



State of Georgia

Consolidated State Application Accountability Workbook Revised May 18, 2011

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)



**U. S. Department of Education
Office of Elementary and Secondary Education**



State of Georgia

Consolidated State Application Accountability Workbook

Introduction to the 2010-11 Edition

The following workbook presents Georgia's plan for defining Adequate Yearly Progress (AYP) as required by the No Child Left Behind Act of 2001 (NCLB) for the 2010 -11 school year. Georgia is strongly committed to the goals of NCLB, which reinforce Georgia's state accountability system and can help improve education for all of Georgia's students.

Georgia makes annual AYP determinations for all public schools and districts in the State, as required by federal law. In submitting this revised AYP workbook for 2010 -11, Georgia seeks to build on lessons learned over the years to take full advantage of new NCLB flexibility to ensure the most valid and reliable AYP determinations.

For 2010 -11, AYP will constitute the basis of Georgia's accountability determinations. Current Georgia law requires that all schools (Title I and Non-Title I) be held accountable based on either or both absolute student achievement and progress on improved student achievement on State assessments. In 2004, the Governor's Office of Student Achievement (GOSA) and the Georgia Department of Education (GaDOE) worked with a State Advisory Committee on Accountability and Consequences (including education stakeholders from across the State) to develop a single statewide accountability system for Georgia, which was implemented in the fall of 2005 (see Appendix D).

Finally, Georgia's AYP workbook has been approved by the Georgia State Board of Education at various stages of its development. To the extent that any representations that follow regarding Georgia policy require further board action (or State legislative action), such action will be pursued in the near term consistent with those representations.

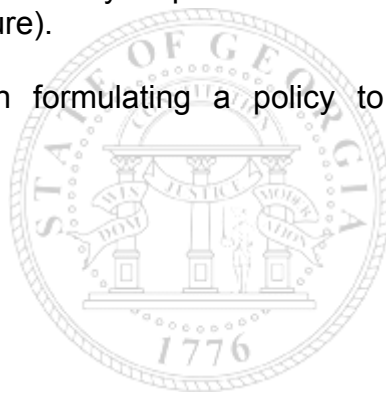
PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.



Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
--------	-------------------------------------

Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .

Principle 2: All Students

F	2.1	The accountability system includes <i>all students</i> .
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .

Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .

Principle 4: Annual Decisions

F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.
---	-----	---

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

STATUS Legend:

F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 6: Based on Academic Assessments

- | | | |
|---|-----|---|
| F | 6.1 | Accountability system is based <i>primarily on academic assessments</i> . |
|---|-----|---|

Principle 7: Additional Indicators

- | | | |
|---|-----|--|
| F | 7.1 | Accountability system includes <i>graduation rate for high schools</i> . |
| F | 7.2 | Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> . |
| F | 7.3 | Additional indicators are valid and reliable. |

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

- | | | |
|---|-----|---|
| F | 8.1 | Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> . |
|---|-----|---|

Principle 9: System Validity and Reliability

- | | | |
|---|-----|---|
| F | 9.1 | Accountability system produces <i>reliable decisions</i> . |
| F | 9.2 | Accountability system produces <i>valid decisions</i> . |
| F | 9.3 | State has a plan for addressing <i>changes in assessment and student population</i> . |

Principle 10: Participation Rate

- | | | |
|---|------|--|
| F | 10.1 | Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment. |
| F | 10.2 | Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> . |

STATUS Legend:

- F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

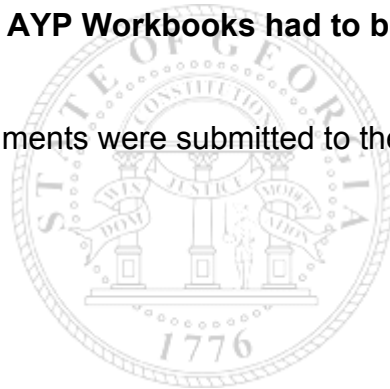
PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

For 2009-10, revisions to state AYP Workbooks had to be submitted to the Department by February 15, 2011.

- Georgia workbook amendments were submitted to the U.S. Department of Education on January 31, 2011.



PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT
1.1 How does the State Accountability System include every public school and LEA in the State?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's Single Statewide Accountability System (SSAS) includes every public school and local education agency (LEA) in the State, including both Title I and non-Title I schools and LEAs.¹ All public schools and LEAs are included in the SSAS as follows:

- All public schools (including public charter schools) and LEAs are required to make adequate yearly progress (AYP) in accordance with Federal requirements.
- Georgia prepares and distributes to each LEA a report card for each public school in the State based on the most current data disaggregated by student subgroups.²
- Georgia law includes an audit system for reporting findings and making recommendations regarding the performance of all public schools and LEAs, an awards system for recognizing progress and achievement in schools and LEAs, and an intervention system for recommending appropriate levels of increasingly severe interventions for schools and LEAs based on student achievement (see Appendix C & D – Rules and Guidance).³

Georgia's Single Statewide Accountability System includes schools serving special populations, including alternative schools, Department of Juvenile Justice institutions; State charter schools (e.g. Odyssey) and State schools for the blind and deaf.

Students in programs and GNET psychoeducational centers will either have their test scores counted back to their home school or their home system for AYP purposes. AYP for K-2 schools will be based on the third-grade reading/English language arts and mathematics results of the students previously enrolled in the feeder primary school's highest grade (for a full academic year), tracking these students only to the school(s) in the same district in which the primary school feeds. AYP for Georgia's few K-only schools will be based on attendance and other relevant data.⁴ Beginning in 2008, those Georgia alternative high schools that have high school grades but do not offer high school diplomas will be allowed to use the event dropout rate in place of graduation rate as their second indicator.

Georgia will hold accountable small schools (10-39 FAY students with test scores in both mathematics and reading/English language arts enrolled in the "All Students" group) in a fair and reliable manner. In examining the options of how to address extremely small schools, Georgia has two objectives: (1) include all schools in the accountability system and (2) make judgments about schools in the fairest and most reliable manner. For small schools (defined as 10-39 FAY students with test scores in both mathematics and reading/English language arts enrolled in the "All Students" group) for grades 3-8 or grade 11 configurations, Georgia will apply a confidence interval⁵ to determine AYP.

For AMOs and Second Indicators, (does not apply to graduation rate or attendance but to those elementary and middle schools who use one of the academic content areas from the list of acceptable 2nd indicators) subgroup size is $n = 40$ students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap), including the "All Students" subgroup. The subgroup size for Participation Rate is always $n = 40$ or more students enrolled in AYP grades. For subgroups not meeting Annual Measurable Objectives (AMOs), Georgia will apply the confidence interval, multi-year averaging, and safe harbor.

¹ Since all of Georgia's LEAs receive Title I funds, they are all considered Title I LEAs.

² Official Code of Georgia Annotated (OCGA) § 20-14-34

³ OCGA § 20-14-37; 20-14-41

⁴ This proportion (z) test is the same as cited in *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress* (CCSSO, 2002, pp. 65-68, <http://www.ccsso.org/content/pdfs/AYPpaper.pdf>). 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.

CRITICAL ELEMENT
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's State Accountability System holds all public schools and LEAs, both Title I and non-Title I, accountable for AYP based on the same criteria.

- Under Georgia law, and consistent with NCLB's AYP requirements, schools and LEAs are held accountable based primarily on State assessments, including Georgia's Criterion-Referenced Competency Tests (CRCT) in Reading, English Language Arts, and Math; Georgia's High School Graduation Test (GHSGT) in English/Language Arts and Mathematic;; and the Georgia Alternate Assessment (GAA) when appropriate. Georgia phased out the QCC based enhanced mathematics High School Graduation Test after school year 2009-2010. In 2010-2011 the new GPS mathematics test was administered state wide for accountability purposes.
- Assessment results for the CRCT in grades 3-8 and GHSGT (math and ELA) first time test takers and the GAA as appropriate will be used for AYP purposes in the subject areas listed above.

For 2010-11, AYP will constitute the basis of Georgia's accountability determinations. Georgia merged Federal AYP requirements and current State law on accountability into Georgia's Single Statewide Accountability System (SSAS) in 2004. The Governor's Office of Student Achievement (GOSA) and the Georgia Department of Education (GaDOE) with State Advisory Committees (including education stakeholders from across the State) finalized Georgia's SSAS in the fall of 2005. (see Appendix C & D – Rules and Guidance).

Starting with AYP determinations for the 2008-2009 school year (based on 2007-2008 assessment data) Georgia will annually incorporate CRCT retest scores for grades 3,5,& 8 from state assessments into AYP determinations and students' best scores will be used for final AYP determinations. The use of retests will not delay Georgia's AYP determinations.

Beginning with AYP determinations for the 2009-2010 school year (based on 2008-2009 assessment data) Georgia will annually incorporate GHSGT retest scores from state assessments into AYP determinations and students' best scores will be used for final AYP determinations. The use of retests will not delay Georgia's AYP determinations.

CRITICAL ELEMENT
1.3 Does the State have, at a minimum, a definition of <i>basic</i> , <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All students, including students with disabilities, are included in Georgia's State Accountability System and its definition of AYP.⁶ Georgia has established definitions of *basic*, *proficient*, and *advanced* student achievement levels in reading/English language arts and in mathematics for grades 3-8. Georgia has established definitions of *basic*, *proficient*, *advanced* and *honors* student achievement levels in English language arts and in mathematics for First Time Test Takers in high school grades.

For grades 3-8, Georgia has defined three levels of achievement on the State's Criterion-Referenced Competency Tests (CRCT), which measure achievement in reading, language arts, mathematics, social studies and science as follows:

- Level 1: Scores below 800 indicate "**Does Not Meet Standard**," which represents the *Basic* student achievement level.
- Level 2: Scores from 800-849 indicate "**Meets Standard**," which represents the *Proficient* student achievement level.
- Level 3: Scores from 850-950 indicate "**Exceeds Standard**," which represents the *Advanced* student achievement level.

Georgia will use the Georgia High School Graduation Tests (GHS GT). For the mathematics GHS GT, four performance levels have been defined as follows:

- Level 1: Scores below 200 indicate "**Below Proficiency**," which represents the *Basic* student achievement level.
- Level 2: Scores from 200-234 indicate "**Basic Proficiency**," which represents the *Proficient* student achievement level.
- Level 3: Scores from 235-284 indicate "**Advanced Proficiency**," which represents the *Advanced* student achievement level.
- Level 4: Scores of 285 and above indicate "**Honors**," which represents the *Advanced* student achievement level.

Students with disabilities are included in State assessments with appropriate accommodations, as determined by each student's Individualized Education Program (IEP) team.

The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose IEP teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with the US ED regulations. Per US ED regulations, Georgia allows scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment in grades tested at the LEA and State levels.

The GAA uses a pattern matrix for performance level determination, based on rubric scores. Three performance levels have been defined as:

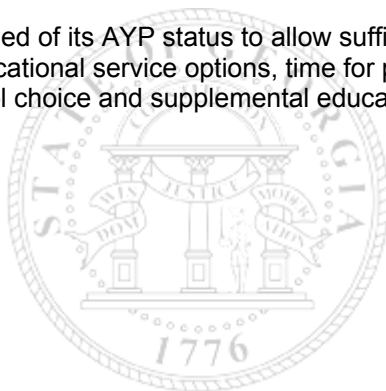
- Level 1: **Emerging Progress** indicates the *Basic* student achievement level.
- Level 2: **Established Progress** indicates the *Proficient* student achievement level.
- Level 3: **Extending Progress** indicates the *Advanced* student achievement level.

⁶ OCGA § 20-2-281; State Board Rule 160-3-1-.07

CRITICAL ELEMENT
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia is committed to providing AYP determinations and information to schools and LEAs in a timely manner. Results from State assessments will be analyzed and AYP determinations will be sent to each public school and LEA before the beginning of the next school year.

- The results of the Georgia High School Graduation Tests (GHS GT), administered annually in March are scheduled to arrive in LEAs and the Georgia Department of Education (GaDOE) in May.
- The results of the Criterion-Referenced Competency Tests (CRCT), administered annually in April/May, will be returned to schools and LEAs five days after answer documents are received for scoring.
- Each LEA and school will be informed of its AYP status to allow sufficient time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services before the beginning of the next academic year.



CRITICAL ELEMENT

1.5 Does the State Accountability System produce an annual State Report Card?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The Georgia State Accountability System produces an annual State Report Card, which includes all information required by NCLB.

Under Georgia law, the Governor's Office of Student Achievement (GOSA) has produced a State Report Card since the 1999-2000 academic year. The Report Card provides information regarding student achievement on State assessments and other indicators for each school, district, and the State, disaggregated by various subgroups. Each year additional elements have been added to the Report Card.

GOSA receives its data from other education entities that are responsible for data collecting. The data for K-12 schools is collected by the Georgia Department of Education (GaDOE). Adjustments to data collections are being made as part of an overall plan for the development of an individual student, longitudinal data system in Georgia, which will promote more accurate and timely accounting of student data. The data on teacher workforce and highly qualified teachers is under the purview of the Georgia Professional Standards Commission (GAPSC). Georgia continues to create stronger links between teacher data files and student data files in order to provide more accurate data on teacher qualifications in terms of courses taught and students enrolled in those courses.

The State Report Card is distributed via the Internet using colorful, easy to understand graphs. This format lends itself to be interpreted by speakers whose primary language is other than English. In addition, the GOSA website (www.gaosa.org) offers user-friendly, printable versions of reports and links to the GaDOE website (www.doe.k12.ga.us).

The following table details Georgia's progress in including the report card elements required under NCLB (see Appendix A of NCLB AYP Workbook).

NCLB Required Element	Georgia Response
Information, in the aggregate, on student achievement at each proficiency level on the state academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).	<ul style="list-style-type: none"> GOSA has produced a report card since 1999-2000. The State Report Card currently includes test results on all state assessments (not just those used in AYP determinations) disaggregated by racial/ethnic categories, gender, disability, and limited English proficiency. Results disaggregated by migrant status and socioeconomic status were added in the 2002-03 Report Card. Subgroups with a minimum of 10 students are reported in the GOSA Report Card.
Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.	<ul style="list-style-type: none"> GOSA and GaDOE jointly publish the annual AYP results on both the GOSA and GaDOE websites. These results are included in the annual State report card. The AMOs for reading/ELA and mathematics are posted on the Report Card for assessments used to make AYP determinations.

NCLB Required Element	Georgia Response
The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.	<ul style="list-style-type: none"> The AYP Reports include participation rates for subgroups with 10 to 39 members, as well as AYP participation rate determinations for groups with 40 or more students. The purpose in reporting results for subgroups that don't meet the Participation Rate minimum size is to allow schools to see how these groups are participating/performing so that the schools can be proactive as the subgroups grow. The participant data by school, system and state was first displayed on the 2008 Report Card.
The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.	<ul style="list-style-type: none"> Student achievement is reported on the basis of proficiency levels, with multiple-years for trend purposes, and in comparison to district and State levels.
Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards disaggregated by student subgroups.	<ul style="list-style-type: none"> AYP Reports detail the results for a school's selected second indicator both in the aggregate and for each subgroup that meets the minimum subgroup size of 40 or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap). Determinations are always made for the ALL STUDENT group and any subgroup that uses Safe Harbor to demonstrate AMO (does not apply to graduation rate or attendance but to those elementary and middle schools who use one of the academic content areas from the list of acceptable 2nd indicators). Graduation rates and attendance results are used annually in the AYP process as the second indicator. Currently, the AYP process allows the LEA superintendent to choose from a menu of 2nd indicators for their elementary and middle schools every three years. The selected indicator(s) are reported in detail for each school, LEA, and the state.
Graduation rates for secondary school students disaggregated by student subgroups.	<ul style="list-style-type: none"> AYP Reports and the GOSA Report Card detail the graduation rates for subgroups and display data in a multiyear format.
Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under Section 1116.	<ul style="list-style-type: none"> AYP Reports for LEAs show the same data aggregated and disaggregated for subgroups as is shown in the school-level reports. The GaDOE website includes an LEA list of the number of schools and LEAs not making AYP. The list includes the number of years not making AYP and the level of "needs improvement" and interventions.
The professional qualifications of teachers in the state, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly-qualified teachers, in the aggregate and disaggregated by high poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the state.	<ul style="list-style-type: none"> GAPSC is responsible for collecting and producing an annual report on the teacher workforce issues. The GAPSC's annual <i>Status Report: The Georgia Educator Workforce</i> includes data on teachers teaching out-of-field at the state level. This report is available on the web at: http://www.gapsc.com/. The GOSA Report Card includes teacher qualification data such as certificate level, years of teaching experience, and class ratio sizes for each school, LEA, and the State.

CRITICAL ELEMENT
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia law requires that Georgia’s State Accountability System (SSAS) provide awards and interventions for all public schools based on either or both absolute student achievement and progress on improved student achievement on State assessments.

Georgia continues to implement the federal/state required consequences for all schools and LEAs in the state (see Appendix C & D – Rules and Guidance).



PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT

2.1 How does the State Accountability System include all students in the State?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All students in Georgia are included in the State's Single Accountability System, based primarily on State assessments.⁷

- Georgia law requires that all students in grades 3-8 enrolled in Georgia's public schools be assessed with the Georgia Criterion Referenced Competency Tests (CRCT), with or without standard or non-standard accommodations as appropriate, or the Georgia Alternate Assessment (GAA).
- State law requires that a curriculum-based assessment be administered for graduation purposes. Georgia's High School Graduation Test (GHS GT) in English/Language Arts and mathematics taken by First Time Test Takers (FTTT) will be used for AYP purposes.
- Students with disabilities are included in State assessments with appropriate accommodations, as determined by each student's Individualized Education Program (IEP) team.
- The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose IEP teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with the U.S. Department of Education (US ED) regulations. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree. Per US ED regulations, Georgia will allow scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment in the grades tested at the LEA and State levels. (The State will consider exceptions to the 1 percent cap for LEAs on a case-by-case basis, and the state will seek an exception from US ED if appropriate.)
- Limited English Proficient (LEP)/English Learners (EL) students⁸ are included in State assessments with appropriate accommodations, as determined by each student's EL Testing Participation Committee. Per recent US ED guidance, Georgia is not including in AYP determinations the test scores of LEP/EL students who are enrolled in their first year in a U.S. school. Georgia will include the test scores of students who were LEP/EL within the prior 2 years in AYP determinations for the LEP/EL subgroup. Under Georgia State Board rule, all students, including LEP/EL students, must participate in State assessments. **Accessing Comprehension and Communication in English State to State for English Learners (ACCESS)** test participation will serve as proxy participation for state assessments for First Year in US Students.

Students attending public schools that serve special populations will be included in the State Accountability System, including students in Department of Juvenile Justice institutions, State charter schools (i.e. Odyssey) and State schools for the blind and deaf. Students in alternative programs and psychoeducational programs will have their test scores counted back to their home schools or their home systems for AYP purposes. Public charter schools will also be included in AYP determinations. AYP for K-2 and K-1 configured schools will be based on the third-grade reading/English language arts and mathematics results of the students previously enrolled in the feeder primary school's highest grade (for a full academic year), and AYP for K-only will be based on indicators such as attendance, and other relevant data. Ninth grade academies will receive the AYP determination of their 11 grade high school.

⁷ OCGA § 20-2-281; State Board Rule 160-3-1-.07

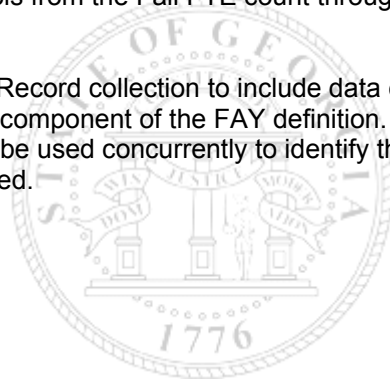
⁸ Throughout this AYP Workbook, the terms "limited English proficient (LEP) student" and "English learner (EL)" are used interchangeably.

CRITICAL ELEMENT
2.2 How does the State define “full academic year” for identifying students in AYP decisions?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia will define “full academic year” (FAY) for AYP purposes as follows:

- For school accountability purposes, “full academic year” will be defined as continuous enrollment in the same school from the Fall FTE count (which occurs on the first Tuesday in October each year) through the end of the State’s Spring testing window (which occurs in March for the GHSGT and April/May for the CRCT).
- For LEA accountability purposes, “full academic year” will be defined as continuous enrollment in the same LEA from the Fall FTE count through the state’s spring testing window.
- For State accountability purposes, “full academic year” will be defined as continuous enrollment in the State of Georgia’s public schools from the Fall FTE count through the end of the State’s spring testing window.

The GaDOE has modified the Student Record collection to include data elements that will allow improved tracking of the “continuous enrollment” component of the FAY definition. The Fall FTE count, the Student Record, and the test window dates will be used concurrently to identify the pool of FAY students upon which a school’s AYP determination will be based.

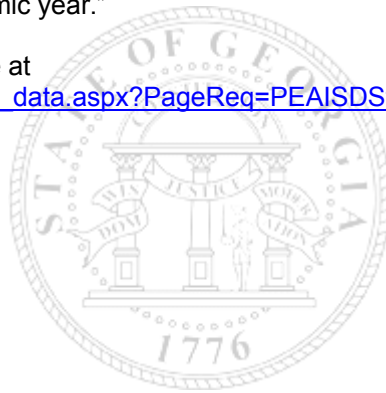


CRITICAL ELEMENT
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia uses information from October and March Full Time Equivalent (FTE) files, the Student Record (SR), and assessment records to determine which students attended the same public school and/or LEA for the “full academic year.” The Student Record, a summative file of all students enrolled for any duration in any public school in Georgia during the academic year, is matched with test records in order to obtain student demographic information for the purposes of disaggregating test results on the basis of racial/ethnic categories, gender, disability, limited English proficiency, migrant status, and socioeconomic status. The withdrawal date will be used to determine if each student was continuously enrolled at a particular school during the testing window.

Georgia is developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State, including determining each student’s enrollment for the “full academic year.”

Student Record information is available at
http://public.doe.k12.ga.us/pea_infosys_data.aspx?PageReq=PEAISDStuRec



PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia has established its endpoint for AYP such that all students (100%) must achieve proficiency on State assessments in reading/English language arts and mathematics by the end of the 2013-14 school year.



CRITICAL ELEMENT
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

To determine whether each school or LEA makes AYP, see Element 4.1 to determine Georgia's AYP decision-making steps.

For a Georgia public school or LEA to make AYP, each subgroup must have at least a 95% participation rate on State assessments. Each subgroup must meet or exceed the State's annual measurable objectives regarding the percentage of students scoring proficient or advanced on State assessments and the school or LEA must meet the State's requirement for progress on the second indicator.

Georgia will apply the "safe harbor" method to those subgroups not meeting the state's annual measurable objectives in mathematics and/or reading/English language arts. Thus, in order for subgroups to meet the "safe harbor" requirement, the percentage of students not meeting proficient or advanced levels on state assessments must decrease by 10 percent or more from the preceding school year. In addition, any subgroup using "safe harbor" must meet the second indicator requirement (i.e., if in any particular year one or more subgroups does 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.)

All schools will face school improvement consequences if they do not meet AYP in the same subject for two consecutive years or more. The same subject includes reading/English language arts (either participation rate or percent proficient), mathematics (either participation rate or percent proficient) or the second indicator.

All LEAs will face consequences if they do not meet AYP in the same subject or second indicator for two consecutive years or more at the elementary, middle and the high school levels.

For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations (see Appendix D, page 99).

CRITICAL ELEMENT
3.2a What is the State’s starting point for calculating Adequate Yearly Progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

As required by NCLB, Georgia’s starting points were set at the percentage of students scoring proficient or above on State assessments in the public school at the 20th percentile of the State’s total enrollment among all schools ranked by the percentage of students at the proficient level. Georgia test data indicate that this level is greater than the proficiency level of the lowest achieving group of students in the State. Georgia set separate starting points for reading/English language arts and for mathematics, and separate starting points by grade spans – one set for elementary and middle schools and one set for high schools. Georgia set the same starting points for all subgroups. Georgia’s starting points for elementary and middle schools and for high schools are included in the chart below.⁹

Subjects	Elementary and Middle School CRCT Starting Points (Grades 3-8)	High School GHSGT Starting Points (Grade 11)
Reading/English Language Arts ¹⁰	60	88
Mathematics	50	76

Finally, Georgia maintains its emphasis on the equal importance of the Reading and English/Language Arts portions of the CRCT. Data from these two assessments are combined to form a single “Reading and English/Language Arts” factor for AYP determinations. This combined factor is defined as:

$$RELA = \frac{(R_{Met} + R_{Exceeded} + ELA_{Met} + ELA_{Exceeded})}{(R_{TestsTaken} + ELA_{TestsTaken})} \times 100$$

⁹ See Attachment 3 regarding the establishment of state starting points (2002-2003).

¹⁰ In elementary and middle schools, AYP is based on Reading and English Language Arts combined; in high schools, AYP is based on English/Language Arts.

CRITICAL ELEMENT
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia established annual measurable objectives (AMO) for the percentage of students who must score proficient or above on State assessments for schools and LEAs to make AYP.

As indicated on the charts on the next page, the annual measurable objectives will increase from the State starting points to 100% proficiency in 2013-14. These objectives increase incrementally beginning in 2004-05 until 2010-11. Thereafter, the objectives will rise annually more dramatically than in previous years toward the goal of 100% in 2013-14.

This method of increasing the objectives gradually at first and more dramatically in the last few years allows schools additional time to work with those subgroups scoring significantly below proficiency levels on State assessments. For example, statewide the students with disabilities subgroup at the 4th through 8th grades scored far below the State's starting points for both CRCT Math and CRCT Reading/English Language Arts. Assessment data indicates that for many schools in Georgia, the proficiency rates for LEP, students with disabilities, and Hispanic subgroups are far below those of other subgroups.

Annual measurable objectives for high schools were revised following the March 2004 administration of the Enhanced Georgia High School Graduation Test (E-GHSGT).

Annual measurable objectives for math in grades 3-8 were revised following the 2008 spring administration of the CRCT.

Annual measurable objectives for high schools were revised following the March 2011 administration of the Georgia Performance Standards (GPS) mathematics.

Georgia's Annual Measurable Objectives (AMOs)

Reading/Language Arts CRCT Grades 3-8	Percent of Students Proficient or Advanced
2002-2003 Target	60.00
2003-2004 Target	60.00
2004-2005 Target	66.70
2005-2006 Target	66.70
2006-2007 Target	66.70
2007-2008 Target	73.30
2008-2009 Target	73.30
2009-2010 Target	73.30
2010-2011 Target	80.00
2011-2012 Target	86.70
2012-2013 Target	93.30
2013-2014 Target	100.00

Math CRCT Grades 3-8	Percent of Students Proficient or Advanced
2002-2003 Target	50.00
2003-2004 Target	50.00
2004-2005 Target	58.30
2005-2006 Target	58.30
2006-2007 Target	58.30
2007-2008 Target*	59.50
2008-2009 Target	59.50
2009-2010 Target	67.60
2010-2011 Target	75.70
2011-2012 Target	83.80
2012-2013 Target	91.90
2013-2014 Target	100.00

English/Language Arts GHSCT	Percent of Students Proficient or Advanced
2002-2003 Target	88.00
2003-2004 Target	81.60
2004-2005 Target	81.60
2005-2006 Target	84.70
2006-2007 Target	84.70
2007-2008 Target	87.70
2008-2009 Target	87.70
2009-2010 Target	87.70
2010-2011 Target	90.80
2011-2012 Target	93.90
2012-2013 Target	96.90
2013-2014 Target	100.00

Math GHSCT	Percent of Students Proficient or Advanced
2002-2003 Target	81.00
2003-2004 Target	62.30*
2004-2005 Target	62.30
2005-2006 Target	68.60
2006-2007 Target	68.60
2007-2008 Target	74.90
2008-2009 Target	74.90
2009-2010 Target	74.90
2010-2011 Target	76.00
2011-2012 Target	84.00
2012-2013 Target	92.00
2013-2014 Target	100.00

Following the March 2005 administration of the Enhanced Georgia High School Graduation Test (E-GHSCT), Georgia reset its annual measurable objectives for high schools, maintaining the current trajectory from the revised "starting point" to 100% proficiency by 2013-14.

Following the spring 2008 administration of the new GPS Math CRCT, Georgia reset its grades 3-8 math AMOs and trajectory to 100% proficiency by 2013-2014.

Following the spring 2011 administration of the new GPS Math GHSCT, Georgia reset its math AMOs and trajectory to 100% proficiency by 2013-2014.

CRITICAL ELEMENT
3.2c What are the State's intermediate goals for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia has established intermediate goals for the percentage of students who must score proficient or above on State assessments for schools and LEAs to make AYP. The intermediate goals are equivalent to Georgia's annual measurable objectives described in 3.2b.

Intermediate goals for high school AYP were revised following the March 2005 administration of the Enhanced Georgia High School Graduation Tests (E-GHSGT).

Intermediate goals for high school AYP were revised following the March 2011 administration of the Georgia High School Graduation Test (math).



PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's State Accountability System includes annual determinations regarding school performance, and Georgia will make annual determinations of whether each public school and LEA achieved AYP.

For public schools that miss AYP based on the performance of relatively small subgroups and to ensure reliability of AYP determinations, Georgia also uses a confidence interval¹¹ approach along with averaging data across multiple years. See the AYP determination steps listed below and in the accompanying AYP flow chart on the following page.

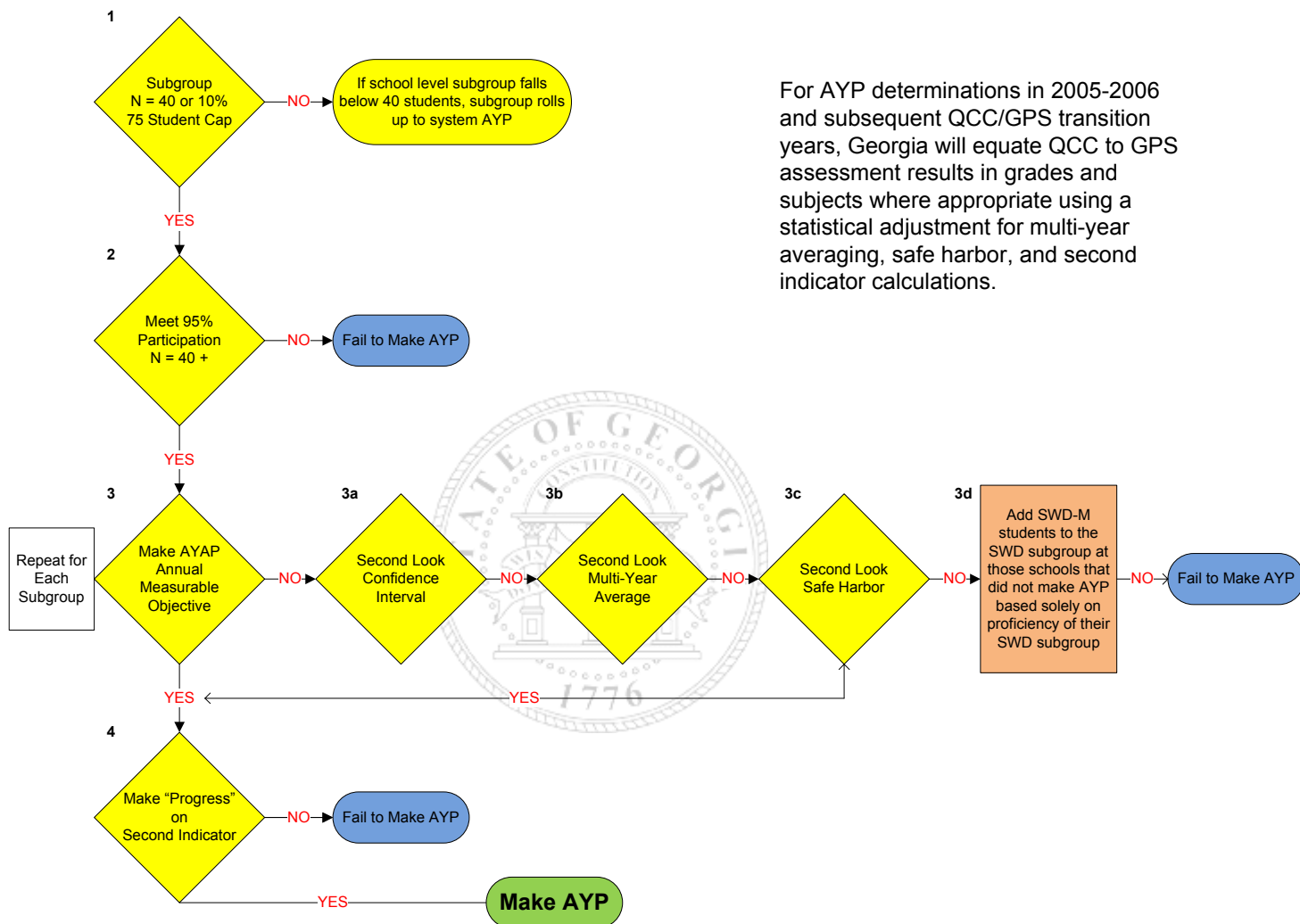
Georgia's AYP Decision-Making Steps

1. Determine if each subgroup, including the "all student" subgroup meets the minimum number of 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) – for AMO and second indicator calculations. (Does not apply to graduation rate or attendance but to those elementary and middle schools who use one of the academic content areas from the list of acceptable 2nd indicators).
2. Determine if "all students" and each subgroup at or above the minimum number meet the 95% participation requirement - (n=40 for participation).
3. Determine if AYP is met using State assessment results regarding the percent proficient/advanced as compared to the State's annual measurable objectives for both Reading/English Language Arts and Math.
 - 3a. If AYP is not met using step 3; determine if AYP is met by using a confidence interval application. (A confidence interval method will be used for schools with 10 to 39 FAY students with test scores in both mathematics and reading/English language arts in the All Students subgroup.)
 - 3b. If AYP is not met using a confidence interval, then apply a *multi-year averaging method.
 - 3c. If AYP is not met using the multi-year averaging method, then determine if AYP is met using the *safe-harbor method – decreasing the percent not meeting proficiency/advanced levels by 10%. Any subgroup using "safe harbor" must meet the second indicator requirement.
 - 3d. Add SWD-M Students to the SWD subgroup at those schools that did not make AYP based solely on proficiency of their SWD subgroup.
4. To meet AYP, Georgia will require that each elementary and middle school meet State standards on its second indicator, which will include performance above a statewide preset level or improved performance from the prior school year. The *second indicator must be met at the subgroup level where "safe harbor" is used (See element 7.2).

*For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations (see Appendix D, page 99).

¹¹ 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.

4.1 Georgia's AYP Decision Making Flow Chart



PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT
5.1 How does the definition of adequate yearly progress include all the required student subgroups?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia’s definition of AYP includes all of the required student subgroups, disaggregated by racial/ethnic categories, disability, limited English proficiency, and socio-economic status. Georgia law requires the reporting and/or grading of schools in the aggregate and by these subgroups.

For AYP purposes, Georgia will use the student demographic information that is available from the Student Record to disaggregate test results. Tests will be matched to the Student Record using school code, system code, grade level, and student identifier. Georgia’s racial/ethnic categories include Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan Native, White, and Multiracial.



CRITICAL ELEMENT
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's State Accountability System holds public schools and LEAs accountable for the progress of students overall and in each required subgroup, disaggregated by racial/ethnic categories, disability, limited English proficiency, and socio-economic status, in determining AYP. See Georgia's AYP Workbook 1.2, 3.2, and 5.1.

For each public school, LEA, and the State to make AYP:

- The “all” student category and each AYP required student subgroup (at or above the minimum number of 40 students) must have a participation rate of 95 percent or above on State assessments.
- The “all” student category and each AYP required student subgroup (at or above the minimum number of 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) must meet the State’s annual measurable objective regarding percent proficient or advanced on State assessments (or meet “confidence interval,¹² multi-year average, or safe harbor”).
- Each school, LEA, and the State must meet the State standard regarding progress on its “second indicator” (subgroups using “safe harbor” must also show progress on the second indicator). The minimum number for the second indicator equals 40 students or 10% of students enrolled in AYP grades, whichever is greater (with 75 student cap). (Does not apply to graduation rate or attendance but to those elementary and middle schools who use one of the academic content areas from the list of acceptable 2nd indicators).
- For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercetile adjustment for multi-year averaging, safe harbor, and second indicator calculations (see Appendix E, page 97).

¹² 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.

CRITICAL ELEMENT
5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Students with disabilities are included in State assessments with or without state-approved accommodations, as determined by each student’s Individualized Education Program (IEP) team. In elementary and middle school grades, special education students may take the Criterion –Reference Tests (CRCT) or the Georgia Alternate Assessment (GAA) depending upon the severity of disability and the interaction of the disability with the content. Each student’s Individual Educational Program (IEP) team determines which test the students will participate in, using guidelines developed by committees of Georgia educators.

The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose IEP teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with federal regulations. Per US ED regulations, Georgia will allow scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment at the LEA and State levels. (The State will consider exceptions to the 1 percent cap on a case-by-case basis.)

The GAA uses a pattern matrix for performance level determination, based on rubric scores. Three performance levels have been defined as:

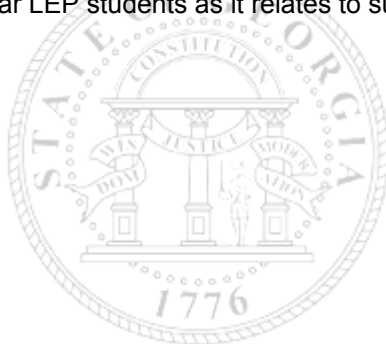
- Level 1: **Emerging Progress** indicates the *Basic* student achievement level.
- Level 2: **Established Progress** indicates the *Proficient* student achievement level.
- Level 3: **Extending Progress** indicates the *Advanced* student achievement level.

Note: For specifics regarding the administration of the Georgia Alternate Assessment (GAA), please refer to the Georgia Alternate Assessment Administrator’s Manual published by the Georgia Department of Education Testing Division at: <http://www.doe.k12.ga.us/curriculum/testing/gaa.asp>

CRITICAL ELEMENT
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All students, including limited English proficient (LEP) students, are included in Georgia's State Accountability System and its definition of AYP.

- LEP students are included in State assessments with appropriate accommodations, as determined by each student's English Language (EL) Testing Participation Committee.¹³
- Georgia does not include in AYP determinations the test scores of LEP/EL students who are enrolled in their first year in a U.S. school. ACCESS test participation will serve as a proxy participation for state assessments for First Year in US Students.
- Under Georgia State Board of Education rule, all students, including LEP/EL students, must participate in State assessments. As of June 9, 2005, the State Board of Education initiated amendments for Testing Rule (160-3-1.07), so that the Department can take advantage of the greater flexibility for first-year LEP students as it relates to subject matter assessments.



¹³ Georgia has established a State LEP Panel that will examine the need and practicability of establishing alternative assessments for LEP students.

CRITICAL ELEMENT
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia has established minimum numbers for subgroup reporting and accountability purposes as follows:

- A minimum number of 10 students is used for subgroup AYP reporting purposes. This rule is intended to protect student privacy and prevent disclosure of individually identifiable information. Additional rules may apply consistent with the Family Education Rights and Privacy Act (FERPA). See Georgia's AYP Workbook 5.6.
- A minimum number of 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) is used for subgroup AYP accountability purposes regarding the state's AMO and second indicator calculations. This rule is intended to ensure that subgroup AYP determinations are reliable.
- The minimum number of 40 will be used with regard to 95% participation determinations.
- The minimum number will be applied consistently across the State in all public schools and LEAs.

As stated in workbook element 1.1, for small schools, those identified as having only 10 to 39 Full Academic Year (FAY) students with test scores enrolled in the grades 3-8 or grade 11 configurations, Georgia uses a confidence interval¹⁴ methodology to make AYP determinations. In other words, for schools with a total eligible enrollment of 10 to 39 FAY students with test scores, Georgia will apply a test of statistical significance to determine whether such schools' total group passing rate is significantly below the state AYP annual objective passing rate in each appropriate subject area. This proportion (z) test is the same as cited in *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress* (CCSSO, 2002, pp. 65-68).

With the implementation of Georgia's Single Statewide Accountability System, the state will continue to analyze data regarding the minimum number and will consider changes in future years to ensure the most valid and reliable AYP determinations.

¹⁴ 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.

CRITICAL ELEMENT
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

A minimum number of 10 students will be used for subgroup AYP reporting purposes. School and LEA data regarding AYP will not be reported separately for subgroups below this minimum number. This rule is intended to protect student privacy and prevent disclosure of individually identifiable information. Additional rules are applied consistent with the Family Education Rights and Privacy Act (FERPA). See Georgia's AYP Workbook 5.5.

For more information on FERPA, please visit the U.S. Department of Education's website at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.



PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Under Georgia law, school accountability determinations, including AYP determinations, are based primarily on annual State assessments as follows:¹⁵

- Elementary and middle schools are held accountable based primarily on student test scores on Georgia’s Criterion Referenced Competency Tests (CRCT), including reading and English language arts (combined) and mathematics in grades 3-8 for AYP purposes.
- High schools will be held accountable based primarily on student test scores on the Georgia High School Graduation Test (GHS GT), in English/language arts and mathematics
- The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose Individualized Education Program (IEP) teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with the US ED regulations. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree. Per US ED regulations, Georgia will allow scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment at the LEA and State levels. (The State will consider exceptions to the 1 percent cap on a case-by-case basis.)

Georgia has created the Georgia Performance Standards (GPS), which are replacing the Quality Core Curriculum. As the GPS is phased in, current state assessments will be revised as necessary to ensure alignment with new standards.

¹⁵ OCGA § 20-2-281, 20-14-31; State Board Rule 160-3-2-.07

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT
7.1 What is the State definition for the public high school graduation rate?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia will define and calculate graduation rates as the percentage of students who graduate in the standard number of years (4 years and a summer for a 9-12 school) from a Georgia public high school with a regular diploma (not including a GED or certificate not fully aligned with the state's academic standards and not including Special Education diplomas). This process will not delay AYP determinations made before the beginning of each school year.

Students receiving GEDs are counted as dropouts and are included in the denominator for calculating graduation rates. (Prior to 2002, Georgia calculated a completion rate similar to that of the NCLB graduation rate except that certificates of attendance and Special Education Diplomas were included. This previous definition of completion rate has been replaced with the National Center for Education Statistics (NCES) graduation rate in compliance with NCLB.) In doing so, the "standard" number of high school years for students with disabilities will be determined by each student's IEP team, even if such number exceeds the "standard" number of years for non-disabled students.

To meet AYP, Georgia will require that each secondary school meet State standards on its "graduation rate," which will include performance at or above a statewide preset level or through use of one of the two 2nd looks (multi-year averaging and a safe harbor like calculation; see Element 7.1).

Georgia is developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State.

Since 2002, Georgia has calculated its high school graduation rate using an NCES "Lever Rate" formula – one of the three federally allowed high school graduation rate formulas since the enactment of the No Child Left Behind Act of 2001.

Formula Defined

Regular diploma recipients as a percent of students leaving high school over a four-year period (calculated as the sum of diploma recipients and dropouts during the past four years in grades 9 through 12 respectively).
Graduation Rate = # of regular diplomas divided by (# of regular diplomas + # of special education diplomas + # of certificates of attendance + # of dropouts in 12th grade (current year), 11th grade (current year -1), 10th grade (current year -2) and 9th grade (current year -3))

National Center for Education Statistics

Regular diploma recipients as a percent of students leaving high school over a four-year period (estimated as the sum of diploma recipients and dropouts during the past four years in grades 9 through 12 respectively).

$$NCES_y = \frac{G_y}{G_y + D_y^{12} + D_{y-1}^{11} + D_{y-2}^{10} + D_{y-3}^9}$$

where: G_y is the count of students who graduated with a regular high school diploma during the y school year, and

D_y^{12} is the count of students who dropped out of grade 12 during the y school year.

Starting in 2012, Georgia will use the cohort graduation rate.

The number of students who graduated with a regular education diploma divided by the number of students enrolling in 9th grade for the first time, plus the students who joined the cohort (transferred in), minus the students who left the cohort (transferred out).

80 graduates in 2012 x 100	=	72 Percent grad rate
(100 9th graders in 2009) + (20 transfers in) – (10 transfers out)		

EL Graduation Rates

The standard number of years for graduation rate for LEP/EL students will be four years and a summer.

Beginning in the 2005-2006 school year, this could be extended on a case by case basis with documentation for newly arriving individual LEP/EL students to a maximum of five years and a summer.

Including summer graduates in the graduation rate calculations will not delay the state's AYP determinations.

7.1

High School Additional Indicator

Section: Workbook Element 7.1

Purpose: This document provides the standard for determining progress on the high school additional indicator - graduation rate.

Background Information:

- Prior to 2002, Georgia reported a completion rate using the National Center for Education Statistics (NCES) proxy formula.
- The completion rate for Georgia's high school graduating class of 2002 was 72.7%. However, this rate included certificates of attendance and Special Education Diplomas. A total of 3,867 students (5.3%) received Certificates of Attendance and 2,714 (3.9%) received Special Education Diplomas in 2002.
- In order to produce a graduation rate aligned with NCLB, Georgia altered its completion rate formula by removing Certificates of Attendance and Special Education Diplomas from the numerator. After removing certificates of attendance and Special Education Diplomas from the 2002 completion rate, Georgia's calculation for the NCLB definition of graduation rate for the graduating class of 2002 is approximately 61.8%.
- Georgia used this impact data to set the state's 2002-2006 graduation rate standard of 60%
- Georgia's high school graduation rate is based on the following annual graduation rate targets.

School Year	High School AYP Second Indicator Graduation Rate Standard
2006-2007	65% or greater; or Second Looks: 1) apply multi-year average to achieve 65%; or 2) increase by 10% from the preceding year from a minimum threshold of 50%
2007-2008	70% or greater; or Second Looks: 1) apply multi-year average to achieve 70%; or 2) increase by 10% from the preceding year from a minimum threshold of 50%
2008-2009	75% or greater; or Second Looks: 1) apply multi-year average to achieve 75%; or 2) increase by 10% from the preceding year from a minimum threshold of 55%
2009-2010	80% or greater; or Second Looks: 1) apply multi-year average to achieve 80%; or 2) increase by 10% from the preceding year from a minimum threshold of 60%
2010-2011	85% or greater; or Second Looks: 1) apply multi-year average to achieve 85%; or 2) increase by 10% from the preceding year from a minimum threshold of 60%
2011-2012	90% or greater; or Second Looks: 1) apply multi-year average to achieve 90%; or 2) increase by 10% from the preceding year from a minimum threshold of 70%
2012-2013	95% or greater; or Second Looks: 1) apply multi-year average to achieve 95%; or 2) increase by 10% from the preceding year from a minimum threshold of 70%
2013-2014	100%; or Second Looks: 1) apply multi-year average to achieve 100%; or 2) increase by 10% from the preceding year from a minimum threshold of 80%

Graduation Rate Determination Steps

Schools can achieve the graduation rate standard in one of three ways:

Step 1: Did the Graduation Rate meet the Absolute Bar? If yes, Graduation Rate requirement was met. If no, proceed to Step 2.

Step 2: Apply the first Second Look - Multi-Year Average (three years). Did the averaged Graduation Rate meet the Absolute Bar? If yes, Graduation Rate requirement was met. If no, proceed to Step 3.

Step 3: Apply the “Safe Harbor-like” Second Look – 10% Progress (prior year Graduation Rate must meet a minimum threshold). Did the current Graduation Rate increase by at least 10% from the prior year’s Graduation Rate? If yes, Graduation Rate requirement was met. If no, Graduation Rate requirement was not met.

- 2010-2011 Absolute graduation bar = 85%
- 2010-2011 Minimum threshold for graduation rate = 60%

Step 1	2011 Graduation Rate	10% of 2010 Grad Rate	Increase Target (10% Increase)	2010 Graduation Rate	Met / Not Met	Determination
Absolute Bar	87%	N/A	N/A	85%	Met	Met the Absolute Bar of 85%.
Step 2	2009	2010	2011	Average	Met / Not Met	Determination
Multi-year Average	70%	75%	84%	76.3%	Not Met	The average of the current year and two previous years must be equal to or greater than the current year’s absolute bar of 85%
Step 3	2010 Graduation Rate	10% of 2010 Grad Rate	Increase Target (10% Increase)	2011 Graduation Rate	Met / Not Met	Determination
“Safe Harbor-like”	75%	7.5%	82.5%	83%	Met	Met Increased Percentage (83% is 10% or greater than 75%).
“Safe Harbor-like”	62%	6.2%	68.2%	66%	Not Met	Did Not Meet Increase Target (66% is not greater than 68.2%)

Critical Element
7.2 What is the State's additional [second] academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP? For alternative high schools?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Alternative High Schools - Beginning in 2008, those Georgia alternative schools that have high school grades but do not offer high school diplomas will be allowed to use the event dropout rate in place of graduation rate as their second indicator.

- Absolute Bar: If the school's event dropout rate is less than or equal to the state's event dropout rate for the previous year, then the school meets the dropout rate criteria.
- 2nd Look: Multiyear average- If the average of the school's event dropout rate for the three previous years is less than or equal to the state's event dropout rate for the previous year, then the school meets the dropout rate criteria.

Second Indicators - For elementary and middle schools, Georgia will define "second indicators" as a menu from which each LEA must choose. The options are described in the table below. The purpose is to make AYP determinations as relevant and valuable as possible at the local level. Georgia law requires each school and LEA to report annually on several academic indicators, and different indicators are of primary significance in different LEAs. Each LEA will select its second indicator for AYP at the beginning of the academic year and will maintain that indicator for this year and for two years beginning in 2010-11 in conjunction with scheduled changes in the State's intermediate goals/annual measurable objectives for AYP. To meet AYP, Georgia will require that each elementary and middle school meet State standards regarding progress on its second indicator, which will include performance above a statewide preset level or improved performance from the prior school year. (Progress on the second indicator will be required at the subgroup level where "safe harbor" is used.)

**State Approved Menu of "Second" Indicators
Effective for the 2007-2008 Academic Year**

Note: LEAs made their selection again in 2007-2008. It will remain in place for at least 3 years.

Indicator	Grade Level	Standard
Attendance Rate	3-8, High 9-11 High 9, 9-10 K-only	Schools, school districts, subgroups using the safe harbor method, and the State as a whole must have no more than 15% of students absent more than 15 days in one school year or show progress from the preceding year.
Grade eight writing assessment (G8WA)	8	Beginning school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 80% on the (G8WA) or show progress from the preceding year. This indicator was not available for the 2004-2005 school year, 2005-2006 or 2006-2007.
Science CRCT	3-8	Beginning with school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 80% meeting or exceeding standards in Science or show progress from the preceding year.
Social Studies CRCT	3-8	Beginning with school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 80% meeting or exceeding standards in Social Studies or show progress from the preceding year.
Percent Exceeding Reading CRCT Standards	3-8	Beginning with school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 35% exceeding standards in Reading or show progress from the preceding year.
Percent Exceeding English/Language Arts CRCT Standards	3-8	Beginning with school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in English/Language Arts or show progress from the preceding year.
Percent Exceeding Math CRCT Standards	3-8	Beginning with school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in Math or show progress from the preceding year.
Percent Exceeding Science CRCT Standards	3-8	Beginning with school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in Science or show progress from the preceding year.
Percent Exceeding Social Studies CRCT Standards	3-8	Beginning with school year 2007-08, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in Social Studies or show progress from the preceding year.

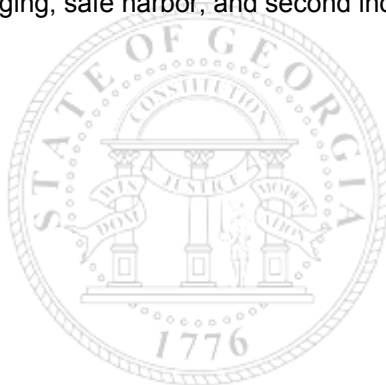


CRITICAL ELEMENT
7.3 Are the State's academic [second] indicators valid and reliable?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All of Georgia's second indicators are valid and reliable for AYP purposes and supported by evidence to that effect.

Second indicators such as graduation rates, attendance rates, and achievement on other State assessments are recognized as potential indicators in the NCLB Act and have strong correlations to overall academic success. Georgia's CRCT assessments have been developed consistent with nationally recognized professional and technical standards and are supported by validity evidence. Georgia has systems in place to ensure the accurate collection of data regarding second indicators (i.e., graduation rates, attendance rates).

- For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercntile adjustment for multi-year averaging, safe harbor, and second indicator calculations (See Appendix D, page 99).



PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's AYP determinations for student subgroups, public schools, and LEAs are made separately for reading/English language arts and for mathematics. Georgia combines reading and English/language arts (two separate State CRCT assessments) into a single indicator for AYP purposes with regard to elementary and middle schools. Thus, for grades 3-8, AYP determinations are based separately on reading/ English language arts and on mathematics. For grade 11, AYP determinations are based separately on English/Language Arts and on Mathematics.

See Element 3.2a for combining Reading with English/Language Arts assessment results and more regarding Georgia's Starting Points.



PRINCIPLE 9. State Accountability System is statistically valid and reliable

CRITICAL ELEMENT
9.1 How do AYP determinations meet the State's standard for acceptable reliability?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia includes several features to ensure the reliability of State AYP determinations. For example:

- AYP determinations will be based primarily on State assessments that have been developed consistent with nationally recognized professional and technical standards and are supported by evidence regarding validity and reliability for AYP purposes.
- Georgia's minimum number is 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) for subgroup AYP AMO and Second Indicator (does not apply to graduation rate or attendance but to those elementary and middle schools who use one of the academic content areas from the list of acceptable 2nd indicators) accountability purposes (including confidence interval,¹⁶ multi-year average, and safe harbor).
- All schools face school improvement consequences when they miss AYP for two consecutive years or more in the same subject or the second indicator. See element 3.2 for additional information.
- All LEAs face consequences if they do not meet AYP in the same subject or second indicator for two consecutive years or more at the elementary, middle and the high school levels.
- Annually, Georgia requires all subgroups, LEAs, and the State to demonstrate 95 percent participation in state assessments (subgroup size $n = 40$ or more students, enrolled in AYP grades).
- Georgia has an appeals process for AYP determinations through which any LEA may appeal a State determination regarding a school or LEA that is found not to have made AYP.
- Georgia's curriculum-based assessment system is aligned to its Quality Core Curriculum (QCC) and/or Georgia Performance Standards (GPS) which are aligned with NAEP and the state required norm-referenced tests.

For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations (See Appendix E, page 97).

Georgia will annually review its system and processes for making AYP determinations to ensure maximum reliability of AYP judgments.

Finally, Georgia has an AYP Appeals Process for LEAs and schools. Before identifying Georgia's schools for improvement, corrective action, or State Directed, status the following procedures are followed:

- 1) Georgia utilizes an interactive student record collection process that allows LEAs to review school-level data that ultimately contributes to AYP determinations.
- 2) Preliminary AYP Reports are released on an internal review site. These reports do not reflect a final determination; LEAs can drill down and review student level data for each component. Upon the approval of the LEA superintendent, school principals have access to their individual school's data.
- 3) Superintendents sign-off on the data verification process certifying that the Student Record and the AYP data are accurate.
- 4) This improved AYP process diminishes the number of appeals. Only extraordinary circumstances form the basis for appeals.
- 5) An application process has been developed by the GaDOE and provides guidance for appeals.
- 6) An appeals committee has been established with members from the GaDOE. Consulting membership reflects personnel from Title I, Curriculum and Instruction, School Improvement, Testing, Policy, and Accountability.

¹⁶ 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.

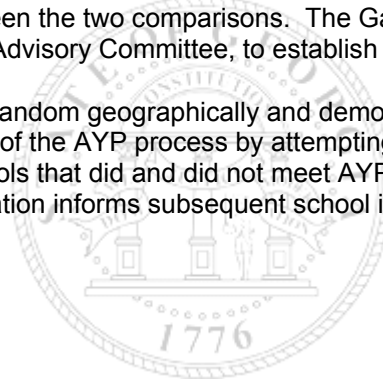
CRITICAL ELEMENT
9.2 What is the State's process for making valid AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia includes several features to ensure the validity of State AYP determinations, including those listed in 9.1.

Georgia has an appeals process, described in 9.1 for AYP determinations through which any LEA may appeal a State determination regarding a school or LEA that does not make AYP.

Finally, Georgia has developed several methods to evaluate the validity and reliability of its AYP determinations over time. Options include the following:

- First, decisions concerning school AYP performance are compared to accountability decisions that would have resulted had a conceptually different computational method been used. The GaDOE uses a purely statistical analysis as a second measure of AYP for each school. The department will then compute the association between the two comparisons. The GaDOE works with various experts, including its testing Technical Advisory Committee, to establish appropriate reliability standards.
- Second, the State identifies a random geographically and demographically stratified sample of schools, and will investigate the validity of the AYP process by attempting to discern instructional and administrative patterns in schools that did and did not meet AYP. In addition to providing feedback on the AYP process, this investigation informs subsequent school improvement efforts statewide.



CRITICAL ELEMENT
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's plan maintains continuity in AYP decisions through any assessment changes based on the state's curricular transition.

Currently all AYP assessments have completed the transition to the state's new curriculum, the Georgia Performance Standards (GPS).- All transitioned assessments have been submitted for peer review.

For example:

- Georgia includes new public schools in the State Accountability System if the new public school has been in existence for a "full academic year" (i.e., from Fall FTE count through the state's spring testing window).
- Georgia is in the process of revising the State's Quality Core Curriculum (QCC). Upon completion of the new curriculum, Georgia Performance Standards (GPS) are currently being phased-in. Current State assessments will be aligned with the GPS.
- For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations (See Appendix L, page 99).
- Georgia periodically reviews and monitors its State Accountability System, so that issues and changes can be quickly addressed.
- Following the March 2004 administration of the Enhanced Georgia High School Graduation Test (E-GHSGT), Georgia set achievement levels and established revised starting points.

The revision of Georgia's QCC has profound implications for the statewide assessment program. The validity of test results and subsequent AYP decisions depends on the alignment of Georgia's tests with its curriculum. The following preliminary steps are set forth realizing that the final procedures for "maintaining continuity in AYP decisions through assessment changes" will be constructed by the GaDOE in conjunction with its Technical Advisory Panel (TAC) and contractors.

- Compare QCC with GPS and note additions, deletions, and modifications in content and process for each tested course/grade level combination.
- Modify content domain specifications, content weighting and test blueprints as warranted.
- Revise item specifications and review all banked items for curricular relevance.
- Build (write, review, pilot, field test, etc.) additional test items to ensure full content coverage of domains.
- Review, revise, and update all test materials (e.g., Content Description Guides).
- Conduct review of cut-scores derived from standard setting for continued alignment with content standards and revised performance level descriptions.
- Equate test forms to maintain constant levels of test difficulty, if advisable.

If deep structural changes are made in the development of the GPS, it may be necessary to recalculate the appropriate starting point(s) (i.e., annual measurable objectives) while maintaining the 2013-14 endpoint for 100% proficiency.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

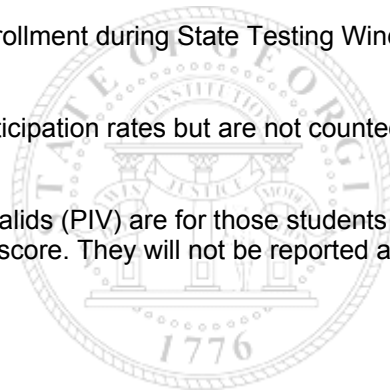
Georgia calculates participation rates on State assessments for AYP purposes by dividing the total number of assessments administered by the total enrollment for each subgroup, public school, and LEA (at or above the minimum number of 40 students). Georgia uses information from Full Time Equivalent (FTE) files, the Student Record, and test records to make these determinations.

Test Participants

Enrollment during State Testing Window

Invalid Test scores are counted for participation rates but are not counted for annual measurable objectives and second indicators.

Per US ED regulation, Participation Invalids (PIV) are for those students taking an assessment with an accommodation(s) that invalidate their score. They will not be reported as participants, hence there will be no score for academic performance.



CRITICAL ELEMENT
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

To demonstrate AYP, Georgia requires that all subgroups, schools, LEAs and the State at or above the minimum number for enrollment demonstrate 95 percent participation on State assessments. A minimum number of 40 students is used with regard to 95 percent participation rate determinations.

Invalid Test scores are counted for participation rates but are not counted for annual measurable objectives and second indicators.

Per US ED regulations Participation Invalids (PIV) are for those students taking an assessment with an accommodation(s) that invalidate their score. They will not be reported as participants, hence there will be no score for academic performance.



AYP Workbook Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 3-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

AYP Workbook Appendix B

State Board of Education Rules Related to Georgia's Single Statewide Accountability System

Adopted by the Georgia State Board of Education on July 14, 2005

Code: IAB(1)

160-7-1-.01 SINGLE STATEWIDE ACCOUNTABILITY SYSTEM.

(1) The State Board of Education shall approve a Single Statewide Accountability System, with awards and consequences, as defined in this chapter and consistent with state and federal law.

(2) The Single Statewide Accountability System shall include an annual Accountability Profile for every public school and Local Educational Agency (LEA) in the state. The Accountability Profile shall have three components: an absolute performance determination that shall be based on Adequate Yearly Progress, a Performance Index determination that shall be based on progress over the previous year's performance, and Performance Highlights that will provide additional information including recognition for each school and LEA based on academic-related indicators. The components of the Accountability Profile will be included in the State Report Card prepared and distributed annually by the Office of Student Achievement.

(3) The purpose of the Single Statewide Accountability System includes, but it is not limited to, providing valid, reliable accountability determinations at the school, LEA, and state levels that can help promote continuous improvement in raising student achievement and closing achievement gaps.

Authority O.C.G.A. § 20-14-26; 20-14-34; 20-14-37; 20-14-41.

Adopted: July 14, 2005

Effective: August 4, 2005

160-7-1-.02 ACCOUNTABILITY SYSTEM DEFINITIONS.

(1) 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.

(2) Accountability Profile - a publicly disseminated report 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) and included in the State Report Card.

(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).

(4) AYP Workbook - the document that is officially known as the Consolidated State Application Accountability Workbook. Each state annually submits to the United States Department of Education (US ED) its workbook describing 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 US ED.

(5) Contract-Managed School - a school subject to interventions as provided in the Management Contract with the LEA. The Contract-Managed School will implement intervention strategies in the Management Contract and will be monitored and evaluated on an ongoing basis by the LEA and GDOE.

(6) Contract-Monitored School - a school subject to interventions as provided in the Improvement Contract with the LEA. The Contract-Monitored School will implement intervention strategies in the Improvement Contract and will be monitored and evaluated on an ongoing basis by the LEA and GDOE.

(7) 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.

(8) 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.

(9) Enhanced Georgia High School Graduation Tests - Georgia High School Graduation Tests (GHS GT) 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 GHS GT 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.

(10) 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.

(11) 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.

(12) 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.

(13) Improvement Contract - a contract between the LEA and State Education Agency (SEA) outlining an LEA's commitment to implement interventions for schools subject to escalating consequences.

(14) 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.

(15) 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.

(16) Leadership Facilitators - 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 Leadership Facilitators also will assist administrators and teacher leaders in school improvement processes that produce high levels of learning for all students.

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

(18) 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.

(19) LEA 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.

(20) LEA Support Specialist – a certified administrator, appointed by the GDOE to manage and approve the financial, personnel, and program resources of schools identified as Needs Improvement and subject to escalating consequences.

(21) Management Contract - a contract between the LEA and SEA for schools classified as a State-Monitored School that outlines a school's and LEA's commitment to implement identified interventions with the assistance of the GDOE.

(22) 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.

(23) No Child Left Behind Act of 2001 (NCLB) - a reauthorization of the Elementary and Secondary Education Act of 1965 - the principal 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.

(24) 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.

160-7-1-.02 (Continued)

(25) 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.

(26) 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.

(27) 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.

(28) Principal Master – a certified administrator, with a record of raising academic achievement of students and schools, who is designated to work with schools identified as Needs Improvement Year 6 or more.

(29) 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.

(30) 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.

(31) 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.

(32) 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.

(33) School Improvement Fieldbook - 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.

(34) 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.

(35) School Performance Review - a GDOE initiated review and analysis of a school's student academic performance data to determine school improvement interventions.

(36) 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.

(37) Scientifically-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.

(38) 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.

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

(40) 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.

(41) 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.

160-7-1-.02 (Continued)

(42) 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.

(43) 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.)

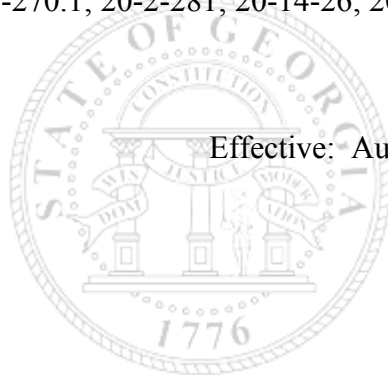
(44) System Performance Review - a GDOE initiated review and analysis of a LEA's student and school academic performance data to help determine school and LEA improvement interventions.

(45) 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.

Authority O.C.G.A. § 20-2-11; 20-2-270.1; 20-2-281; 20-14-26; 20-14-30; 20-14-31; 20-14-33; 20-14-34; 20-14-37.

Adopted: July 14, 2005

Effective: August 4, 2005



160-7-1-.03 ACCOUNTABILITY PROFILE.

(1) Each public school and LEA shall receive an annual Accountability Profile, as defined in this section and consistent with state and federal law, that shall constitute the state's accountability determination. The Accountability Profile will be included in the State Report Card for Georgia's K-12 public schools.

(2) Accountability Plan.

(a) Each year, the State Board of Education shall approve an annual Accountability Plan, presented by the Office of Student Achievement (OSA), that shall include detailed information regarding the Accountability Profile, which includes AYP requirements. Such information shall include the methodology that will be used to determine each component of the Accountability Profile and how the Accountability Profile will inform decisions regarding awards and consequences. The Accountability Plan shall be designed to promote valid and reliable accountability determinations, based on available data and within the capacity of state and local data collection systems.

(3) Adequate Yearly Progress.

(a) Each Accountability Profile shall include an Adequate Yearly Progress (AYP) determination, as required by the No Child Left Behind Act of 2001 (NCLB), which shall be based primarily on the main administration of state assessments in mathematics and reading/language arts that have been developed consistent with nationally recognized professional and technical standards and are supported by evidence regarding validity and reliability for AYP purposes. The state assessments used in AYP determinations include the Georgia Criterion Referenced Competency Tests in reading and English/language arts combined and mathematics for elementary and middle schools, the Enhanced Georgia High School Graduation Tests in English/language arts and mathematics for high schools, and the Georgia Alternate Assessment for students who have the most severe cognitive impairments and who can not meaningfully participate in the regular assessments.

(b) In order to make AYP, schools, LEAs, and the state must:

1. Demonstrate that at least 95 percent of students (overall and for relevant subgroups) participated in the state assessments; AND

2. Meet or exceed the state's annual measurable objectives for the percentage of students scoring proficient or above on the state assessments (overall and for relevant subgroups) or demonstrate Safe Harbor; AND

3. Show progress on an additional academic indicator, that shall be Graduation Rate for High Schools and an indicator selected by LEAs from a menu provided by OSA for Elementary and Middle Schools including for subgroups where Safe Harbor is applied.

(c) In Georgia, the AYP subgroups are the race/ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Black, Hispanic, White, and Multi-racial; students with disabilities; limited English proficient students; and economically disadvantaged students. Any subgroup that meets Georgia's minimum number of membership will be utilized to determine the AYP status for a school, LEA, or state as defined in Georgia's AYP workbook. Migrant and gender subgroup information is included in the State Report Card for reporting purposes only and are not included in AYP determinations.

(d) Each year, the SBOE shall adopt and submit to US ED for approval, after opportunity for public notice and comment, OSA's plan for determining AYP pursuant to this rule under this section for the given school year, including the specific methodology that will be used to ensure the most valid and reliable AYP determinations are made, in a manner consistent with state and federal law.

(4) Performance Index.

(a) Each Accountability Profile shall include a Performance Index determination, based on a school's progress over the previous year's performance in improving student achievement on state assessments. Performance Index calculations will be 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. Performance Index shall be based on either schools with the greatest gains in the percentage of students meeting and exceeding standards or on schools with the highest percentage of students meeting and exceeding standards.

(5) Performance Highlights.

(a) Each Accountability Profile shall include a component for Performance Highlights composed of data regarding key variables related to student achievement. Information collected from the State Report Card data will be used to provide recognition for schools and LEAs based on a school's and LEA's top academic-related performance.

(6) Data Verification and Appeals.

(a) The verification process involves an interactive student record collection process that will allow LEAs to review LEA- and school-level data that will be used to compile the Accountability Profiles, including AYP determinations.

(b) Preliminary AYP data along with school and LEA-level data that contribute to the Accountability Profile shall be released to LEAs for review before final AYP determinations are made and before Accountability Profiles are released.

Superintendents will certify that the Student Record, the preliminary AYP data, and the Accountability Profile data are accurate. If the LEA believes that the preliminary data and/or proposed identification are in error for statistical or other substantive reasons, the LEA may provide evidence to OSA for consideration prior to making a final AYP determination or Accountability Profile report.

(c) LEAs may appeal to OSA final AYP determinations and Accountability Profile reports based on extraordinary circumstances and consistent with guidance developed and provided by OSA.

Authority O.C.G.A. § 20-14-26; 20-14-30; 20-14-33.

Adopted: July 14, 2005

Effective: August 4, 2005

160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.

(1) Awards.

(a) Each public school shall be eligible for Awards based on its Accountability Profile, including primarily its Performance Index determination. Awards may include public recognition, increased flexibility, with regard to state or federal requirements (to the extent permitted under state and federal law), and financial awards (subject to appropriation). Detailed information regarding Awards and criteria for Awards shall be included in the Accountability Plan presented annually to the State Board of Education, described in Rule 160-7-1-.03 Accountability Profiles.

(2) School-Level Consequences.

(a) In accordance with state and federal law, each public school identified as Needs Improvement shall be subject to consequences designed to help improve student achievement based on its Adequate Yearly Progress (AYP) determination. The Accountability Profile and Georgia Department of Education (GDOE) guidance will inform the nature and degree of the required improvement plans (i.e., school improvement, corrective action, or restructuring). The GDOE shall provide, in accordance with the NCLB Act of 2001, section 1117 (a), a system of intensive and sustained support and improvement for LEAs and schools identified as Needs Improvement.

1. A school shall be identified as in Needs Improvement status if the school has not made AYP in the same subject for two consecutive years.

2. A school shall be removed from Needs Improvement status if the school has made AYP for two consecutive years.

3. 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.

4. Pursuant to recommendations of the School Performance Review and needs assessment conducted by the GDOE, schools identified as Needs Improvement 7 or beyond may be, at any time, subject to escalating consequences to include, but are not limited to, an Improvement Contract, pursuant to paragraph (g) (2), or a Management Contract, pursuant to Section (i) (2).

5. The LEA must promptly notify parents of each student enrolled in such schools of the school's classification. The notice must be in an understandable and uniform format and, to the extent

practicable, in a language that parents understand. Additionally, it must honor the privacy of all students and their families. The notice must include:

- (i) An explanation of a school's status under this rule and the school's performance relative to other schools in the LEA and the state.
- (ii) Reasons the school is identified for improvement.
- (iii) An explanation of actions by the school to improve student achievement.
- (iv) An explanation of what the LEA and/or the GDOE are doing to improve student achievement.
- (v) An explanation regarding the means for parent involvement in issues which contributed to the school's failure to make AYP.

6. The LEA shall provide technical assistance to the school identified as Needs Improvement.

(b) Needs Improvement Year 1. A school that has not made AYP for a period of two consecutive years in the same subject shall be identified as **Needs Improvement Year 1** and shall be subject to the following requirements:

1. The school shall develop, no later than 3 months after being identified as Needs Improvement, a School Improvement Plan. The School Improvement Plan shall be for a minimum of a two-year period. The plan shall be subject to a peer review process by the LEA within 45 days of receipt, shall be coordinated by the LEA, shall be approved by the local board of education, and shall be made available to the GDOE upon request. The School Improvement Plan shall meet the requirements of NCLB Act of 2001, section 1116, as applicable and as provided in the GDOE School Improvement Fieldbook. The school shall implement the School Improvement Plan upon approval by the LEA.

2. The LEA shall provide students enrolled in the school the option to transfer to another public school that has not been identified as Needs Improvement within the LEA.

(i) LEAs shall provide or ensure transportation to students exercising the option to transfer to another public school in the LEA that has not been identified as Needs Improvement. For the 2004-05 school year and any subsequent year in which the legislature does not appropriate funds for the provision of transportation to non-Title I students exercising the option to transfer to another public school pursuant to this rule, the parent or guardian assumes responsibility for the transportation of that student. The LEA shall provide transportation for students transferring from ~~in~~ Title I schools in accordance with federal law.

(ii) For students transferring from non-Title I schools, the LEA is not required to exceed facility capacity when determining school choice options and shall give priority to the lowest achieving students. For students transferring from Title I schools, the LEA may not use lack of capacity to deny school choice to those students.

(c) Needs Improvement Year 2. A school identified as **Needs Improvement Year 2** pursuant to paragraph (2)(a)(3) shall be subject to all consequences applicable to schools in Needs Improvement Year 1 as well as to the following requirement:

1. The LEA shall offer students enrolled in the school access to instructional extension services in accordance with SBOE Rule 160-4-2-.14 Instructional Extension prioritizing the school's lowest achieving students. For Title I schools, Supplemental Educational Services shall be provided in accordance with federal law and State Board of Education Rule 160-4-5-.03 Supplemental Educational Services.

(d) Needs Improvement Year 3. A school identified as **Needs Improvement Year 3** pursuant to Section (2)(a)(3) shall be subject to all consequences applicable to schools in Needs Improvement Year 2 as well as to the following requirements:

1. The LEA shall develop and implement, no later than 3 months after being identified for corrective action, a School Corrective Action Plan. The Corrective Action Plan shall be approved by the local board of education, and shall be made available to the GDOE. The School Corrective Action Plan shall be in accordance with content, format, and procedures developed and disseminated by the GDOE in the GDOE School Improvement Fieldbook. The school shall implement the School Corrective Action Plan upon approval by the LEA. The LEA shall select at least one corrective action from the following:

- (i) Replace the school staff who are relevant to the school not making AYP.
- (ii) Institute and fully implement a new curriculum, including providing appropriate professional learning opportunities that are grounded in scientifically-based or evidence-based research and offer substantial promise of improving educational achievement for low-achieving students.
- (iii) Significantly decrease management authority at the school level.
- (iv) Appoint an outside expert to advise the school on its progress toward meeting required achievement targets.
- (v) Extend the school year and/or school day for the school.
- (vi) Restructure the internal organizational arrangement of the school.

(e) Needs Improvement Year 4. A school identified as **Needs Improvement Year 4** pursuant to paragraph (2)(a)(3) shall be subject to all consequences applicable to schools in Needs Improvement Year 3 as well as to the following requirements:

1. The LEA shall continue to implement the corrective action selected the previous year.

2. The LEA shall develop a plan to restructure the governance arrangement of the school and shall assure that the School Restructuring Plan is received by the GDOE no later than six months after the school is identified for improvement and restructuring. The School Restructuring Plan shall be implemented for a minimum of a two-year period, shall be subject to a peer review process coordinated by the GDOE, and shall be approved by the GDOE. The School Restructuring Plan shall meet the requirements of NCLB Act of 2001, section 1116, as applicable and as provided in the GDOE School Improvement Fieldbook. The LEA shall implement the plan no later than the beginning of the school year in which the LEA/school is identified as Needs Improvement Year 5. The LEA shall include in its plan at least one of the restructuring options from the following:

- (i) Reopening the school as a public charter school.
- (ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the school not making AYP.
- (iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
- (iv) 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.

(f) Needs Improvement Year 5. A school identified as **Needs Improvement Year 5** pursuant to paragraph (2)(a)(3) shall be subject to all consequences applicable to schools in Needs Improvement Year 4 in addition to the requirement that the LEA begin implementing the restructuring plan developed and approved the previous year.

(g) Needs Improvement Year 6. A school identified as **Needs Improvement Year 6** pursuant to paragraph (2)(a)(3) shall continue to implement the Restructuring Plan. The LEA and GDOE, through ongoing monitoring and evaluation, will determine appropriate updates and revisions to the Restructuring Plan during this second year of implementation.

1. The LEA and Needs Improvement Year 6 school shall be subject to a School Performance Review and needs assessment conducted by the GDOE. The GDOE School Performance Review team will make recommendations to the State Board of Education regarding school-level and/or LEA-level interventions needed to address the findings from the School Performance Review.

2. The Improvement Contract, outlining the LEA's commitment to implement the identified interventions with assistance from the GDOE, will be developed and signed by the LEA superintendent, the local board of education chair, the State Superintendent, and the State Board of Education chair. Failure of the LEA to enter into the Improvement Contract pursuant to this rule will result in a referral to the Office of Student Achievement (OSA) for non-compliance. The Improvement Contract must be implemented no later than the beginning of the school year the school is identified in Needs Improvement Year 7. The Improvement Contract shall be in effect for a minimum of a two-year period and shall be subject to ongoing review and evaluations conducted by the GDOE. The Improvement Contract shall be developed in accordance with content, format, and procedures developed and disseminated by the GDOE.

3. School-level interventions may include, but are not limited to the removal of personnel at the school level relevant to the school not making AYP; appointment of a Principal Master and/or Instructional Coach; management of the school budget; and utilization of Georgia Performance Standards (GPS) Learning Frameworks and nine-week Progress Monitoring.

4. LEA-level interventions may include, but are not limited to the removal of personnel at the LEA level relevant to the school not making AYP; appointment of an LEA Support Specialist to manage and approve the financial, personnel, and program resources of the school; redirection of resources (state and federal) to support improvements; plan for a local conversion charter.

(h) Needs Improvement Year 7. A school identified as **Needs Improvement Year 7** pursuant to paragraph (2)(a)(3) shall be classified as a Contract-Monitored School and shall implement the interventions outlined in the Improvement Contract developed and agreed upon no later than the beginning of the school year. The LEA and GDOE, through ongoing monitoring and evaluation, will determine appropriate amendments and revisions to the Improvement Contract during this first year of implementation to be approved by the State Board of Education.

(i) Needs Improvement Year 8. A school identified as **Needs Improvement Year 8** pursuant to paragraph (2)(a)(3) shall remain classified as a Contract-Monitored School and shall be subject to all consequences applicable to schools in Needs Improvement Year 7. The LEA and GDOE, through

ongoing monitoring and evaluation, will determine appropriate updates and revisions to the Improvement Contract during this second year of implementation to be approved by the State Board of Education.

1. The LEA and Needs Improvement Year 8 school shall be subject to a System Performance Review and needs assessment conducted by the GDOE. The GDOE System Performance Review team will make recommendations to the State Board of Education regarding school-level and/or LEA-level interventions needed to address the findings from the System Performance Review.

2. The Management Contract, outlining the commitment to implement the identified interventions with assistance from the GDOE, will be developed and signed by the LEA superintendent, the local board of education chair, the State Superintendent, and the State Board of Education chair. Failure of the LEA to enter into the Management Contract pursuant to this rule will result in referral to OSA for non-compliance. The Management Contract must be implemented no later than the beginning of the school year the school is identified in Needs Improvement Year 9. The Management Contract shall be in effect for a minimum of a two-year period and shall be subject to ongoing review and evaluations conducted by the GDOE. The Management Contract shall be developed in accordance with content, format, and procedures developed and disseminated by the GDOE.

3. School-level interventions may include, but are not limited to school closure; mandated charter school; complete reconstitution of the school; site-based expenditure controls; specified maximum class sizes.

4. LEA-level interventions may include, but are not limited to a decrease of management authority for the superintendent and local board of education; assignment of a management team to operate all or part of the LEA; restructuring of the LEA's governance arrangement.

(j) Needs Improvement Year 9. A school identified as **Needs Improvement Year 9** pursuant to paragraph (2)(a)(3) shall be classified as a Contract-Managed School and shall be subject to all consequences applicable to schools in Needs Improvement Year 8. The LEA and GDOE, through ongoing monitoring and evaluation, will determine appropriate amendments and revisions to the Management Contract during this first year of implementation to be approved by the State Board of Education.

(k) Needs Improvement Year 10. A school identified as **Needs Improvement Year 10** pursuant to paragraph (2)(a)(3) shall remain classified as a Contract-Managed School and shall be subject to all consequences applicable to schools in Needs Improvement Year 9. The LEA and GDOE, through ongoing monitoring and evaluation, will determine appropriate amendments and revisions to the Management Contract during this second year of implementation to be approved by the State Board of Education.

..(3) LEA-Level Consequences.

(a) Each LEA identified as Needs Improvement shall be subject to consequences designed to help improve student achievement based on its AYP determination. The Accountability Profile and GDOE

guidance will inform the nature and degree of the required improvement plans. The GDOE shall provide assistance to LEAs identified as Needs Improvement.

1. An LEA shall be identified as in Needs Improvement status if the LEA has not made AYP in the same subject for two consecutive years at both elementary/middle school and the high school levels.

2. An LEA shall be removed from Needs Improvement status if the LEA has made AYP for two consecutive years.

(b) An LEA that has not made AYP in the same subject for a period of two consecutive years at both elementary/middle school and the high school levels shall be identified as **Needs Improvement Year 1** and shall be subject to the following requirements:

1. The LEA shall develop, no later than 3 months after being identified as Needs Improvement, an LEA Improvement Plan. The LEA Improvement Plan shall be for a minimum of a two-year period and shall be reviewed and approved by the GDOE.

The LEA Improvement Plan shall be in accordance with content and procedures developed and disseminated by the GDOE. The LEA shall implement the plan expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement.

(c) An LEA identified as **Needs Improvement Year 2** shall implement the LEA Improvement Plan developed pursuant to subsection (3)(b), if not previously implemented.

(d) An LEA identified as **Needs Improvement Year 3** pursuant to subsection (3) (b) shall be subject to the following requirements:

1. The LEA shall develop, no later than 3 months after being identified for corrective action, an LEA Corrective Action Plan. The LEA Corrective Action Plan, shall be integrated with the LEA Improvement Plan, shall be for a minimum of a two-year period, and shall be reviewed by the GDOE and approved by the State Board of Education upon recommendation of the GDOE. The LEA Corrective Action Plan shall be in accordance with content, format, and procedures developed and disseminated by the GDOE. The LEA shall implement the Corrective Action Plan no later than the beginning of the school year following the school year in which the LEA was identified for corrective action.

2. The LEA Corrective Action Plan shall include at least one corrective action as defined in federal law, which may include major restructuring of the system's governance arrangement that makes fundamental reforms, consistent with the corrective action options, and has substantial promise of enabling the LEA to meet AYP.

(4) OSA Audit Function and Record Retention Requirements.

1. Record Retention Requirements.

In addition to all other records required to be maintained by federal and state law, LEAs and schools shall maintain current records of contact information for all teachers, parents, and school council members. Teacher contact information shall include subjects and grade level/s taught, class schedules,

years of experience, and certificate level. Parent contact information shall include current school or schools attended by children and current grade levels of children. School council member contact information shall include name, title, and community relationship to the school.

2. Right to Audit.

OSA may, upon GDOE recommendation or upon its own initiative, investigate evidence of school or LEA noncompliance with the requirements of this rule at any time. Such investigation may include performing an on-site audit of any school or LEA at any time. The on-site OSA Audit may include, but is not limited to, a review of the school or LEA's records or procedures, including a review of school or LEA performance and accounting information and records. Auditors may gather school performance information from school administrators, teachers, and parents of students enrolled in the LEA.

3. Upon conclusion of its investigation, OSA, where applicable, will prepare a draft audit report detailing the findings of its investigation. OSA will provide the affected LEA or school with a copy of the draft report and provide the school or LEA with thirty days to review and comment on the findings contained in the draft report. The affected school or LEA must submit its comments on the findings contained in the draft report to the attention of OSA's Executive Director. OSA may include, but is not required to include, the comments provided by the affected school or LEA in its final report. OSA will transmit its final report to the GDOE for submission to the SBOE.

4. When applicable, OSA's final report may make a recommendation to the SBOE as to how to address the school or LEA's noncompliance with this rule. OSA may recommend sanctions including, but not limited to, withholding of federal and/or state funds pursuant to the procedures provided in State Board of Education Rule 160-5-2-.02.

Authority O.C.G.A. § 20-14-26; 20-14-37; 20-14-38; 20-14-41.

Adopted: July 14, 2005

Effective: August 4, 2005

Appendix C



Guidance

for the Implementation of

Georgia's Single Statewide Accountability System

State Board of Education Chapter 160-7-1

A collaborative effort between the
Governor's Office of Student Achievement
and the
Georgia Department of Education

Martha R. Reichrath, Ph.D.
Executive Director
Office of Student Achievement

Kathy Cox
State Superintendent of Schools
Georgia Department of Education

Single Statewide Accountability System (SSAS)

Table of Contents

Preface	Page 3
Introduction/Purpose	Page 4
Definitions	Pages 4 - 9
Accountability Profile	Pages 10-11
Data Verification and Appeals	Page 11
Awards	Pages 11 - 15
School and LEA Level Consequences	Pages 16
Office of Student Achievement Audit Function	Page 16-17
Appendix A: Accountability Profile	Page 18
Appendix B: Performance Index Criteria	Page 19
Appendix C: Recognition Banners	Page 20
Appendix D: Adequate Yearly Progress Status	Pages 21-22
Appendix E: Table of School Consequences	Page 23
Appendix F: Table of LEA Consequences	Page 24
Appendix G: Reconfigured School Guidance	Page 25
Appendix H: Federal Flexibility for Students with Disabilities (SWD) Group	Page 26
Appendix I: Sample Parent Letters	Page 27-29
Appendix J: Summary of Differences in Title I and Non-Title I School Consequences	Page 30
Appendix K: References	Page 31

PREFACE

This document provides guidance to schools and Local Educational Agencies (LEA) for the implementation of the Single Statewide Accountability System (SSAS) and is considered to be a "living" document that will be refined over time. The purpose of this guidance is to inform and clarify the State Board of Education four part rule from Chapter 160-7-1 which creates a framework for Georgia's Single Statewide Accountability System.



INTRODUCTION

Under the No Child Left Behind legislation, and as mandated by state law, Georgia is required to develop a Single Statewide Accountability System (SSAS) which includes awards and consequences. Georgia's Single Statewide Accountability System includes an Accountability Profile for every public school and local educational agency (LEA) in the state. The Accountability Profile is composed of (1) an absolute performance determination, based on Adequate Yearly Progress (AYP); (2) a Performance Index, based on annual growth in academic achievement as measured by statewide assessments; and (3) Performance Highlights which provides recognition for schools and LEAs based on academic-related indicators. The LEA Profile consists of two components - AYP and Performance Highlights.

PURPOSE

The purpose of the Single Statewide Accountability System is to provide valid and reliable accountability determinations at the school, LEA, and state levels that can help promote continuous improvement in raising student achievement and closing achievement gaps.

DEFINITIONS

(1) Accountability Plan - information presented annually by December 31 by the Governor's 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.

(2) Accountability Profile - a publicly disseminated report 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) and included in the State Report Card.

(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).

(4) AYP Workbook - the document that is officially known as the *Consolidated State Application Accountability Workbook*. Each state annually submits to the United States Department of Education (US ED) its workbook describing 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 US ED.

(5) Contract-Managed School - a school subject to interventions as provided in the Management Contract with the LEA. The Contract-Managed School will implement intervention strategies in the Management Contract and will be monitored and evaluated on an ongoing basis by the LEA and GDOE.

DEFINITIONS Continued

(6) Contract-Monitored School - a school subject to interventions as provided in the Improvement Contract with the LEA. The Contract-Monitored School will implement intervention strategies in the Improvement Contract and will be monitored and evaluated on an ongoing basis by the LEA and GDOE.

(7) 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.

(8) 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.

(9) 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.

(10) 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.

(11) Georgia Department of Education (GaDOE) - 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.

(12) Georgia High School Graduation Tests (GHSGT) - 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.

(13) Improvement Contract - a contract between the LEA and State Education Agency (SEA) outlining an LEA's commitment to implement interventions for schools subject to escalating consequences.

DEFINITIONS Continued

(14) 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.

(15) 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.

(16) Leadership Facilitators - individuals assigned by the GaDOE 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 Leadership Facilitators also will assist administrators and teacher leaders in school improvement processes that produce high levels of learning for all students.

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

(18) 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.

(19) LEA 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.

(20) LEA Support Specialist – a certified administrator appointed by the GDOE to manage and approve the financial, personnel, and program resources of schools identified as Needs Improvement and subject to escalating consequences.

(21) Management Contract - a contract between the LEA and SEA for schools classified as a State-Monitored School that outlines a school's and LEA's commitment to implement identified interventions with the assistance of the GaDOE.

(22) 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.

(23) No Child Left Behind Act of 2001 (NCLB) - a reauthorization of the Elementary and Secondary Education Act of 1965 - the principal 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.

DEFINITIONS Continued

(24) Governor's Office of Student Achievement (GOSA) - 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, GOSA 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.

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

(26) 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.

(27) 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.

(28) Principal Master – a certified administrator, with a record of raising academic achievement of students and schools, who is designated to work with schools identified as Needs Improvement Year 6 or more.

(29) 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.

(30) Regional Support Teams - teams, led by the GaDOE, 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.

(31) 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.

(32) 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.

DEFINITIONS Continued

(33) School Improvement Fieldbook - a guide, published by the GaDOE, 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.

(34) 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.

(35) School Performance Review - a GaDOE initiated review and analysis of a school's student academic performance data to determine school improvement interventions.

(36) 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 GaDOE.

(37) Scientifically-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.

(38) Single Statewide Accountability System (SSAS) - the statewide accountability system defined by GOSA 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.

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

(40) 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.

DEFINITIONS Continued

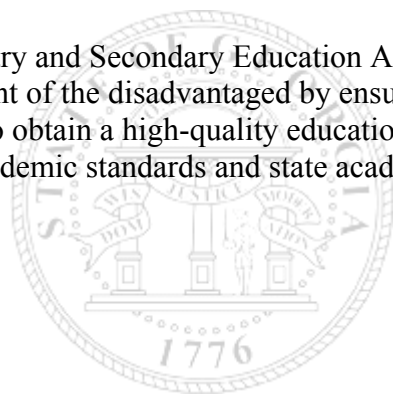
(41) State Report Card - the official report card for Georgia's K-12 public schools that includes an annual report prepared by GOSA for each school, system, and the state, which is widely disseminated for use by educators, parents, and the general public. The State Report Card contains student and school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

(42) 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.

(43) 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.)

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

(45) 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.



ACCOUNTABILITY PROFILE

Each public school and LEA will receive an annual Accountability Profile as reported in the State Report Card. The following three components are included in the school profile. The LEA Profile will consist of two components – AYP and Performance Highlights. See Appendix A (page 18) for a table describing the Accountability Profile.

Accountability Profile component 1: AYP

1. Adequate Yearly Progress (AYP) – an absolute performance determined annually for each school and Local Educational Agency (LEA) based on federal requirements as indicated below:
 - a) All subgroups, schools, and LEAs with a minimum number of 40 students will demonstrate 95 percent participation on state assessments.
 - b) The minimum number of 40 or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) will be used for subgroups, schools, and LEAs for Annual Measurable Objective (AMO) calculations. LEAs, schools, and subgroups meeting this minimum number must meet or exceed the State's Annual Measurable Objectives (AMO) for proficiency in both reading/English language arts and math.
 - c) The "All" student group, subgroups using the Safe Harbor method to meet AMO standards, schools, and LEAs, must meet the requirements for or show progress for a Second Indicator. Graduation Rate is the Second Indicator for high schools. Elementary and middle schools select a Second Indicator from a state menu of indicators. The minimum number for Second Indicator is 40 or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap).
- When a reporting group does not make AYP by meeting the Annual Measurable Objectives (AMOs) in either or both reading/English language arts and math, then a confidence interval is used. If the confidence interval approach does not enable a group of students to meet AYP, then multi-year averaging is the next step. If multi-year averaging does not enable a group of students to meet AYP, then Safe Harbor is applied in determining the AYP status. Subgroups utilizing the Safe Harbor method must also meet the Second Indicator standard or show progress from the preceding year. The interim federal flexibility for adjusting the proficiency scores of the Students with Disabilities (SWD) group for schools and LEAs not making AYP based solely on the proficiency scores of the SWD group applied to the 2004-2005 and 2005-2006 school years will also be applied to the 2006-2007 school year. See examples for adjusting the proficiency scores of the SWD group in the interim flexibility chart included in appendix H (page 26).
- Georgia's AYP subgroups are the race/ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Black, Hispanic, Multi-racial, and White; students with disabilities; limited English proficient students/English language learners; and economically disadvantaged students. Any subgroup that meets Georgia's minimum number for

ACCOUNTABILITY PROFILE Continued

participation which is 40 or more students and meets the minimum number for AMO and Second Indicator calculations, which is 40 members or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) will be included in school, LEA, and State AYP determinations. Migrant and gender subgroup information are included in the State Report Card for Georgia's K-12 public schools for reporting purposes only and are not included in AYP determinations.

Accountability Profile component 2: Performance Index

2. **Performance Index** – a measure of a school's progress over the previous year's performance based on all five CRCT subjects or the English language arts, math, science, and social studies GHSGT results. School awards are based on the Performance Index calculations that reflect either schools with the greatest gains in meeting and exceeding standards or schools with the highest percentage of students meeting/exceeding standards. See Appendix B on page 19 for criteria for the awards structure based on a combination of AYP and assessment results.

Accountability Profile component 3: Performance Highlights

3. **Performance Highlights** – utilizes data from the State Report Card to recognize each school and LEA for top school indicators based on key variables related to student achievement. See Appendix A on page 18.

DATA VERIFICATION AND APPEALS

Each school and LEA will have the opportunity to review the Student Record and AYP data. This data will contribute to the Accountability Profile. The accuracy of LEA and school level data results in an accurate Profile. Superintendents will certify the accuracy of the data during the data verification timeline already provided for Student Record and AYP. Superintendents may appeal an LEA or school's AYP determination and Accountability Profile to GOSA. Directions for the Appeals Process can be found on GOSA's website, www.gaosa.org.

AWARD STRUCTURE

The Single Statewide Accountability System (SSAS) provides an Awards Structure for all Georgia public schools to recognize those schools that demonstrate progress or success in achieving the education goals of the state.

- On December 17, 2004, the State Board of Education (SBOE) adopted a plan for an awards system included in the Single Statewide Accountability System SBOE Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.

AWARD STRUCTURE Continued

- The Governor's Office of Student Achievement (GOSA) shall identify those schools meeting award level criteria for recognition as reflected in the Award Structure chart in Appendix B (page 19).
- The SBOE shall approve and the Georgia Department of Education (GaDOE) shall account for and distribute any appropriated funds from the General Assembly and any donations and/or grants solicited and received for the purposes of the Single Statewide Accountability System awards and recognitions.
- Each public school shall be eligible for awards based on its Accountability Profile, in particular the school's Performance Index.
- Awards to schools may include recognition, flexibility/autonomy, and financial awards that are subject to appropriation. Such awards will only be applicable for a designated time relative to the date of the actual award presentation.
- Recognition banners will be presented to schools in the fall of the next school year based on either academic gains or the highest percent of students meeting and exceeding standards (proficient/advanced) in the previous school year. Awards will be based on a combination of the AYP and the Performance Index components of the Accountability Profile. See appendices A and B (pages 18-19). Draft recognition banners for the Platinum level only for greatest gains and for highest percent proficient/advanced are included in Appendix C (page 20).

Identification of Schools Eligible for Awards

The award structure is based on a school's Performance Index in combination with its AYP determination. According to Georgia law, the Executive Director of the Office of Student Achievement (OSA) will identify which schools are eligible for recognition and what level of award or recognition shall be made. See Appendix B (page 19) for a table describing the Award Structure.

- The Executive Director of the Governor's Office of Student Achievement may set a limitation on the dollar amount that may be awarded to a school. All financial awards are subject to appropriation by the Georgia General Assembly.
- Financial awards that are subject to appropriation will be provided to each school that is identified by the Executive Director of the Governor's Office of Student Achievement for performance on either gains made in student achievement or for excellence in student achievement.
- Non-monetary Awards for schools identified by GOSA for performance on either gains made in student achievement or for excellence in student achievement may include, but are not limited to the following awards:

AWARD STRUCTURE Continued

- Governor's proclamations and/or certificates
- Flexibility/autonomy
- State Board of Education banquets
- Recognition banners, flags, and/or signage
- Press releases endorsed by the GOSA, State Board of Education, and the State School Superintendent.

Financial Award Distribution Plans

Georgia code specifies that the following guidelines be used to determine the maximum dollar amounts of awards provided to schools. As stated before, all financial awards are subject to appropriation by the Georgia General Assembly.

The certificated personnel in an identified school in the top two award levels of Platinum and Gold will be provided a bonus for the year the school was identified of \$1,000 for each Platinum performing designation and \$500 for each Gold performing school designation. The maximum individual annual bonus for certificated personnel shall not exceed \$2,000 and shall be provided subject to appropriation by the Georgia General Assembly or as otherwise may be provided.

- Schools shall establish an awards distribution plan for fair and proportionate distribution of these awards. All donations, grants, or appropriations by the General Assembly shall be accounted for and are subject to audit requirements established by the SBOE.
- Award distribution plans shall be made at the beginning of each academic year. The school will then use the plan to distribute awards in the event that the GOSA should designate the school as eligible to receive an award based upon the academic performance for that academic year.
- All certificated staff must be represented in making the awards distribution plan.
- Certificated staff are those individuals who are officially employed by the school in positions requiring certification.
- Award distribution plans shall address how part-time certificated, part-year certificated staff, and long-term substitutes are to be considered for awards along with full-time certificated staff. Plans must also address how schools will use a lump-sum school-level distribution when funds are not available for distribution to individual certificated staff.
- Written record of the school's award distribution plan must be maintained at the local school level.
- The local system is responsible for oversight of this process and may request that each school submit its award distribution plan to the local system.

FINANCIAL AWARD DISTRIBUTION PLANS Continued

- Funds will be awarded no later than December 1 following the academic year for which the award was earned. The amount of awards is dependent upon appropriation by the Georgia General Assembly.
- Funds will be transmitted by the GaDOE to the local system for distribution to the school and school staff in accordance with the school's award distribution plan.
- An additional financial award will be provided to each school for non-certificated personnel in the amount of \$10,000 for each designation of Platinum performance and \$5,000 for each designation of Gold performance, provided that the total lump sum for non-certificated personnel for an individual school shall not exceed \$20,000; provided, further, that funds for this purpose are appropriated by the Georgia General Assembly or as otherwise may be provided. The school receiving the non-certificated personnel award shall determine the distribution of the award among such personnel of its school.
 - Schools shall establish an award distribution plan for fair and proportionate distribution of the lump sum award for non-certificated personnel. All donations, grants, or appropriations by the General Assembly shall be accounted for and are subject to audit requirements established by the SBOE.
 - Award distribution plans shall be made at the beginning of each academic year. The school will then use the plan to distribute awards in the event that GOSA should designate the school as eligible to receive an award based upon the academic performance for that academic year.
 - Award distribution plans shall address how non-certificated staff will be considered for awards and how any remainder of the lump-sum distribution is to be used for the school. Consideration must be given to the equity of this lump sum distribution and what awards are possible for certificated staff. Plans shall also address how schools will use a lump-sum school-level distribution when funds are not available for distribution to individual certificated staff.
 - Written record of the school's award distribution plan must be maintained at the local school level.
 - The LEA is responsible for oversight of this process and may request that each school submit its award distribution plan to the LEA.
 - Funds will be awarded no later than December 1 following the academic year for which the award was earned. The amount of awards will be dependent upon appropriation by the Georgia General Assembly.
 - Funds will be transmitted by the GaDOE to the LEA for distribution to the school and school staff in accordance with the school's award distribution plan.

FINANCIAL AWARD DISTRIBUTION PLANS *Continued*

Calculating the Amount of Financial Awards for a School

The Governor's Office of Student Achievement shall identify the school and the amount of award. The amount of a school's award will be determined by the amount of funds appropriated by the Georgia General Assembly and the number of certified staff assigned to the school during the school year for which the award is determined.

- The amount of award for each certificated staff member will be based on whether the school's performance level was either Platinum or Gold based on greatest gain in student academic achievement or on the highest percentage of students meeting and exceeding standards.
 - \$1,000 for each Platinum performing designation and \$500 for each Gold performing school designation. The maximum individual annual bonus for certificated personnel shall not exceed \$2,000. Subject to appropriation by the Georgia General Assembly.
- The actual dollar amount to be allocated for a school will be determined by the number of certificated personnel assigned to the school during the school year for which the award is determined.
 - The number used to calculate the amount of the award is obtained from the GaDOE's Certified/Classified Personnel Information File (CPI file) reflecting the academic year for which the award was earned.
- The amount for the non-certificated personnel award for a school will be based on whether the school's performance level was either Platinum or Gold based on greatest gain in student academic achievement or on the highest percentage of students meeting and exceeding standards. Actual dollar amounts will be determined by the number of non-certificated personnel assigned to the school during the school year for which the award is determined.
 - \$10,000 for each school designation of Platinum performance and \$5,000 for each designation of Gold performance, provided that the total lump sum award for non-certificated personnel for an individual school shall not exceed \$20,000;
 - Financial awards will be provided if the Georgia General Assembly allocates funds for this purpose.
- When adequate funds are not appropriated, the GOSA will make the necessary apportionment of available funds and/or provide recognition through non-monetary means.
 - In the absence of sufficient funds for distribution to individual certificated personnel, GOSA may award lump-sum grants for use by schools. The schools may use the lump-sum grant to support such school-improvement activities as providing for faculty sabbaticals, instructional equipment, media center purchases, and professional learning opportunities for staff.

SCHOOL LEVEL CONSEQUENCES

The GaDOE Division of School Improvement publishes a handbook called the School Improvement Fieldbook for all schools (Title I and Non Title I) in Needs Improvement outlining school-level consequences and including guidelines for developing school improvement plans, corrective actions plans, and restructuring plans inclusive of format, content, and procedures. School-level consequences, including guidelines for schools beyond the level of restructuring, are being developed and will be included in the School Improvement Fieldbook.

See appendix I (page 27) for a link to the School Improvement Fieldbook. A table of consequences/interventions for schools are included in Appendix E (page 23). This table represents a summary of the consequences/interventions described in SBOE Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.

LEA LEVEL CONSEQUENCES

The GaDOE Division of School Improvement publishes a handbook called the System Improvement Fieldbook for all school systems (LEAs) in Needs Improvement outlining system/LEA-level consequences and including guidelines for developing LEA improvement plans and corrective actions plans inclusive of format, content, and procedures. LEA-level consequences, including guidelines for LEAs beyond Needs Improvement Year 3, are being developed and will be included in the System Improvement Fieldbook.

See Appendix F (page 24) for a table of consequences/interventions for LEAs and the link to the System Improvement Fieldbook listed in Appendix I (page 27). The table of consequences/interventions for LEAs included in Appendix F represents a summary of the consequences/interventions described in SBOE Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.

OFFICE OF STUDENT ACHIEVEMENT AUDIT FUNCTION

The Governor's Office of Student Achievement (GOSA) may conduct an audit of any school or LEA at any time. The GOSA Audit may include, but is not limited to, an investigation of evidence of noncompliance, review of school or LEA performance, and school or LEA fund accounting information and records in determining effective and efficient expenditure of state and federal funds as allocated.

Additional Guidance will be forthcoming regarding the audit process and documentation procedures to include such as compliance forms, checklists, and templates.

GOSA Audit Function and Record Retention Requirements

Record Retention Requirements

- In addition to all other records required to be maintained by federal and state law, LEAs and schools shall maintain current records of contact information for all teachers, parents, and school council members. Teacher contact information shall include subjects and grade level/s taught, class schedules, years of experience, and certificate level. Parent contact information shall include current school or schools attended by children and current grade levels of children. School council member contact information shall include name, title, and community relationship to the school.

Right to Audit

- GOSA may, upon GaDOE recommendation or upon its own initiative, investigate evidence of school or LEA noncompliance with the requirements of this rule at any time. Such investigation may include performing an on-site audit of any school or LEA at any time. The on-site GOSA audit may include, but is not limited to, a review of the school or LEA's records or procedures, including a review of school or LEA performance and accounting information and records. Auditors may gather school performance information from school administrators, teachers, and parents of students enrolled in the LEA.
- Upon conclusion of its investigation, GOSA, where applicable, will prepare a draft audit report detailing the findings of its investigation. GOSA will provide the affected LEA or school with a copy of the draft report and provide the school or LEA with thirty days to review and comment on the findings contained in the draft report. The affected school or LEA must submit its comments on the findings contained in the draft report to the attention of GOSA's Executive Director. GOSA may include, but is not required to include, the comments provided by the affected school or LEA in its final report. GOSA will transmit its final report to the GaDOE for submission to the SBOE.
- When applicable, GOSA's final report may make a recommendation to the SBOE as to how to address the school or LEA's noncompliance with this rule. GOSA may recommend sanctions including, but not limited to, withholding of federal and/or state funds pursuant to the procedures provided in State Board of Education Rule 160-7-1-.02 ACCOUNTABILITY SYSTEM DEFINITIONS.

Appendix A: Accountability Profile



Accountability Profile

Each district and school will receive an Accountability Profile based on academic-related components as listed below.

1. Adequate Yearly Progress (AYP) (AYP determinations at State, district, and school levels)	2. Performance Index (Calculated for schools only.)	3. Performance Highlights (Reported for districts and schools.)
Met AYP or Did Not Meet AYP	Greatest Gain in Percentage of Students Meeting and Exceeding Standards or Highest Percentage of Students Meeting and Exceeding Standards	Each School and School District's Best Performance Indicators
AYP is based on: <ul style="list-style-type: none"> • 95% assessment participation; • Assessment results in reading / English language arts and math; • Second indicator 	<ul style="list-style-type: none"> • The Performance Index recognizes schools with the greatest gains and schools with the highest percentage meeting and exceeding standards. • Includes Full Academic Year (FAY) student assessment results. • Utilizes scores from all CRCT subjects in grades 1-8. • Utilizes scores from 4 GHSGT subjects (English, math, science, social studies) from grade 11 first time test takers. 	<ul style="list-style-type: none"> • Showcases top school and school district indicators based on State Report Card data utilizing academic indicators meeting or exceeding 80% . • Provides recognition beyond student and school assessment results.

Appendix B: Performance Index Criteria



Award Structure: Performance Index Criteria

Performance Levels	AYP Status	Greatest Gain in Percentage of Students Meeting and Exceeding Standards	or	Highest Percentage of Students Meeting and Exceeding Standards
Platinum	Yes (for last 3 years)	Top 2 Percent: 98th Percentile within Georgia (with at least 35% Exceeding Standards)	or	At least 98 Percent of Students (with at least 35% Exceeding Standards)
Gold	Yes (for last 2 years)	Top 3 Percent: 97th Percentile within Georgia (with at least 30% Exceeding Standards)	or	At least 97 Percent of Students (with at least 30% Exceeding Standards)
Silver	Yes (for last 2 years)	Top 4 Percent: 96th Percentile within Georgia (with at least 25% Exceeding Standards)	or	At least 96 Percent of Students (with at least 25% Exceeding Standards)
Bronze	Yes or No in current year - Not in Needs Improvement	Top 5 Percent: 95th Percentile within Georgia (with at least 20% Exceeding Standards)	or	At least 95 Percent of Students (with at least 20% Exceeding Standards)
Awards are based on Full Academic Year (FAY) students, CRCT grades 1-8 in Reading, ELA, Math, Social Studies, and Science, and GHS GT grade 11 first time test takers in English Language Arts, Math, Science, and Social Studies.				

Appendix C: Sample of 2 of 8 Recognition Banners



State of Georgia
Governor's Office of Student Achievement

2006 PLATINUM AWARD

Highest Percentage
Meeting and Exceeding Standards



Sonny Perdue
Governor of Georgia



Martha Reichrath, Ph.D.
Executive Director
Governor's Office of Student Achievement



Kathy Cox
State Superintendent of Schools



Appendix D: Adequate Yearly Progress Status

The following examples, included in the GaDOE School Improvement Fieldbook with a few modifications, are provided to illustrate the “same subject” for schools and the “same subject at both the elementary/middle and high school levels” for LEAs. These provisions are referenced in the SBOE Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES

School-Level Consequences

If a school in Needs Improvement Year 2 did not make AYP due to Limited English Proficient (LEP) students not meeting the Annual Measurable Objective (AMO) in Mathematics last year and the All Students group does not make the AMO in Mathematics this year, the school advances to Needs Improvement Year 3. The school did not make AYP in Mathematics two consecutive years.

If a school in Needs Improvement Year 3 did not make AYP due to SWD students not meeting Participation in Mathematics last year and the All Students group does not make the AMO in Mathematics this year, the school advances to Needs Improvement Year 4. The school did not make AYP in Mathematics two consecutive years.

If a school that is in Needs Improvement Year 2 did not make AYP due to LEP students not meeting their AMO in Mathematics last year and the LEP students do not make the AMO in Reading/English Language Arts this year, the school remains in Needs Improvement Year 2. The school missed AYP in two different subjects for two consecutive years thus the school will not advance in Needs Improvement.

LEA-Level Consequences

If the LEA did not make AYP in Mathematics for elementary/middle (CRCT grades 1-8) and high school (GHSCT grade 11) levels the first year and if LEA did not make AYP the following year for Mathematics for elementary/middle and high school levels, the LEA advances in Needs Improvement. The LEA did not make AYP two consecutive years in the same subject (Mathematics) at both the elementary/middle and high school levels.

If the LEA did not make AYP in Mathematics for the elementary/middle and high school levels the first year and if the LEA did not make AYP in Reading/English Language Arts the next year at the elementary/middle and high school levels, the LEA does not advance in Needs Improvement. The LEA missed AYP in two different subjects (Mathematics and Reading/English Language Arts) in two consecutive years even though both years were at both elementary/middle and high school levels.

If the LEA did not make AYP in Mathematics for the elementary/middle and high school levels the first year and the LEA does not meet the AMO in Mathematics the next year but for only the elementary/middle school level, the LEA does not advance in Needs Improvement. The LEA did not make AYP for Mathematics two consecutive years in the same subject but it was not at both the elementary/middle and high school levels.

See the Reference Table on the next page for examples.

Appendix D continued:

Reference Tables for LEA-Level Needs Improvement Status

A system not making AYP in the **same subject at both spans** - the elem. /middle grades (which is 3-8 CRCT for most school configurations) and high school (grade 11 on the Enhanced-GHSGT) for 2 consecutive years will advance in Needs Improvement status. Same subject refers to AMO or Participation Rate for Reading/English Language Arts or Mathematics. Same subject also refers to the elementary/middle Second Indicator and the Graduation Rate Second Indicator for high schools.

The tables below include examples illustrating criteria used in determining the Needs Improvement status for LEAs. LEAs not making AYP in the “same subject for 2 or more consecutive years at **both** the elementary/middle and high school levels” will be identified as Needs Improvement.

AMO = Annual Measurable Objective

DNM = Did Not Make AYP

Met = Met AYP

95% = 95% Participation Rate

CRCT = Criterion-Referenced Competency Tests

E-GHSGT = Enhanced -Georgia High School Graduation Tests

Same Subject: 95 % Participation or AMO for Reading/Language Arts or Mathematics

Year 1		Year 2		Advance in Needs Improvement
Elementary/Middle CRCT grades 1-8	High School E-GHSGT grade 11	Elementary/Middle CRCT grades 1-8	High School E-GHSGT grade 11	Yes or No
DNM (math AMO)	DNM (R/ELA 95%)	DNM (math AMO)	DNM (R/ELA 95%)	No
Met (math 95%)	DNM (R/ELA 95%)	DNM (math 95%)	DNM (R/ELA 95%)	No
DNM (math AMO)	DNM (math AMO)	DNM (R/ELA AMO)	DNM (math AMO)	No
DNM (math AMO)	DNM (math AMO)	DNM (math 95%)	DNM (math AMO)	Yes
DNM (R/ELA 95%)	DNM (R/ELA AMO)	DNM (R/ELA AMO)	DNM (R/ELA 95%)	Yes

What about the 95% Participation Rate?

The 95% test Participation Rate is directly related to performance on the assessments. NCLB requires that the AYP components of 95% participation and AMO for academic performance be considered as the “same subject.” For example, if in 2003 you did not meet the AMO for math but met the participation requirement for math and in 2004 you met the AMO for math but did not meet the 95% participation for math, then this is considered two consecutive years in the same subject.

What about Second Indicators?

A system that does not meet the Second Indicator requirements at both grade spans – elem. /middle (menu selection) and high school (Graduation Rate) – for 2 consecutive years will advance in Needs Improvement status.

Same Subject: Second Indicator

Year 1		Year 2		Advance in Needs Improvement
Elementary/Middle Menu Option	High School Graduation Rate	Elementary/Middle Menu Option	High School Graduation Rate	Yes or No
DNM	DNM	DNM	DNM	Yes
Met	DNM	DNM	DNM	No
DNM	Met	DNM	DNM	No
DNM	DNM	Met	DNM	No
DNM	DNM	DNM	Met	No

Appendix E: Schools: Table of Consequences/Interventions

Needs Improvement Status	Consequences/Interventions
Did Not Make AYP Year 1	No Consequences
NI 1	School Choice; Develop School Improvement Plan
NI 2	School Choice; Supplemental Services; Implement School Improvement Plan
NI 3	School Choice; Supplemental Services; Continue School Improvement Plan; Develop/Implement School Corrective Action Plan
NI 4	School Choice; Supplemental Services; Implement School Corrective Action Plan; Plan for Restructuring
NI 5	School Choice; Supplemental Services; Continue School Corrective Action; Implement School Restructuring Plan
NI 6	School Choice; Supplemental Services; Implement School Restructuring Plan; GDOE School Performance Review and Needs Assessment; Develop Improvement Contract
NI 7	School Choice; Supplemental Services; Implement Improvement Contract; Contract-Monitored School Year 1
NI 8	School Choice; Supplemental Services; Contract-Monitored School Year 2; Update Improvement Contract; GDOE System Performance Review and Needs Assessment; Develop Management Contract
NI 9	School Choice; Supplemental Services; Implement Management Contract; Contract-Managed School Year 1
NI 10	School Choice; Supplemental Services; Contract-Managed School Year 2; Update Management Contract

Notes:

- Consequences for Title I schools identified in NI status from 1994-2001 were merged into the current process to be consistent with requirements for No Child Left Behind.
- Supplemental Services includes Instructional Extension services. See SBOE Rule 160-4-2-.14 INSTRUCTIONAL EXTENSION.
- The Governor's Office of Student Achievement may conduct an audit at any time which may include, but is not limited to, a review of school or LEA's records or procedures or school or LEA academic performance as described in State Board of Education Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.

Appendix F: Table of LEA Consequences

LEAs: Table of Consequences/Interventions

Needs Improvement Status	LEA Consequences/Interventions
Did Not Make AYP Year 1	No Consequences
NI 1	Develop LEA Improvement Plan
NI 2	Implement LEA Improvement Plan
NI 3	Develop and implement LEA Corrective Action Plan for a minimum of a two-year period. (The Corrective Action Plan is integrated with the LEA Improvement Plan.)
NI 4 (Guidance is under development regarding consequences/interventions for LEAs beyond NI 3.)	<i>Continue to Implement LEA Corrective Action Plan</i> <i>Additions To Be Determined</i>

Notes:

- The Governor's Office of Student Achievement may conduct an audit at any time which may include, but is not limited to, a review of school or LEA's records or procedures or school or LEA academic performance as described in State Board of Education Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.
- As stated in the chart above, Guidance is under development regarding consequences/interventions for LEAs beyond NI 3. This is not yet discussed in Guidance or in State Board of Education Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.

Appendix G: Reconfigured School Guidance

Policy Guidance School Improvement Status for Reconfigured Schools

1. Any number of schools merging to become one school will assume the school improvement status of the school with the highest number of years in school improvement. Examples are provided below.

Example 1:

School A merges with School X

School A School Improvement status is Needs Improvement – 4

School X School Improvement status is Needs Improvement – 2

The School Improvement status of the newly merged school is Needs Improvement – 4

Example 2:

School D merges with School U

School D School Improvement status is Adequate

School U School Improvement status is Distinguished

The School Improvement status of the newly merged school is Adequate. However, any school merging with a Distinguished school is eligible for the recognition and monetary award, if applicable, because the school earned the distinguished status based on AYP results from the preceding year.

2. Any school dividing to become two schools, regardless of the grade configuration, will assume the School Improvement status of the original school. Examples are provided below.

Example 1:

School C (K-5) divides into two schools – School F (K-2) and School I (3-5)

The School Improvement status of School C is Needs Improvement – 3

The School Improvement status of the two newly formed schools is Needs Improvement – 3

Example 2:

School W (K-5) divides into two schools – School Z and School P

The School Improvement status of School W is Adequate

The School Improvement status of the two newly formed schools is Adequate

3. Any school merging with a Distinguished school is eligible for the recognition and monetary award, if applicable, because the school earned the distinguished status based on AYP results from the preceding year. However, the School Improvement status of the newly formed school is determined by the status of the school with the highest number of years in school improvement.

Example:

School E merges with School V

School E School Improvement status is Adequate

School V School Improvement status is Distinguished

The School Improvement status of the newly merged school is Adequate. However, school V would receive recognition and a monetary award, if applicable, based on the number of consecutive years of making adequate yearly progress.

4. A school changing facility codes due to a change in the school name or for temporary purposes due to renovations, etc., will not have a change in the original school's Needs Improvement status.

Appendix H: Interim Federal Flexibility for SWD Group

Applied to the 2005-2006 School Year

NCLB 2005-2006 Interim Flexibility for Schools and School Systems Not Making AYP Based Solely on the Students with Disabilities (SWD) Group Proficiency Rates:

- Applies to schools and LEAs not making AYP based solely on SWD group scores;
- Provides a mathematical adjustment to the proficiency rates for the SWD group in both subjects reading/English language arts (R/ELA) and math;
- Provides Federal calculation steps:
 1. Determine the percent of SWD students assessed within the State (*138,954 divided by *1,106,615 = 12.5% for Georgia)
 2. Divide 2% by the percentage of SWD assessed (2% divided by 12.5% = 15.9 rounded to 16%)
 3. Add the proxy percent to the actual percent proficient for each subject - R/ELA and/or math. (add 16% for Georgia for 2005-2006)
 4. Determine if the proxy percent is equal to or greater than the State AMO.

NOTE: This interim flexibility is applied after the Safe Harbor step to the SWD group's original proficiency rate. (Add the Federal adjustment to the original SWD proficiency rate without Confidence Interval and Multi-Year Average.)

Georgia Example Table for 2005-2006

Elem./Middle School Examples: State 2005-2006 CRCT Math AMO = 58.3%				
Example Schools	Example Original SWD Proficiency Rate	Federal Adjustment	Adjusted SWD Proficiency Rate	Adjusted SWD Proficiency Rate Determination
Elem. School	54%	+ 16%	70%	Yes (Met/exceeded the AMO absolute bar of 58.3%)
Middle School	49%	+ 16%	65%	Yes (Met/exceeded the AMO absolute bar of 58.3%)
Elem./Middle School Examples: State 2005-2006 CRCT R/ELA AMO = 66.7%				
Elem. School	52%	+ 16%	68%	Yes (Met/exceeded the AMO absolute bar of 66.7%)
Middle School	51%	+ 16%	67%	Yes (Met/exceeded the AMO absolute bar of 66.7%)
High School Example: State 2005-2006 Enhanced GHSGT Math AMO = 68.6%				
High School	53%	+ 16%	69%	Yes (Met/exceeded the AMO absolute bar of 68.6%)
High School Example: State 2005-2006 Enhanced GHSGT ELA AMO = 84.7%				
High School	60%	+ 16%	76%	No (Did not Met/exceed the AMO absolute bar of 84.7%)

Appendix I: Sample Parent Letters

Sample Letter 1:

Parent Notification Letter for Alternative High Schools Designed for Credit Recovery

The following represents an example parent letter for systems to use for schools in Needs Improvement status regarding the Choice Option and Supplemental Services. This letter can also be modified for use by systems without available schools to include on the school choice list.

This example is a modified example letter provided by the Georgia Department of Education's Title I Division included in the "Implementing Title I in Georgia Schools - A Handbook for Title I Directors" pages 299-300. Some of the language should be modified to correspond to a school's unique situation.

Dear Parent(s):

Many of you have heard or read about the *No Child Left Behind Act* (NCLB). The intent of this Act is to improve student achievement across the nation, particularly the achievement of low-performing students from low-income families. At the _____ School, we take much pride in the unique educational opportunities we are able to provide for our students. Our teachers and staff members work very hard to meet the needs of all students. Our students are learning and making progress, and we consider this to be our most important indicator of success.

In spite of the progress made by most of our students, _____ School has been included on a Needs Improvement list of schools in Georgia identified as not making Adequate Yearly Progress (AYP) for two or more years in the same subject. Despite the success of many individual students at the school, we still have some students who are working towards meeting Georgia's educational standards in the areas of math and reading. As a result, we are continually evaluating our programs to develop an improvement plan for all of our students.

One of the most highly publicized provisions of the NCLB is that students who attend schools identified as in Needs Improvement may apply for a transfer to another school in the school district that is not designated as in need of school improvement. Since _____ School is a school in need of improvement, it must notify and offer parents a choice option if a choice is available. _____ School is the only school in the _____ School District offering this unique credit recovery program designed especially for the needs of your child and there is not another school with this program in the district. If you choose to go back to the school in your attendance zone and this school is a Title I school on the Needs Improvement list then the district will provide you with at least two school choices to which your child may transfer if more than one school choice is available. If the school in your attendance zone is a Non-Title I school on the Needs Improvement list, the district will offer you at least two choice schools if more than one school choice is available and as long as space is available and you are willing to provide transportation. _____ School is not a Title I school where students have opportunities for the federally-funded supplemental educational services, including tutoring, provided as part of the Title I program. However, remediation services are provided for all schools through the state-funded Instructional Extension Program.

Sample Letter 1 continued:

As parents, there are some things you can do to strengthen the academic achievement of your children. The following is a list of things we believe will support our schools mission as we strive to improve the educational performance of all our students:

- Hold high expectations for your child.
- Support the school in its efforts to maintain proper discipline.
- Instill in your child a positive attitude toward school.
- Make sure that your child attends school regularly, arrives on time and has appropriate supplies.
- Communicate regularly with the teachers of your child.

In the _____ School District, we are committed to continually seeking to improve instruction for all of our students and to offer unique school opportunities such as the _____ School for serving students who are need of recovering academic credits in order to be eligible for graduation from high school.

We hope that as a parent, you will become involved in our school improvement initiatives as we continue to monitor student achievement and set high expectations. We encourage you to get to know your child's teachers, and the school routines and expectations. We are proud of the professional credentials of our teaching staff and will furnish to you, upon request, the professional qualifications of any of your child's teachers. If you have any questions concerning the contents of this letter, please feel free to call.

Sincerely,
Principal

Sample letter 2:
Parent Notification Letter for Disciplinary Alternative High Schools

The following represents an example parent letter for systems to use for disciplinary alternative schools in Needs Improvement status regarding the Choice Option and Supplemental Services.

This example is a modified example letter provided by the Georgia Department of Education's Title I Division included in the "Implementing Title I in Georgia Schools - A Handbook for Title I Directors" pages 299-300. Some of the language should be modified to correspond to a school's unique situation.

Dear Parent(s):

Many of you have heard or read about the *No Child Left Behind Act* (NCLB). The intent of this Act is to improve student achievement across the nation, particularly the achievement of low-performing students from low-income families. At the _____ Alternative School, we take much pride in the educational

Sample Letter 2 continued:

program we are able to provide for students who have been placed in this school by a tribunal process for disciplinary reasons. Our teachers and staff members work very hard to meet the needs of all students.

In spite of the academic progress made by most of our students, _____ Alternative School has been included on a Needs Improvement list of schools in Georgia identified as not making Adequate Yearly Progress (AYP) for two or more years in the same subject. Despite the success of many individual students at the school, we still have some students who are working towards meeting Georgia's educational standards in the areas of math and reading. As a result, we are continually evaluating our programs to develop an academic improvement plan for all of our students.

One of the most highly publicized provisions of the NCLB is that students who attend schools identified as in Needs Improvement may apply for a transfer to another school in the school district that is not designated as in need of school improvement. Since _____ Alternative School is a disciplinary school in need of improvement, it must notify parents of the school's status but it is not required to offer a choice option for a transfer to another school. _____ Alternative School is not a Title I school where students have opportunities for supplemental educational services, including tutoring, provided as part of the Title I program. However, remediation services are provided for all schools through the state-funded Instructional Extension Program.

As parents, there are some things you can do to strengthen the academic achievement of your children. The following is a list of things we believe will support our schools mission as we strive to improve the educational performance of all our students:

- Hold high expectations for your child.

- Support the school in its efforts to maintain proper discipline.
- Instill in your child a positive attitude toward school.
- Make sure that your child attends school regularly, arrives on time and has appropriate supplies.
- Communicate regularly with the teachers of your child.

In the _____ School District, we are committed to continually seeking to improve instruction for all of our students and to offer unique school opportunities such as that provided in the _____ Alternative School.

We hope that as a parent, you will become involved in our school improvement initiatives as we continue to monitor student achievement and set high expectations. We encourage you to get to know your child's teachers, and the school routines and expectations. We are proud of the professional credentials of our teaching staff and will furnish to you, upon request, the professional qualifications of any of your child's teachers. If you have any questions concerning the contents of this letter, please feel free to call.

Sincerely,
Principal

Appendix J: Summary of Differences in Title I School and Non-Title I School Consequences

Title I Schools

See Appendix K on page 31 for the link to **Implementing Title I In Georgia Schools A Handbook For Title I Directors**, 3rd edition, 2005, Georgia Department of Education.

- **LEAs must offer choice and cannot use capacity as a reason to limit choice for schools identified as in Needs Improvement. Students who transfer to another public school under NCLB may remain in that school through its highest grade; however, the LEA is only required to pay for transportation as long as the student's original school is classified for school improvement, corrective action, restructuring or identified as in Needs Improvement.**
- **LEAs must pay transportation costs of school choice options for parents who elect to transfer their children from a Title I school to a school on the LEA's school choice list. If the LEAs do not have adequate funding to provide transportation for all requests, they must give priority to low achieving students from low income families.**
- **LEAs must provide the federally-funded Supplemental Educational Services for Title I schools in their second year or more of Needs Improvement status as well as the state-funded Instructional Extension Services. See Appendix K for the link to the SBOE Rule 160-4-5-.03 SUPPLEMENTAL EDUCATIONAL SERVICES (SES) IN TITLE I SCHOOLS**

Non-Title I Schools

- **LEAs must offer public school choice for eligible schools in Needs Improvement but are not required to exceed capacity to accommodate students. LEAs shall give priority to**

lowest achieving students transferring from non-Title I schools in providing school choice options.

- For the 2004-2005 school year and any subsequent year the legislature does not appropriate funds for transportation, the parent assumes responsibility for transportation regarding students transferring from a non-Title I school to a school on the LEA's school choice option list.
- LEAs implementing the state-funded Instructional Extension program shall provide instructional opportunities at no cost to eligible students with low performance in academic subjects. State funding for this program is restricted to addressing needs of low-performing students in reading, language arts, mathematics, science, and /or social studies. Non-Title I schools are not required to provide Supplemental Educational Services but must offer students enrolled in a school identified as in Needs Improvement Year two or more access to instructional extension services. See the link to the SBOE Rule 160-4-2-.14 INSTRUCTIONAL EXTENSION located in Appendix K.

Appendix K: References

- A. Georgia Department of Education School Improvement Division:
 - School Improvement Fieldbook: http://www.doe.k12.ga.us/tss_school.aspx
 - System Improvement Fieldbook: http://www.doe.k12.ga.us/tss_school.aspx
- B. Georgia Education Law; Title 20 Chapter 14; Articles 1 and 2; Parts 1-3
<http://www.legis.state.ga.us/legis/GaCode/Title20.pdf>
- C. Governor's Office of Student Achievement Homepage: <http://www.gaosa.org/>
Adequate Yearly Progress (AYP): <http://www.gaosa.org/ayp.html>
Single Statewide Accountability System: <http://www.doe.k12.ga.us/ayp2010.aspx>
State Report Card: <http://reportcard.gaosa.org/>
- D. Implementing Title I In Georgia Schools - A Handbook for Title I Directors;
8th Edition; 2010; Georgia Department of Education
http://www.gadoe.org/tss_title.aspx
- E. No Child Left Behind Act of 2001 (NCLB), sections 1111 State Plans; 1112 Local Educational Agency Plans; 1116 Academic Assessment and Local Educational Agency and School Improvement ; 1117 School Support and Recognition; and 1118 Parent Involvement; NCLB Homepage: <http://www.ed.gov/nclb/landing.jhtml>
- F. No Child Left Behind Act of 2001 Public School Choice Non-Regulatory Guidance
<http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>
- G. State Board of Education Rule 160-4-2-.14 INSTRUCTIONAL EXTENSION
<http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-2-.14.pdf>
- H. State Board of Education Chapter 160-7-1 Single Statewide Accountability System (SSAS) Rules:
160-7-1-.01 SINGLE STATEWIDE ACCOUNTABILITY SYSTEM;
160-7-1-.02 ACCOUNTABILITY SYSTEM DEFINITIONS;
160-7-1-.03 ACCOUNTABILITY PROFILE;
160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES
<http://www.doe.k12.ga.us/doe/legalservices/rules.asp>

- I. **State of Georgia Consolidated State Application Accountability Workbook for 2010-2011**
http://www.doe.k12.ga.us/documents/support/plan/ayp_plan_workbook.pdf
- J. **State Board of Education Rule 160-4-5-.03 SUPPLEMENTAL EDUCATIONAL SERVICES (SES) IN TITLE I SCHOOLS**
<http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-5-.03.pdf>



Appendix D**Equating Plan for Facilitation of Georgia AYP Calculations by Year, Grades, and Subjects**

EQP=Equipercentile Equating Applied

Due to changes in performance standards and scaling, equipercentile equating must be applied for two years per subject to facilitate AYP calculations.

	2005-2006			2006-2007			2007-2008			2008-2009		
Grade	ELA	MATH	SCIENCE	ELA	MATH	SCIENCE	ELA	MATH	SCIENCE	ELA	MATH	SCIENCE
3	EQP-1			EQP-2		EQP-1		EQP-1	EQP-2		EQP-2	
4	EQP-1			EQP-2		EQP-1		EQP-1	EQP-2		EQP-2	
5	EQP-1			EQP-2		EQP-1		EQP-1	EQP-2		EQP-2	
6	EQP-1	EQP-1	EQP-1	EQP-2	EQP-2	EQP-2						
7	EQP-1		EQP-1	EQP-2	EQP-1	EQP-2		EQP-2				
8	EQP-1			EQP-2				EQP-1	EQP-1		EQP-2	EQP-2
11							EQP-1		EQP-1	EQP-2		EQP-2

	2009-2010			2010-2011			2011-2012		
Grade	ELA	MATH	SCIENCE	ELA	MATH	SCIENCE	ELA	MATH	SCIENCE
11					EQP-1			EQP-2	