yearly progress.</li> <li>Significantly decrease management authority at the school level.</li> <li>Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its improvement plan.</li> <li>Extend the school year or school day for the school.</li> <li>Restructure the internal organizational structure of the school.</li> </ul> </li> </ul> </li> </ul>		X	X
<ul style="list-style-type: none"> <li>Address resource allocation (i.e. time, personnel, funds)</li> <li>Conduct classroom observations and provide feedback</li> <li>Model classroom instruction in targeted content areas</li> <li>Conduct awareness walks with administrators focused on specific areas of need at the school to collect data on classroom practices</li> <li>Facilitate full implementation of leadership teams</li> </ul>		X	X
<ul style="list-style-type: none"> <li>Assign GaDOE state director to school. The state director will be at the school full time and will provide direct supervision in the implementation of all school improvement actions.               <ul style="list-style-type: none"> <li>Directly involved in decisions regarding replacement of staff (e.g., principal);</li> <li>Ensures that instructional frameworks are used appropriately in each classroom</li> <li>Ensures benchmark assessments are given and results are analyzed to guide instruction</li> <li>Oversees implementation of short-term action plans</li> <li>Ensures that the leadership team analyzes teacher attendance and develops action plan if needed</li> <li>Ensures that the leadership team analyzes student attendance and develops action plan if needed</li> <li>Ensures that the leadership team analyzes discipline records and develops action plan if needed</li> <li>Ensures that the leadership team addresses targeted areas from GAPSS Review through the short term action plans</li> </ul> </li> </ul>			X
<ul style="list-style-type: none"> <li>Other mandates for state-directed schools include               <ul style="list-style-type: none"> <li>Participate in GAPSS review at level 5 and 7</li> <li>Participate in intensive professional learning addressing the implementation and assessment of Georgia Performance Standards through standards-based classrooms (Raising Standards).</li> <li>Hires instructional coach for specific content area of need based on AYP results</li> </ul> </li> </ul>			X

### **Improvement Status Interventions**

GaDOE assigns a school improvement specialist to LEA to facilitate the following:

- Analyze AYP data;
- Identify areas of deficiency at the school(s) that are in Need Improvements;
- Develop and implement the school improvement plan, which is aligned with the identified areas of deficiency;
- Coordinate and provide professional learning to support the specific school improvement plan and the areas of deficiency;
- Assess implementation of the school improvement plan on a quarterly basis;
- Modify the school improvement plan to address inadequate performance;
- Analyze feeder school student achievement data – critical to middle and high school improvement;
- Develop a vertically aligned improvement plan to address the specifically identified feeder pattern issues;

### **Interventions for Corrective Action Schools**

For schools identified for corrective action, a school improvement specialist is assigned to work with administrators and school building-level leadership teams. School-level improvement specialists provide guidance in developing continuous school improvement plans using the tools and resources developed by the GaDOE. The improvement specialist serves as the lead on collaborative school teams established to analyze student achievement data and guide the redesign of instruction based on the analysis. They ensure that the AYP results are analyzed and specific areas of deficiency are identified. The improvement specialist works with the leadership team and classroom teachers in developing a specific plan of action to address these targeted deficiencies. Based on the action plan developed by the school, the improvement specialist works with the leadership team to plan and provide professional learning to support the schools targeted areas. Follow-up observations, coaching and feedback are incorporated into the professional learning. In addition to school specific professional learning, the improvement specialist provides professional learning and support on data utilization, conducts classroom observations, models classroom instruction, and conducts awareness walks designed to collect formative data on classroom practices. They meet with the school's leadership team and serve as a coach to the principal.

### **Additional Interventions**

- Assign additional GaDOE school improvement specialist to coordinate resources that address the specific deficiencies;
- Evaluate previous school improvement efforts and update school improvement plan;
- Determine corrective action option with school;
  - Replace the school staff who are relevant to the failure to make adequate yearly progress;
  - Significantly decrease management authority at the school level;
  - Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its improvement plan;
  - Extend the school year or school day for the school;
  - Restructure the internal organizational structure of the school;
- Address resource allocation (i.e. time, personnel, funds);
- Conduct classroom observations and provide feedback;
- Model classroom instruction in targeted content areas;
- Conduct awareness walks with administrators focused on specific areas of need at the school to collect data on classroom practices; and
- Facilitate full implementation of leadership teams.



### **Interventions for State Directed Schools**

Schools identified for State Directed status will receive a more intense level of support with the shift of decision making moving from the school to the Georgia Department of Education. A state director will be assigned to provide full time on-site support to schools. These schools are required to enter into a contract with the Georgia State Board of Education to meet specific improvement strategies outlined in the contract. Each State Director will work with a set of non-negotiable actions required of each school. These non-negotiable actions include:

1. Use of Instructional Frameworks in reading/ELA, math, science and social studies provided by GaDOE;
2. Use of Benchmarks in reading/ELA, math, science and social studies provided by GaDOE;
3. Training, implementation, and monitoring of instructional strategies through Raising Standards Academies. Participants in the academies include general education teachers, special education teachers, instructional coaches, administrators and the State Director;
4. Hire instructional coach in the AYP academic area of need;
5. Development, implementation, and monitoring of Short Term Action Plan (every 45-60 days);
6. Development and utilization of school leadership team. A primary focus of the leadership team of to monitor the implementation of the Short Term Action Plan and the School Improvement Plan;
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. Identify through a comprehensive analysis any students at-risk of not graduating on time;
10. Develop a plan of action with each student to be monitored by the Graduation Coach and State Director; and
11. School and system leadership will meet with the State Superintendent of schools on a scheduled basis.

In addition to the set of non-negotiable actions, a set of customized expectations will be developed with each school and system to address the unique issues at the individual school. The intensity of services will increase as the school continues through Needs Improvement Status. The locus of control shifts also from the school/system to the state as the school continues through Corrective Action to State-Directed status.

In addition, schools identified for State-Directed status must receive a mandatory GAPSS – the *Georgia Assessment of Performance on School Standards*. GAPSS is a formalized process to assess a school’s implementation of *Georgia Schools Standards* which define the eight strands for effective schools— curriculum, assessment, instruction, planning and organization, parent and community involvement, professional learning, leadership, and school culture.

Rubrics to assess the school’s level of implementation are included for each of the eight standards to help each school identify its current performance in relation to the standard, identifying strengths and determining areas for growth. In order to ensure that schools have instructional tools to address areas for improvement, members of the school staff must participate in “Raising Standards”, a GaDOE developed professional learning program that provides processes and strategies for teaching mathematics and English/language arts and science in a standards-based classroom.

**Georgia Department of Education  
Side by Side for SSAS and Differentiated SSAS**

The following side by side was created to compare and contrast Georgia’s proposed differentiated accountability plan (as approved) with the current requirements set forth in NCLB and Georgia’s Single Statewide Accountability System as they relate to consequences for schools in Needs Improvement. Georgia’s proposed plan consolidates the current 10 Needs Improvement statuses in SSAS into three new statuses: Improvement (NI-1 and NI-2), Corrective Action (NI-3 and NI-4), and State Directed (NI-5 or higher).

The new Corrective Action status also includes three tiers. These three tiers are based on the distance between the actual performance of subgroups that did meet AMOs in math and reading and the AMO bars for those subjects in a given year. These tiers are connected to a list of consequences that escalate from Tier 1 through Tier 3.

Please note that the current processes for making Georgia’s AYP determinations will not change if the proposed plan is approved by US ED for the 2008-2009 school year.

Current Requirements under NCLB & SSAS	Georgia’s Differentiated Accountability Proposal
<p><b>Needs Improvement Year 1</b></p> <p>1. Notify parents of each student enrolled in the school of the school’s improvement status and consequences.</p> <p>2. Updated and implement the school improvement plan.</p> <p>3. <b>Must offer Public School Choice.</b></p>	<p><b>IMPROVEMENT STATUS (NI-1 and NI-2)</b></p> <p>1. Notify parents of each student enrolled in the school of the school’s NI classification.</p> <p>2. Revise and implement the school improvement plan.</p> <p>3. <u>Provide Supplemental Education Services (SES)</u> for all students who are not meeting standards in reading, English/ language arts, and/or mathematics.</p> <p>4. Offer Public School Choice to all students at schools in NI-2 or higher.</p>
<p><b>Needs Improvement Year 2</b></p> <p>1. Notify parents of each student enrolled in the school of the school’s NI classification.</p> <p>2. Revise and implement the school improvement plan.</p> <p>3. <b>Must offer Public School Choice.</b></p> <p>4. <u>Provide Supplemental Education Services (SES)</u> for all students who are not meeting standards in reading, English/ language arts, and/or mathematics.</p>	<p><b>DIFFERENCE</b></p> <p><b>THE NCLB CONSEQUENCES FOR SCHOOLS ENTERING NI-1 IN 2008 OR SUBSEQUENT YEARS CAN BE FLIPPED AT AN LEAs DISCRETION:</b></p> <ul style="list-style-type: none"> <li>• <b><u>THIS MEANS THAT SUPPLEMENTAL EDUCATION SERVICES (SES) COULD BE OFFERED IN NI-1 SCHOOLS FIRST, AS OPPOSED TO PUBLIC SCHOOL CHOICE.</u></b></li> <li>• <b><u>SCHOOLS IN NI-1 PRIOR TO 2008 ARE STILL REQUIRED TO OFFER PUBLIC SCHOOL CHOICE UNTIL THEY MAKE AYP FOR TWO YEARS IN A ROW.</u></b></li> </ul> <p><b><u>BOTH SES AND PUBLIC SCHOOL CHOICE ARE STILL REQUIRED FOR ALL SCHOOLS IN NI-2 OR HIGHER;</u></b></p>

Current Requirements under NCLB & SSAS	Georgia's Differentiated Accountability Proposal
<p><b>CORRECTIVE ACTION</b> Needs Improvement Year 3 &amp; Needs Improvement Year 4</p> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's corrective action status and consequences.</li> <li>2. Provide public school choice option for all students.</li> <li>3. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English language arts, and/or mathematics.</li> <li>4) Required to select one corrective action from the following <b>NCLB List</b>. <ul style="list-style-type: none"> <li>• Identify the school for corrective action and take at least one of the following corrective actions: <ul style="list-style-type: none"> <li>○ Institute a new curriculum, or</li> <li>○ Replace the school staff who are relevant to the failure to make adequate yearly progress.</li> <li>○ Significantly decrease management authority at the school level.</li> <li>○ Appoint an outside expert to advise the school on its progress toward making AYP, based on its improvement plan.</li> <li>○ Extend the school year or school day for the school.</li> <li>○ Restructure the internal organizational structure of the school.</li> </ul> </li> </ul> </li> </ol>	<p><b>TIER 1 CORRECTIVE ACTION STATUS (NI-3 and NI-4)</b></p> <ul style="list-style-type: none"> <li>• <b>School placement in the three possible tiers is based on “distance from the annual AMOs” (DFAMO) by subject and subgroup(s) that failed.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's classification.</li> <li>2. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English/ language arts, and/or mathematics.</li> <li>3. Offer Public School Choice to all students at the school.</li> <li>4. Update and implement the school improvement plan with the GaDOE.</li> </ol> <p><b>DIFFERENCE</b></p> <ul style="list-style-type: none"> <li>• <b><u>LEAMUST SELECT ONE CORRECTIVE ACTION FROM THE FOLLOWING CORRECTIVE ACTIONS FOR TIER 1 SCHOOL:</u></b> <ul style="list-style-type: none"> <li>○ Extend the school year or school day for the school, or</li> <li>○ Restructure the internal organizational structure of the school or</li> <li>○ Appoint an outside expert to advise the school on its progress toward making AYP, based on its improvement plan, or</li> <li>○ Convert the school to a charter school.</li> </ul> </li> </ul>

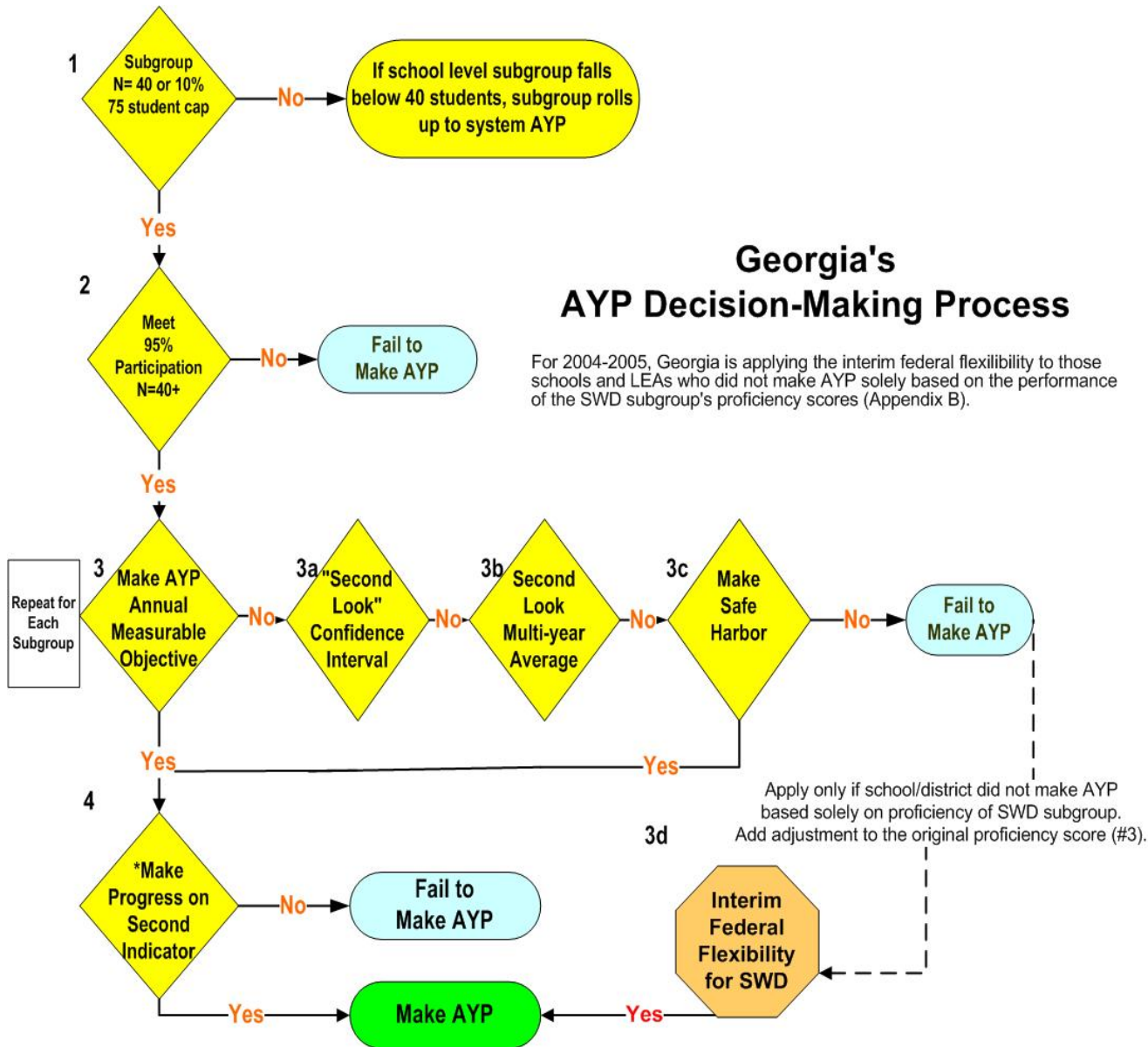
Current Requirements under NCLB & SSAS	Georgia's Differentiated Accountability Proposal
<p><b>CORRECTIVE ACTION</b>  <b>Needs Improvement Year 3 &amp; Needs Improvement Year 4</b></p> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's corrective action status and consequences.</li> <li>2. Provide public school choice option for all students.</li> <li>3. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English language arts, and/or mathematics.</li> <li>4) Select one corrective action from <b>NCLB List</b>: <ul style="list-style-type: none"> <li>○ Institute a new curriculum, or</li> <li>○ Replace the school staff who are relevant to the failure to make AYP, or significantly decrease management authority at the school level, or</li> <li>○ Appoint an outside expert to advise the school on its progress toward making AYP, based on its improvement plan, or</li> <li>○ Extend the school year or school day for the school, or</li> <li>○ Restructure the internal organizational structure of the school.</li> </ul> </li> </ol>	<p><b>TIER 2 CORRECTIVE ACTION STATUS (NI-3 and NI-4)</b></p> <ul style="list-style-type: none"> <li>• <b>School placement in the three possible tiers is based on distance from the annual AMOs (DFAMO) by subject and subgroup(s) that failed.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's classification.</li> <li>2. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English/ language arts, and/or mathematics.</li> <li>3. Offer Public School Choice to all students at the school.</li> <li>4. Update and implement the school improvement plan.</li> </ol> <p><b>ADDITIONAL CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>• <b><u>LEA MUST CHOOSE AND IMPLEMENT ONE OF THE FOLLOWING CORRECTIVE ACTIONS BASED ON STUDENT ACHIEVEMENT AND SCHOOL DATA:</u></b> <ul style="list-style-type: none"> <li>○ Replace the school staff that are relevant to the failure to make adequate yearly progress, or</li> <li>○ Significantly decrease management authority at the school level, or</li> <li>○ Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its improvement plan, or</li> <li>○ Extend the school year or school day for the school, or</li> <li>○ Restructure the internal organizational structure of the school, or</li> <li>○ Convert the school to a charter school.</li> </ul> </li> </ul> <p><b>REMOVED</b></p> <ul style="list-style-type: none"> <li>○ <u>Institute a new curriculum is no longer an option</u> because all schools must be fully implementing the Georgia Performance Standards (GPS).</li> </ul>

Current Requirements under NCLB & SSAS	Georgia's Differentiated Accountability Proposal
<p><b>CORRECTIVE ACTION</b>  <b>Needs Improvement Year 3 &amp; Needs Improvement Year 4</b></p> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's corrective action status and consequences.</li> <li>2. Provide public school choice option for all students.</li> <li>3. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English language arts, and/or mathematics.</li> <li>4) Select one corrective action from <b>NCLB List</b>: <ul style="list-style-type: none"> <li>○ Institute a new curriculum, or</li> <li>○ Replace the school staff who are relevant to the failure to make adequate yearly progress.</li> <li>○ Significantly decrease management authority at the school level.</li> <li>○ Appoint an outside expert to advise the school on its progress toward making AYP, based on its improvement plan.</li> <li>○ Extend the school year or school day for the school.</li> <li>○ Restructure the internal organizational structure of the school.</li> </ul> </li> </ol>	<p><b>TIER 3 CORRECTIVE ACTION STATUS (NI-3 and NI-4)</b></p> <ul style="list-style-type: none"> <li>• <b>School placement in the three possible tiers is based on distance from the annual AMOs by subject and subgroup(s) that failed – DFAMO.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's classification.</li> <li>2. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English/ language arts, and/or mathematics.</li> <li>3. Offer Public School Choice to all students at the school.</li> <li>4. Update and implement the school improvement plan to include the all corrective actions(s) as selected by the GaDOE based on school needs.</li> </ol> <p><b>ADDITIONAL CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>• <b><u>PROVIDE NCLB PUBLIC SCHOOL CHOICE TO ALL STUDENTS.</u></b></li> <li>• <b><u>GaDOE CHOOSES ONE OR MORE CORRECTIVE ACTIONS THAT THE LEA MUST IMPLEMENT BASED ON STUDENT ACHIEVEMENT AND SCHOOL DATA:</u></b> <ul style="list-style-type: none"> <li>○ GaDOE involved directly in decisions regarding the replacement of the school staff that are relevant to the failure to make AYP, or</li> <li>○ Significantly decrease management authority at the school level, or</li> <li>○ Appoint an outside expert to advise the school on its progress toward making AYP, based on its improvement plan, or</li> <li>○ Extend the school year or school day for the school, or</li> <li>○ Restructure the internal organizational structure of the school, or</li> <li>○ Convert the school to a charter school.</li> </ul> </li> </ul> <p><b>REMOVED</b></p> <ul style="list-style-type: none"> <li>○ <u>Institute a new curriculum is no longer an option</u> because all schools must be fully implementing the Georgia Performance Standards (GPS).</li> </ul>

Current Requirements under NCLB & SSAS	Georgia's Differentiated Accountability Proposal
<p><b>RESTRUCTURING</b> <b>Needs Improvement Year 5</b></p> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's restructuring status and consequences.</li> <li>2. Provide public school choice option for all students.</li> <li>3. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English language arts, and/or mathematics.</li> <li>4. The LEA shall implement one of the following <b>NCLB alternative governance arrangements</b> for the school consistent with state law: <ul style="list-style-type: none"> <li>• Reopening the school as a public charter school, or</li> <li>• Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP, or</li> <li>• Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school, or</li> <li>• Turning the operation of the school over to the state educational agency, if permitted under state law and agreed to by the state, or</li> <li>• Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP. In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by the Secretary, the Secretary shall, at such agency's request, provide H. R. 1—62 technical assistance to such agency for the purpose of implementing this clause.</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• <b>PROMPT NOTICE.</b>—The local educational agency shall provide prompt notice to teachers and parents and provide the teachers and parents with an adequate opportunity to comment before taking any action under those subparagraphs;</li> </ul>	<p><b>STATE- DIRECTED STATUS (NI-5 and HIGHER)</b></p> <ol style="list-style-type: none"> <li>1. Notify parents of each student enrolled in the school of the school's classification.</li> <li>2. Provide Supplemental Education Services (SES) for all students who are not meeting standards in reading, English/ language arts, and/or mathematics.</li> <li>3. Offer Public School Choice to all students at the school.</li> </ol> <p><b>ADDITIONAL CONSEQUENCES</b> <b>LEA MUST ENTER INTO AN ANNUAL STATE DIRECTED IMPROVEMENT CONTRACT WITH TERMS AND CONDITIONS DIRECTED BY THE GaDOE.</b> <b>Non-Negotiable Contract Elements</b> Each contract will contain the following non-negotiable elements.</p> <ul style="list-style-type: none"> <li>• Assignment of GaDOE state director to school. The state director will be at the school full time and will provide direct supervision in the implementation of all school improvement actions: <ul style="list-style-type: none"> <li>• Directly involved in decisions regarding replacement of staff (e.g., principal);</li> <li>• Ensures that instructional frameworks are used appropriately in each classroom;</li> <li>• Ensures benchmark assessments are given and results are analyzed to guide instruction;</li> <li>• Oversees implementation of short-term action plans;</li> <li>• Ensures that the leadership team analyzes teacher attendance and develops action plan if needed;</li> <li>• Ensures that the leadership team analyzes student attendance and develops action plan if needed;</li> <li>• Ensures that the leadership team analyzes discipline records and develops action plan if needed; and</li> <li>• Ensures that the leadership team addresses targeted areas from GAPSS Review through the short term action plans.</li> </ul> </li> </ul> <p><b>Other mandates for the state directed schools include:</b></p> <ul style="list-style-type: none"> <li>• Participation in GAPSS review at level 5 and 7;</li> <li>• Provide training, implementation and monitoring of instructional strategies through Raising Standards Academies;</li> <li>• Hiring instructional coaches for specific content area of need, based on AYP results.</li> </ul> <p><b>Customized Contract Expectations</b> In addition to the set of non-negotiable actions, a set of customized expectations will be developed annually by the state with each school and system to address the unique issues that school faces in the coming school year. These expectations will be based on the most recent school data analysis available.</p>

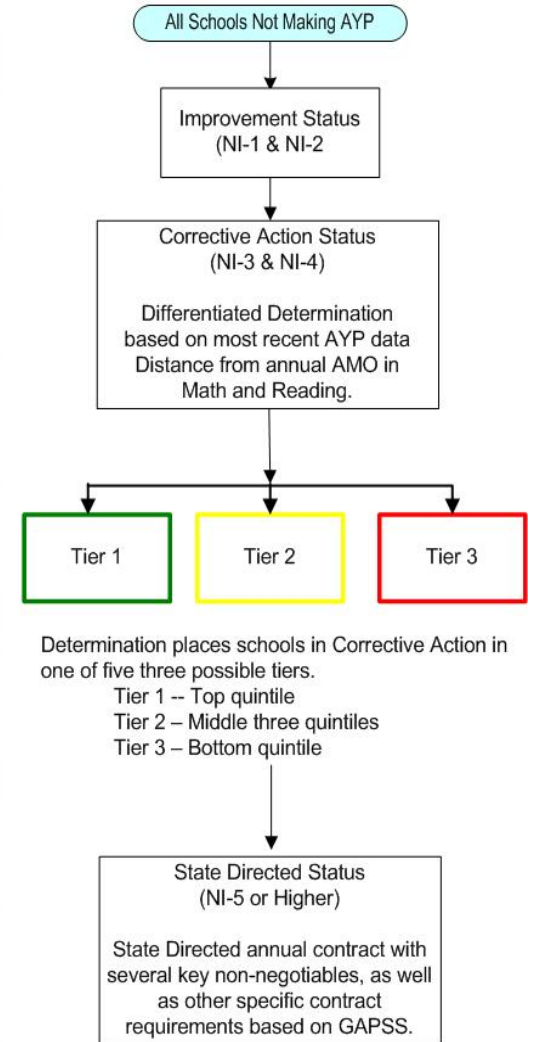
## Georgia's AYP Decision-Making Process

For 2004-2005, Georgia is applying the interim federal flexibility to those schools and LEAs who did not make AYP solely based on the performance of the SWD subgroup's proficiency scores (Appendix B).



\*The Second Indicator is applicable to the All Students subgroup and all subgroups when using Safe Harbor to meet AMO.

### Consequence Flow



## Glossary

**Accountability Plan** - information presented annually by December 31 by the Office of Student Achievement to the State Board of Education describing the methodology used to determine the components of the Accountability Profile to be included in the State Report Card.

**Accountability Profile** - a publicly disseminated report included in the State Report Card that provides a summary of a school's and local educational agency's (LEA's) performance as defined by the Single Statewide Accountability System (SSAS).

For more information, please go to

<http://gaosa.org/FindASchool.aspx?PageReq=106&FromSection=score&ScoreBoardId=3>.

**Adequate Yearly Progress (AYP)** - a component of the Accountability Profile based on a series of performance goals that every school, LEA, and state must achieve within specified timeframes in order to meet the 100% proficiency goal established by the federal No Child Left Behind Act of 2001 (NCLB).

For more complete information on Georgia's AYP, please go to

<http://www.gadoe.org/ayp2007.aspx>

**AYP Workbook** – Actually this is the state's *Consolidated State Application Accountability Workbook*, which each state annually submits to the United States Department of Education. The AYP workbook describes how AYP determinations will be calculated and how the state will comply with the No Child Left Behind Act of 2001. Updates to the AYP Workbook reflect the state's response to feedback from Georgia education stakeholders, analysis of academic-related data, and changes in state curriculum and assessments, state law, and federal legislation and/or guidance/regulations from USED.

For more complete information, please go to

<http://www.ed.gov/admins/lead/account/letters/index.html>

**Criterion-Referenced Competency Tests (CRCT)** - state-required tests to measure student acquisition of the knowledge and skills set forth in the state curriculum. Georgia law requires that these tests be administered to students in grades one through eight in the content areas of reading, English/language arts, and mathematics, and in grades three through eight in science and social studies.

**Contract, State Directed** - a contract between the LEA and State Education Agency (SEA) specific to the LEA's commitment to implement required interventions for schools in NI-5 or higher.

**Elementary and Secondary Education Act (ESEA)** - the federal education statute, originally passed by the U. S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act has been reauthorized by Congress several times, most recently in 2001 as the No Child Left Behind Act.

**Enhanced Georgia High School Graduation Tests** - Georgia High School Graduation Tests (GHSGT) for English/language arts and mathematics were enhanced to comply with the No Child Left Behind Act of 2001 requiring more rigorous examinations. For accountability purposes, Enhanced GHSGT results from first time test takers in the eleventh grade for



English/language arts and mathematics are used in making AYP determinations at school, LEA, and state levels.

**Georgia Alternate Assessment (GAA)** - an assessment based on an individualized Education Program (IEP) that reports progress toward achievement of targeted goals for students participating in an alternate curriculum and who are unable to participate in state-mandated assessments even with maximum accommodations.

**Georgia Assessment of Performance on School Standards (GAPSS)** — The GAPSS Analysis: *Closing the Gap* process provides detailed information for a school on the progress towards full implementation of the School Keys: *Unlocking Excellence through the Georgia School Standards*.

For more complete information on Georgia's GAPSS, please go to

<http://public.doe.k12.ga.us/DMGetDocument.aspx/GAPSS%20ANALYSIS%20FINAL%205-29-07%20Revised%207-10-07.pdf?p=6CC6799F8C1371F6B025D2A6354A2B43603504414D0E199955EBE5FEECF8006C&Type=D>

**Georgia Department of Education (GDOE)** - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

For more information, please to <http://www.gadoe.org>

**Georgia High School Graduation Tests (GHS GT)** - state-mandated curriculum-based assessments administered in grade eleven for graduation purposes. The tests are administered several times a year so that students have up to five opportunities to take each of the tests within their eleventh and twelfth grade years.

**Implementation Resource, The** – *The Implementation Resource* (IR) is a collection of best practices that aid in the effective implementation of the School Keys: *Unlocking Excellence through the Georgia School Standards*. This document was created to support schools in their continuous improvement efforts. The IR is a companion tool to the *School Keys* and the *Georgia Assessment of Performance on School Standards* (GAPSS).

For more information on Georgia's implementation, please to

<http://public.doe.k12.ga.us/DMGetDocument.aspx/IMPLEMENTATION%20RESOURCE%20FINAL%205-29-07.pdf?p=6CC6799F8C1371F6EB643760914BCA5A8A3858B1870DDC35C5F4C5B30A1D34D1&Type=D>

**Instructional Coach** – a certified teacher or administrator, with a record of raising academic achievement of students, who is designated to work with schools identified as Needs Improvement and subject to escalating consequences.

**Instructional Extension** - a state-funded academic instructional program designed for implementation beyond the regular school day to address the academic needs of low-performing students.

**LEA Corrective Action Plan** - an addendum of a LEA Improvement Plan required of all LEAs that reach Needs Improvement Year 3. The Corrective Action Plan is to be written in

accordance with the No Child Left Behind Act of 2001, section 1116, and approved by the State Board of Education for a minimum of a two year period.

**Local Educational Agency (LEA)** - local school system pursuant to local board of education control and management.

**Local Education Agency Improvement Plan** - a document developed by a LEA, and approved by the State Board of Education, to serve as a blueprint for guiding the LEA's continuous improvement and progress toward identified LEA, school, and student achievement objectives and targets.

**Needs Improvement** - an identification for a school or LEA that has not made AYP for two or more consecutive years in the same subject for schools and in the same subject for both elementary and secondary school grade spans for LEAs.

**No Child Left Behind Act of 2001 (NCLB)** - a reauthorization of the Elementary and Secondary Education Act of 1965 – the primary federal law affecting education from kindergarten through high school. NCLB is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system.

**Office of Student Achievement (OSA)** - the state agency mandated by state law to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards. Additionally, OSA is charged with the responsibility of publishing the State Report Card for schools and LEAs and to formulate a system of awards and consequences within the Single Statewide Accountability System.

For more information, please go to <http://gaosa.org/index.aspx>

**OSA Audit** – an investigation into evidence of non-compliance regarding identified interventions pursuant to SBOE Rule 160-7-1-.04 Accountability System Awards and Consequences. OSA audits may also include a review of school and/or LEA performance and fund accounting information and records.

**Performance Highlights** - a component of the Accountability Profile that utilizes data from the State Report Card to recognize each school and LEA for top indicators based on key variables related to student achievement.

**Performance Index** - a measure of a school's or LEA's current year academic achievement or gain over the previous year's performance based on results from all CRCT subjects and grades and the English/language arts, math, science, and social studies GHSGT results for first time test takers in the eleventh grade. The Performance Index calculations are based on schools with the greatest gains and on schools with the highest percentage of students meeting and exceeding standards.

**Regional Education Service Agency (RESA)** - a state agency established to improve the effectiveness of educational programs and services to LEAs through the provision of certain shared services to those LEAs.

For more complete information, please go to <http://public.doe.k12.ga.us/findaschool.aspx>

**Regional Support Teams** - teams, led by the GDOE, responsible for coordinating the statewide, coherent, and sustained system of assistance and support for schools and LEAs not meeting specified levels of achievement or progress.

For more complete information, please go to

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Collaborative.pdf?p=39EF345AE192D900F620BFDE9C014CE65F48E7E4CC653240FB35D5F11BB46BAFDE5C8AAE614C6F50&Type=D>

**Safe Harbor** - the last step in determining AYP status if the confidence interval approach and multi-year averaging do not enable a group of students (referred to hereinafter as “subgroup”) to make AYP. To make Safe Harbor, a subgroup must decrease the percent of students not meeting proficient/advanced levels by 10% from the previous year. The subgroup must also meet the additional academic indicator requirement.

**School Corrective Action Plan** - an addendum of a School Improvement Plan required of all schools that reach Needs Improvement Year 3. The Corrective Action Plan is written collaboratively by the LEA and the school in accordance with the No Child Left Behind Act of 2001, section 1116, and approved by the local board of education for a minimum of a two-year period.

**School Improvement Field book** - a guide, published by the GDOE, to assist with school improvement planning and implementation of focused, research-based strategies to increase the opportunity for schools to make AYP. It is designed for use by all Georgia educators and schools as a tool to clarify and explain the requirements of NCLB and Georgia’s Single Statewide Accountability System.

For more complete information, please go to

<http://www.gadoe.org/DMGetDocument.aspx/School%20Improvement%20Fieldbook%2007-08-%20FINAL%202-18-08.docm?p=6CC6799F8C1371F6778C5B9C41B1745BD09920BEECFAC0808D5A6700C0933614&Type=D>

**School Improvement Plan** - a document developed by a school and approved by the LEA to serve as a blueprint for guiding the school’s continuous improvement and progress toward identified student achievement objectives and targets.

**School Keys: *Unlocking Excellence through the Georgia School Standards***—The School Keys: *Unlocking Excellence through the Georgia School Standards* are what schools need to know, understand and be able to do while implementing a continuous school improvement process. The School Keys can be utilized as the standards for school level SACS/CASI Accreditation.

For more complete information on Georgia’s School Keys, please go to

<http://public.doe.k12.ga.us/DMGetDocument.aspx/SCHOOL%20KEYS%20FINAL%205-29-07.pdf?p=6CC6799F8C1371F6B5FE3F950B0147A45DAC9FAF79DE6E5C6AF976C35565E813&Type=D>

**School Performance Review** - a GDOE initiated review and analysis of a school’s student academic performance data to determine school improvement interventions.

**School Restructuring Plan** - an addendum of the School Improvement Plan and Corrective Action Plan required of all schools that reach Needs Improvement Year 4. The School Restructuring Plan is written and implemented collaboratively by the LEA and the school in accordance with the No Child Left Behind Act of 2001, section 1116, and approved by the GDOE.

**Scientific-based research** - research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Such research must (1) employ systematic, empirical methods that draw on observations or experiments; (2) involve rigorous data analysis to support hypothesis testing and to justify conclusions drawn; (3) rely on reliable and valid measurement or observation methods; (4) be evaluated using experimental and quasi-experimental designs; (5) ensure completeness, clarity, and level of detail to allow for replication and generalization; and (6) have been accepted by a peer-reviewed journal or approved by an independent panel of experts through a comparable rigorous, objective, and scientific review.

**Single Statewide Accountability System (SSAS)** - the statewide accountability system defined by OSA and adopted by the State Board of Education that includes indicators reflecting both absolute and progress determinations. The SSAS merges both federal and state education laws that relate to K-12 school accountability for student academic performance. For purposes of defining Georgia's SSAS, the absolute component shall be based on the federal AYP determination. The performance component shall be based on the Performance Index that reflects a school's progress over the prior year on indicators identified by OSA that will result in a corresponding award category. In addition, the Accountability Profile shall incorporate a listing of Performance Highlights that captures a school's and LEA's top academic-related indicators based primarily on State Report Card data.

For more complete information, please go to

- [160-7-1-.01](#) Single Statewide Accountability System
  - <http://public.doe.k12.ga.us/documents/doe/legalservices/160-7-1-.01.pdf>
- [160-7-1-.02](#) Accountability System Definitions
  - <http://public.doe.k12.ga.us/documents/doe/legalservices/160-7-1-.02.pdf>
- [160-7-1-.03](#) Accountability Profile
  - <http://public.doe.k12.ga.us/documents/doe/legalservices/160-7-1-.03.pdf>
- [160-7-1-.04](#) Accountability System Awards and Consequences

The SSAS guidance and rules can also be found in the Appendices to Georgia's Consolidated State Accountability Workbook at <http://www.ed.gov/admins/lead/account/letters/index.html>

**State Board of Education (SBOE)** - the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

**State Director**— individuals assigned by the GDOE to a specific school for the school year. Based on student achievement data, they advise, mentor, and provide feedback to school administrators in mobilizing and leading school staff to implement required plans, actions, and changes to improve student academic performance. The State Directors also will assist administrators and teacher leaders in school improvement processes that produce high levels of learning for all students.

**State Educational Agency (SEA or State)** - the Georgia State Board of Education. The State Superintendent of Schools implements the administrative functions on behalf of the Georgia State Board of Education.

**School Improvement Specialist** - individuals assigned by the GDOE to specific schools on a long-term basis. Based on student achievement data, they advise, mentor, and provide feedback to school administrators in mobilizing and leading school staff to implement required plans, actions, and changes to improve student academic performance. The School Improvement Specialists also will assist administrators and teacher leaders in school improvement processes that produce high levels of learning for all students.

**State Report Card** - the official report card for Georgia's K-12 public schools that includes an annual report prepared by OSA for each school, system, and the state, which is widely disseminated for use by educators, parents, and the general public. The State Report Card contains student and school performance information based on the most current data available disaggregated by student groups.

For complete information, please go to <http://gaosa.org/reportinfo.aspx>

**Student Record** - an annual record that provides cumulative information about a student for the school year, such as education history and demographics. This information contains LEA, school, and student level data that can be used for both state and LEA reporting and analysis.

For more complete information, please go to

[http://www.gadoe.org/pea\\_infosys\\_data.aspx?PageReq=PEAISDStuRec](http://www.gadoe.org/pea_infosys_data.aspx?PageReq=PEAISDStuRec)

**Supplemental Educational Services (SES)** - additional academic instruction provided outside the regular school day that is designed to increase the academic achievement of students in low-performing schools. (State Board of Education Rule 160-4-5-.03 Supplemental Educational Services.)

For more complete information on Georgia's SES program, please go to

[http://www.gadoe.org/tss\\_title\\_parent.aspx?PageReq=TSSTitleSES](http://www.gadoe.org/tss_title_parent.aspx?PageReq=TSSTitleSES)

**System Performance Review** - a GDOE initiated review and analysis of a LEA's student and school academic performance data to help determine school and LEA improvement interventions.

**Title I** - the federal Elementary and Secondary Education Act program that focuses on improving the academic achievement of the disadvantaged by ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments.

For more information on Georgia's Title I program, please go to

[http://public.doe.k12.ga.us/tss\\_title.aspx](http://public.doe.k12.ga.us/tss_title.aspx)