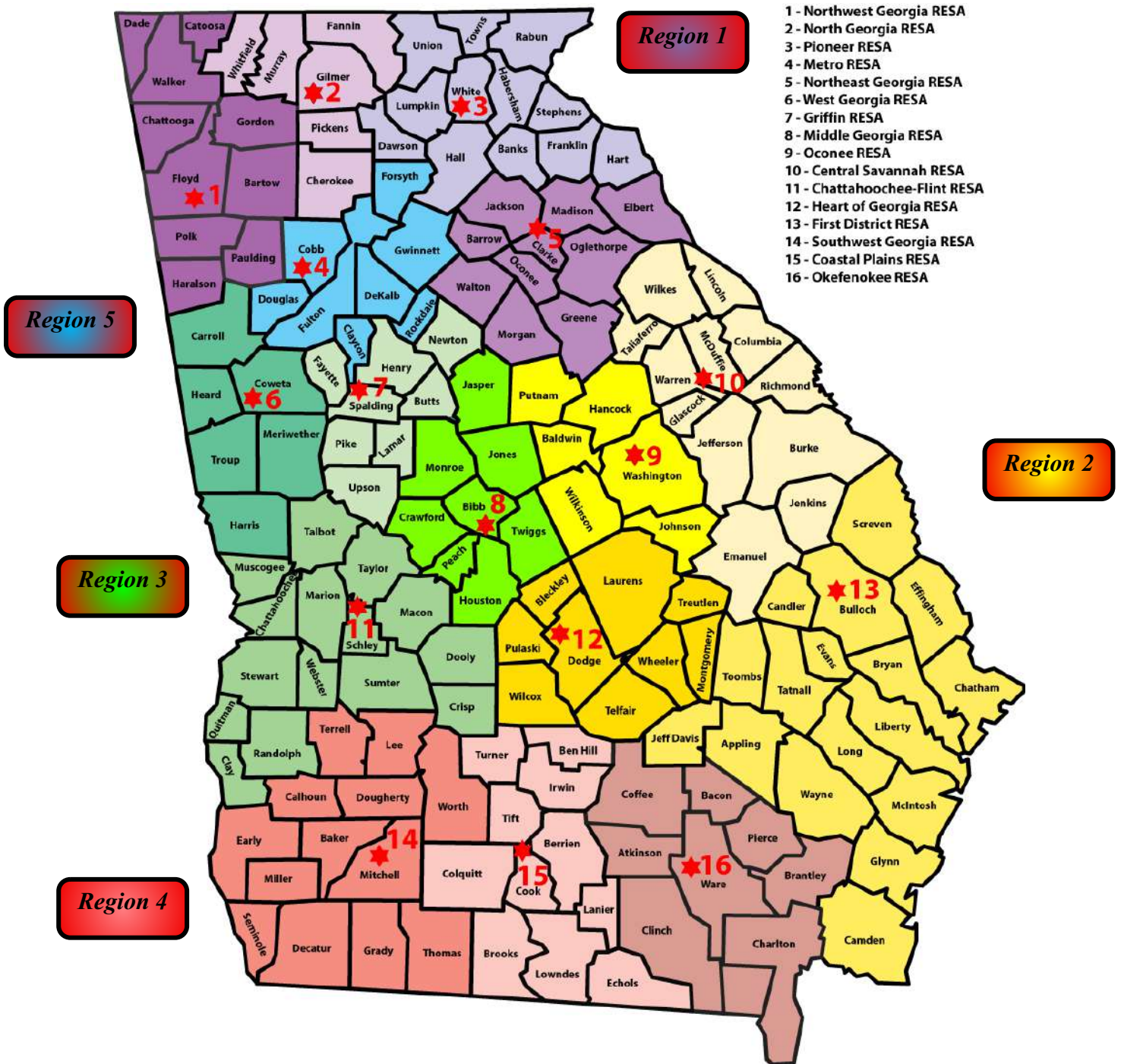# School Improvement Fieldbook

2011-2012

*A Guide to Support College
and Career Ready Graduates*

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

School Improvement Regions Map with RESAs and Collaborative Partners

1 - Northwest Georgia RESA
2 - North Georgia RESA
3 - Pioneer RESA
4 - Metro RESA
5 - Northeast Georgia RESA
6 - West Georgia RESA
7 - Griffin RESA
8 - Middle Georgia RESA
9 - Oconee RESA
10 - Central Savannah RESA
11 - Chattahoochee-Flint RESA
12 - Heart of Georgia RESA
13 - First District RESA
14 - Southwest Georgia RESA
15 - Coastal Plains RESA
16 - Okefenokee RESA

Collaborative Partners

- Georgia Department of Education – All Divisions
- Colleges and Universities
- Educational Technology Centers (ETCs)
- Georgia Learning Resource System (GLRS)
- Regional Educational Service Agencies (RESA)
- Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI)

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

Table of Contents

Section One: Introduction

The **School Improvement Fieldbook -** *A Guide to Support College and Career Ready Graduates* is designed for use by all Georgia educators and schools as a tool to clarify the requirements of the Elementary and Secondary Education Act (ESEA) and Georgia's Single Statewide Accountability System to assist with school improvement planning and the implementation of focused, research-based strategies.

While the School Improvement Fieldbook is based on interpretation of ESEA and the State Board of Education (SBOE) Rules, the samples included are not intended to be applicable to every situation. Before using, educators are urged to review the fieldbook carefully for its applicability to the school's situation and student performance. The Division of School Improvement is advocating a planning process and implementation plan that drive school decisions and promote whole school improvement. It is our desire to assist local educational agencies (LEAs) and schools with building the capacity to make research-based school improvement common practice in Georgia. To this end, we encourage use of the guidance provided in the School Improvement Fieldbook to inform planning, policy, and practice.

The School Improvement Fieldbook could not have been completed without the input from our systems and schools, as well as the diligent work of Georgia's regional support teams (RSTs). Members of the RSTs include:
- Georgia Department of Education (GaDOE) staff
- College and university representatives
- Educational Technology Centers (ETCs) staff
- Georgia Leadership Institute for School Improvement (GLISI) staff
- Georgia Learning Resources System (GLRS) staff
- Professional Standards Commission(PSC) regional staff
- Regional Educational Service Agencies (RESAs) staff
- SEDL (Formerly known as Southwest Educational Development Laboratory)
- Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS/CASI) representatives

Office of School Improvement

The goal of the Office of School Improvement is to design and implement a coherent and sustained statewide system of support and process for improvement, providing local education agencies and schools in Georgia with tools and resources, as well as intensive support for schools not making Adequate Yearly Progress (AYP). **The School Keys:** *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia's comprehensive, data-driven system of school improvement and support.

The Office of School Improvement works collaboratively with the regional support teams (RSTs). Support from the Office of School Improvement will be provided to all schools through the dissemination of key school improvement tools and resources. Regional learning sessions will occur to provide support system administrators, school administrators, and school leadership team members. Schools in Needs Improvement (NI) Status will be eligible to receive the support of a school improvement specialist.

Key Tools and Resources

- **Keys to Quality: Unlocking Continuous Improvement**
  - **School Keys:** *Unlocking Excellence through the Georgia School Standards* – The School Keys is correlated to several well-known and respected research frameworks. The standards describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. The School Keys are divided into the eight strands:
    1. Curriculum
    2. Assessment
    3. Instruction
    4. Planning and Organization
    5. Student, Family, and Community Support
    6. Professional Learning
    7. Leadership
    8. School Culture

  - **GAPSS Analysis:** *Georgia Assessment of Performance on School Standards: Closing the Gap* – The GAPSS Analysis is a review process that provides detailed information for a school on the progress towards full implementation of the School Keys. It includes gathering a collection of data from multiple sources. The GAPSS Analysis results are combined with the data to drive the development and implementation of school improvement initiatives.

  - **Implementation Resource:** *Building Capacity through Best Practices* – The Implementation Resource is a collection of best practices that assists schools in fully implementing the School Keys.

o **CLASS Keys^{SM} (Classroom Analysis of State Standards)** – CLASS Keys^{SM} is a copyrighted teacher evaluation system designed to assess teacher performance, promote professional growth, and positively impact student learning. In the same manner GPS guide student learning, the CLASS Keys^{SM} elements guide instructional practices of teachers. CLASS Keys^{SM} is organized into five strands:
1. Curriculum and Planning
2. Standards-Based Instruction
3. Assessment of Student Learning
4. Professionalism
5. Student Achievement

o **Leader Keys^{SM}** – Leader Keys^{SM} is an evaluation system based on Georgia's Leadership Performance Standards that have been adopted by the Board of Regents and the Professional Standards Commission. In the same manner that the GPS guide student learning, the Leader Keys^{SM} standards define effective, high impact practices that school and system leaders need to
know, understand, and do. Leader Keys^{SM} is organized into ten strands:
1. Curriculum
2. Assessment
3. Standards-Based Instruction
4. Data Analysis
5. Organizational Culture
6. Professional Learning and Development
7. Performance Management and Process Improvement
8. Managing Operations
9. Leading Change
10. Relationship Development

Both CLASS Keys^{SM} and Leader Keys^{SM}, rubric-based evaluation tools, are being restructured and will be piloted by Race to the Top (RT3) districts and schools during the 2011-2012 school year. Restructuring is in progress and will be finalized in the early fall of 2011. Training for (RT3) districts will be conducted from October through December 2011. The pilot will be conducted in the RT3 schools from January through May 2012. Final revisions, and studies to establish validity and reliability, will be completed during the summer of 2012. The restructured tools will be fully implemented by the (RT3) districts in the 2012-2013 school year. In addition, up to 60 additional districts each year, for three years, will be given the opportunity to implement the full evaluation system beginning in 2012-2013.

Note: Please contact the Division of Teacher and Leader Effectiveness at (404) 463-5845 for information on the CLASS Keys and Leader Keys. Updated information will be posted on the GaDOE website throughout the school year.
http://www.gadoe.org/tss_teacher.aspx

- **System Improvement Fieldbook** – The System Improvement Fieldbook is designed to assist systems with the planning process for system improvement and implementation of focused, research-based strategies. This resource can be used to clarify and explain the requirements of ESEA and Georgia's Single Statewide Accountability System. The continuous improvement planning process provides guidance to development of plans that address system needs and ESEA goals.

Section Two: Single Statewide Accountability System

The State Board of Education (SBOE) maintains an approved Single Statewide Accountability System with awards and consequences. This system is described in detail in SBOE Rule 160-7-1.01. This and other Board rules related to federal Elementary and Secondary Education Act (ESEA) requirements may be reviewed on the GaDOE website, http://www.gadoe.org/, GaDOE policy webpage, http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules and the Governor's Office of Student Achievement website, http://www.gaosa.org/. In May 2008, the GaDOE had the opportunity to submit to the United States Department of Education (US ED) a proposal for a Differentiated Accountability Plan. Georgia's accountability and improvement efforts are guided by this plan.

Notes:
- Consequences for Title I schools identified in Needs Improvement Status from 1994-2001 were merged into the current process to be consistent with ESEA requirements.
- Supplemental Educational Services (SES) includes instructional extension services (SBOE Rule 160-4-2-.14)
- The Governor's Office of Student Achievement (GOSA) may conduct an audit at any time that may include, but is not limited to, a review of the school's or system's records or procedures.

Differentiated Accountability Plan

Georgia's Single Statewide Accountability System includes three classifications: Improvement Status (NI 1 and NI 2), Corrective Action Status (NI 3 and NI 4), and State-Directed Status (NI 5 and higher). The Corrective Action Status also includes three tiers. These three tiers are based on the distance between the actual performance of subgroups that did meet AMOs in math and reading and the AMOs for those subjects in a given year. These tiers are connected to a list of consequences that escalate from Tier 1 through Tier 3.

Georgia's Differentiated Accountability Plan
IMPROVEMENT STATUS (NI 1 and NI 2) 1. Notify parents of each student enrolled in the school of the school's NI status. 2. Revise and implement the school improvement plan. 3. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math. 4. Offer Public School Choice to all students at schools in NI 2 or higher. ***Note: The Elementary and Secondary Education Act (ESEA) consequences for schools entering NI 1 in 2009 or subsequent years can be flipped at the discretion of the LEA:** • **This means that SES could be offered in NI 1 schools first, as opposed to Public School Choice.** • **Schools in NI 1 prior to 2009 are still required to offer Public School Choice rather than until they make AYP for two consecutive years.** **Both SES and Public School Choice are still required for all schools in NI 2 or higher.**

Georgia's Differentiated Accountability Plan

CORRECTIVE ACTION STATUS (NI 3 and NI 4)

TIER 1 CORRECTIVE ACTION STATUS (NI 3 and NI 4)
School placement in the three possible tiers is based on the distance from the AMOs by subject and subgroup(s) that failed.
1. Notify parents of each enrolled student enrolled in the school of the school's NI status.
2. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math.
3. Offer Public School Choice to all students at the school.
4. Update and implement the school improvement plan with the GaDOE.
5. Complete a corrective action plan (**LEA responsibility**).
   The LEA must choose and implement of the following corrective actions based on student achievement and school data:
   - Extend the school year or school day for the school.
   - Restructure the internal organizational structure of the school.
   - Appoint an outside expert to advise the school on its progress toward making AYP based on its improvement plan.
   - Convert the school to a charter school.

TIER 2 CORRECTIVE ACTION STATUS (NI 3 and NI 4)
School placement in the three possible tiers is based on the distance from the AMOs by subject and subgroup(s) that failed.
1. Notify parents of each student enrolled in the school of the school's NI status.
2. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math.
3. Offer Public School Choice to all students at the school.
4. Update and implement the school improvement plan.
5. Complete a corrective action plan (**LEA responsibility**).
   The LEA must choose and implement one of the following corrective actions based on student achievement and school data:
   - Replace the school staff that are relevant to the failure to make adequate yearly progress.
   - Significantly decrease management authority at the school level.
   - Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its improvement plan.
   - Extend the school year or school day for the school.
   - Restructure the internal organizational structure of the school.
   - Convert the school to a charter school.

Georgia's Differentiated Accountability Plan
TIER 3 CORRECTIVE ACTION STATUS (NI 3 and NI 4) **School placement in the three possible tiers is based on the distance from the AMOs** **by subject and subgroup(s) that failed.** 1. Notify parents of each enrolled student in the school of the school's NI status. 2. Provide Supplemental Educational-Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math. 3. Offer Public School Choice to all students at the school. 4. Update and implement the school improvement plan to include all corrective actions(s) as selected by the GaDOE based on school needs. 5. Complete a corrective action plan (**GaDOE responsibility).** **The GaDOE chooses one or more corrective action that the LEA must implement** **based on student achievement and school data.** • GaDOE involved directly in decisions regarding the replacement of the school staff that are relevant to the failure to make AYP, or • Significantly decrease management authority at the school level, or • Appoint an outside expert to advise the school on its progress toward making AYP, based on its improvement plan, or • Extend the school year or school day for the school, or • Restructure the internal organizational structure of the school, or • Convert the school to a charter school.

Georgia's Differentiated Accountability Plan

STATE-DIRECTED STATUS (NI 5 and HIGHER)
1. Notify parents of each enrolled student of the school's classification.
2. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math.
3. Offer Public School Choice to all students at the school.
4. The LEA must enter into an annual state - directed improvement contract with terms and conditions directed by the GaDOE.

Non-Negotiable Contract Elements
GaDOE school improvement specialist assigned to the school to provide direct supervision in the implementation of all school improvement actions:
- Directly involved in decisions regarding replacement of staff (e.g., principal).
- Ensures that instructional frameworks are used appropriately in each classroom.
- Ensures benchmark assessments are given and results are analyzed to guide instruction.
- Oversees implementation of short-term action plans.
- Ensures that the leadership team analyzes teacher attendance and develops action plan if needed.
- Ensures that the leadership team analyzes student attendance and develops action plan if needed.
- Ensures that the leadership team analyzes discipline records and develops action plan if needed.
- Ensures that the leadership team addresses targeted areas from the GAPSS review through the short-term action plans.

Other Mandates for State-Directed Schools
- Participate in a GAPSS review at NI 5, NI 7, and NI 9.
- Provide training, implementation and monitoring of school improvement strategies.
- Hire instructional coaches for specific content area of need based on AYP results.

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

School Improvement Services			
NEEDS IMPROVEMENT 1-3 TITLE I SCHOOLS	**NI 1-3**	**NI 4**	**NI 5+**
Assignment of a **school improvement specialist** to provide direct and brokered services	X		
Determine (with system personnel) and implement corrective action option(s) NI 3 only	X		
Assistance with the analysis of relevant data and the ongoing revision of the school improvement plan aligned with areas of deficiency on the current AYP report to ensure that targeted work is being done	X	X	X
Facilitation of the leadership team process	X	X	X
Provision and coordination of professional learning to support the school improvement plan	X	X	X
Monitoring of the implementation of the school improvement plan on a quarterly basis	X	X	X
Assistance with the analysis of feeder school achievement data	X	X	X
Assistance with the development of a vertical plan to address feeder school issues	X	X	X
Assistance with the alignment of available funding with the school improvement plan	X	X	X
Support for the school in the implementation of the School Keys (standards)	X	X	X
Support in ensuring adequate resource allocation	X	X	X
Provision of a system liaison and school improvement specialist	X	X	X
Support for the implementation of the High Impact Practices rubrics	X	X	X
Assistance with components of the Georgia Assessment of Performance on School Standards (GAPSS)	X	X	X
Facilitation of leadership team work to ensure that the leadership team develops, implements, and monitors action plans for the implementation of the Georgia Performance Standards (GPS) and standards-based classroom practices	X	X	X
NEEDS IMPROVEMENT 4 TITLE I SCHOOLS	**NI 1-3**	**NI 4**	**NI 5+**
Assignment of a **GaDOE school improvement specialist** to provide direct and brokered school improvement services		X	
Continue to implement corrective action option(s)		X	X
Targeted classroom observations with feedback		X	X
Oversight of the implementation of the short-term action plan		X	X
Modeling of classroom instruction in targeted content areas		X	X
Awareness walks with administrators focused on specific needs at the school to collect data on classroom practices		X	X

NEEDS IMPROVEMENT 5 AND HIGHER (STATE-DIRECTED) TITLE I SCHOOLS	NI 1-3	NI 4	NI 5+
Assignment of a **GaDOE** school improvement specialist to the school to provide direct supervision in the implementation of all school improvement practices			X
Provision of state involvement in all decisions regarding replacement of staff (e.g., principal, teachers)			X
Assistance with the appropriate use of instructional frameworks in each classroom			X
Assistance with the administration of benchmark assessments and with analysis of results to guide instruction			X
Oversight of the implementation of short-term action plans			X
Consultation with GaDOE in the customization of the improvement contract			X
Oversight of leadership team analysis of teacher and student attendance and assistance with the development and implementation of action plans			X
Oversight of leadership team analysis of discipline records and assistance with the development and implementation of action plans if needed			X
Assistance to the leadership team in addressing targeted areas from the GAPSS Analysis through the short-term action plans			X
Participation in GAPSS Analysis at NI 5, NI 7, and/or NI 9 if a GAPSS has not been completed within one year prior to the NI status			X
Services of an instructional coach for specific content area of need based on AYP results			X
Assistance with the completion of a bimonthly progress report for submission to the superintendent and lead school improvement specialist			X
Assistance with alignment of the school budget to ensure that it supports the school improvement plan and the improvement contract			X
Provision of targeted professional learning			X
Participation in the GaDOE Summer Leadership Academy (SLA) and/or assistance with follow-through in the implementation of strategies from the SLA			X
Participation in required GaDOE-provided professional learning with follow-up			X

Section Three: Research Base
for Georgia's School Improvement Process

One of the GaDOE's responsibilities under the Elementary and Secondary Education Act (ESEA) is to, "establish a statewide system of intensive and sustained support and improvement for local education agencies (LEAs) and schools in order to increase the opportunity for all students served by those agencies and schools to meet the state's academic content standards and student academic achievement standards." There is a further requirement that this system of support and improvement be research based. Because of its comprehensive and inclusive nature, the work of Robert J. Marzano has been selected to serve as the backbone and research base of Georgia's framework of support to systems and schools. The center of this research base is Marzano's 2003 book, What Works in Schools: Translating Research into Action. In addition, this foundation is supported both by previous and subsequent work by Dr. Marzano: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Marzano, Pickering, and Pollock, 2001); and School Leadership that Works: From Research to Results (Waters, Marzano, and McNulty, 2005).

What Works in Schools

In What Works in Schools: Translating Research into Action, Dr. Marzano summarizes his meta-analysis (reanalysis and synthesis) research on student achievement, including the classic works of Coleman, Edmonds, Levine and Lezotte, Bloom, Walberg, and others. Applying the technique of "binomial effect size display," Marzano distilled 11 Factors Affecting Student Achievement. These are factors that, if present in a school, appear to have the greatest effect on student achievement. Dr. Marzano included only those factors that can be addressed without the drastic addition of resources (e.g., time, personnel, equipment, funds, etc.) and classified these into three categories: school-level factors, teacher-level factors, and student-level factors (Marzano, 2003).

School-Level Factors and Action Steps

1. **Guaranteed and Viable Curriculum:**
   - Identify and communicate the content considered to be essential for all students.
   - Ensure that the essential content can be addressed in the amount of time available for instruction.
   - Sequence and organize the essential content so that students have ample opportunity to learn.
   - Ensure that teachers address the essential content.
   - Protect the instructional time that is available.

2. **Challenging Goals and Effective Feedback:**
   - Implement an assessment system that provides timely feedback on specific knowledge and skills.
   - Establish specific, challenging achievement goals for the school as a whole.
   - Establish specific goals for individual students.

3. **Parent and Community Involvement:**
   - Establish vehicles for communication between schools, parents, and the community.
   - Establish multiple ways for parents and community to be involved in the day-to-day running of the school.
   - Establish governance vehicles that allow for the involvement of parents and community members.

4. **Safe and Orderly Environment:**
   - Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines.
   - Establish clear schoolwide rules and procedures for general behavior.
   - Establish and enforce appropriate consequences for violations of rules and procedures.
   - Establish a program that teaches self-discipline and responsibility to students.
   - Establish a system that allows for the early detection of students who have high potential for violence and extreme behaviors.

5. **Collegiality and Professionalism:**
   - Establish norms of conduct and behavior that engender collegiality and professionalism.
   - Establish governance structures that allow for teacher involvement in decisions and policies for the school.
   - Engage teachers in meaningful staff development activities.

Teacher-Level Factors and Action Steps

1. **Instructional Strategies:**
   - Provide teachers with an instructional framework for units that employ research-based strategies.

2. **Classroom Management:**
   - Have teachers articulate and enforce a comprehensive set of classroom rules and procedures.
   - Have teachers use specific strategies that reinforce appropriate behavior and recognize and provide consequences for inappropriate behavior.
   - Institute a schoolwide approach to discipline.
   - Help teachers develop a balance of moderate dominance and moderate cooperation in their dealings with students.
   - Provide teachers with an awareness of different types of students and ways of alleviating those needs.
   - Have teachers employ specific strategies to maintain or heighten their awareness regarding the actions of students in their classes.
   - Have teachers employ specific strategies that help them maintain a healthy emotional objectivity with their students.

3. **Classroom Curriculum Design:**
   - Have teachers identify the important declarative and procedural knowledge in the topics that are to be the focus of instruction.
   - Have teachers present new content multiple times using a variety of input models.
   - Have teachers make a distinction between those skills and processes students are to master versus those they are not.
   - Have teachers present content in groups or categories that demonstrate the critical features of the content.
   - Have teachers engage students in complex tasks that require addressing content in unique ways.

Student-Level Factors and Action Steps

1. **Home Environment:**
   - Provide training and support to parents to enhance their communication with their children about school, their supervision of children, and their ability to communicate expectations to their children within the context of an effective parenting style.

2. **Learned Intelligence and Background Knowledge:**
   - Involve students in programs that directly increase the number and quality of life experiences students have.
   - Involve students in a program of wide reading that emphasizes vocabulary development.
   - Provide explicit instruction of vocabulary terms and phrases that are important to specific subject matter content.

3. **Student Motivation:**
   - Provide students with feedback on their knowledge gain.
   - Provide students with tasks and activities that are inherently engaging.
   - Provide opportunities for students to construct and work on long-term projects of their own design.
   - Teach students about the dynamics of motivation and how those dynamics affect them.

Classroom Instruction That Works

The research summarized in 2001 by Marzano, Pickering, and Pollock in Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement particularly supports and informs Factor 6, Instructional Strategies, by providing a core of research-based instructional strategies for implementing the action step associated with that factor (Marzano, Pickering, and Pollock, 2001; Marzano, 2003).

Teacher-Level Factors and Action Steps

Instructional Strategies:
   - Use an instructional framework for units that employ research-based strategies (teachers).
   - Teach identification of similarities and differences.
   - Teach summarizing and note-taking.
   - Reinforce effort and provide recognition.
   - Assign meaningful, targeted homework and practice.
   - Teach students to represent ideas and concepts linguistically.
   - Use cooperative learning processes.
   - Set objectives and provide feedback.
   - Teach students to generate and test hypotheses.
   - Use cues, questions, and advance organizers.

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

In What Works in Schools: Translating Research into Action, Dr. Marzano states, "The absence of the factor, 'leadership' from my list of school-level factors is not an oversight … Virtually all descriptions of leadership were either very narrow or so broad as to encompass virtually all categories…. Its proper place is as an overarching variable that impacts the effective implementation of the school-level factors, the teacher-level factors, and the student-level factors."

Balanced Leadership

Leadership

Factors Influencing Achievement

School

1. **Guaranteed and Viable Curriculum**

2. **Challenging Goals and Effective Feedback**

3. **Parent and Community Involvement**

4. **Safe and Orderly Environment**

5. **Collegiality and Professionalism**

Teacher

6. **Instructional Strategies**
7. **Classroom Management**
8. **Classroom Curriculum Design**

Student

9. **Home Environment**
10. **Learning Intelligence/ Background Knowledge**
11 **Motivation**

Leadership

Figure 1.1 Association for Curriculum and Supervision Development (ASCD)

Since that statement was published, Waters, Marzano, and McNulty have conducted a meta-analysis (Balanced Leadership: What 30 Years of Research Tell Us About the Effect of Leadership on Student Achievement) that "examines the effect of leadership practices on student achievement." (p. 2) Not surprisingly, "The data from our meta-analysis demonstrate that there is, in fact, a substantial relationship between leadership and student achievement. We found that the average effect size … between leadership and student achievement is .25." (p. 3) Further, the researchers found 21 specific "leadership responsibilities" that significantly correlate with student achievement as follows (Waters, Marzano, and McNulty, 2003).

Twenty-One Principal Leadership Responsibilities

1. **Affirmation:** The extent to which the principal recognizes and celebrates school accomplishments and acknowledges failures

2. **Change Agent:** The extent to which the principal is willing to and actively challenges the status quo

3. **Communication:** The extent to which the principal establishes strong lines of communication with teachers and among students

4. **Contingent Rewards:** The extent to which the principal recognizes and rewards individual accomplishments

5. **Culture:** The extent to which the principal fosters shared beliefs and a sense of community
and cooperation

6. **Curriculum, Instruction, Assessment:** The extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices

7. **Discipline:** The extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus

8. **Flexibility:** The extent to which the principal adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent

9. **Focus:** The extent to which the principal establishes clear goals and keeps those goals to the forefront of the school's attention

10. **Ideals/Beliefs:** The extent to which the principal communicates and operates from strong ideals and beliefs about schooling

11. **Input:** The extent to which the principal involves teachers in the design and implementation
of important decisions and policies

12. **Intellectual Stimulation:** The extent to which the principal ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture

13. **Knowledge of Curriculum, Instruction, Assessment:** The extent to which the principal fosters shared beliefs and a sense of community and cooperation

14. **Monitors/Evaluates:** The extent to which the principal monitors the effectiveness of school practices and their impact on student learning

15. **Optimizer:** The extent to which the principal inspires and leads new and challenging innovations

16. **Order:** The extent to which the principal establishes a set of standard operating procedures
and routines

17. **Outreach:** The extent to which the principal is an advocate and spokesperson for the school
to all stakeholders

18. **Relationship:** The extent to which the principal demonstrates an awareness of the personal aspects of teachers and staff

19. **Resources:** The extent to which the principal provides teachers with materials and professional development necessary for the successful execution of their jobs

20. **Situational Awareness:** The extent to which the principal is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems

21. **Visibility:** The extent to which the principal has quality contact and interactions with teachers and students

Robert Marzano, Timothy Waters, and Brian McNulty have recently completed the research to determine which of the 21 factors have the greatest impact on student achievement. This research was released in the ASCD publication of School Leadership that Works: From Research to Results (Waters, Marzano, and McNulty, 2005).

The results of meta-analyses from years of research studies indicate clearly that there are steps that schools can take that are highly effective in improving the academic achievement of students. For this reason, the research base described above has been selected to guide and inform the work of school improvement in Georgia.

Section Four: School Improvement Plan Development and Revision Process

The GaDOE Division of School Improvement has developed an improvement planning process that begins with the school improvement plan as the foundation. The corrective action plan is an addendum to the school improvement plan rather than a separate plan. The corrective action plan is developed as one coherent set of strategies and interventions to strengthen and enhance a school's improvement plan. To this end, the school improvement plan can also be used toward a school's accreditation for the National Study of School Evaluation (NSSE) process, as well as in the GaDOE Title I improvement plan.

Each school should address all core academic areas as well as other variables of the AYP report where the school did not meet standards. The planning process, outlined in this section, guides a school through this development and action plan formats are provided for all AYP variables. In addition, Georgia's progressive benchmarks for the CRCT and GHSGT are included in Section Seven (Additional Resources) of this document. These should be given careful consideration when reviewing the student performance against the AMOs. The GaDOE is advocating improvement process that does not target solely the AYP variable for which the school did not meet, but also looks at improvements in all content areas.

Georgia's School Improvement Plan Components

The Governor's Office of Student Achievement (OSA) upon GaDOE recommendation or upon its own initiative may investigate evidence of school or LEA non-compliance at any time.	**School Improvement Plan** *A requirement for all Georgia schools* • Should be one plan, incorporating the school's SACS plan, Title I improvement plan, professional learning plan, etc. • Must include annual measurable objectives (AMOs), specific strategies, resources needed, and frequent evaluation. • Must be approved by the LEA.
	Revised School Improvement Plan *A requirement for all Needs Improvement (NI) schools* *(Title I and Non-Title I schools)* • Must include ten required components found in Section 1116 of ESEA. • Must be written within three months of identification as a Needs Improvement School. • Must cover a two-year time period. • Must address NI deficiencies with intense strategies. • Must be approved by the LEA.
	Corrective Action Addendum *A requirement for all NI 3 and NI 4 schools* • Must be written collaboratively by the LEA and the school. • Must indicate corrective action options selected by the LEA within the guidelines of the Differentiated Accountability Plan for the appropriate Corrective Action Tier to which the school is assigned. At Corrective Action Tier 3, the GaDOE chooses the option. • Must be approved by the LEA. • Must be implemented in the same year as written and reviewed each year.
	State-Directed Improvement Contract *A requirement for all NI 5and higher schools* • Must be negotiated by the SEA and the LEA with allowable customizations, in accordance with Georgia's Differentiated Accountability Plan and Section 1116 of ESEA. Must be approved by the State Board of Education (SBOE). • Must be fully implemented immediately after development.

Planning Process for Continuous Improvement

The following guidelines and steps are recommended to assist principals, leadership teams, and teachers in facilitating the continuous improvement process and in developing a focused school improvement plan. Probing questions are to be used throughout the process to aid in collaborative analysis to plan strategic actions.

Step 1: Collect all relevant student learning data.
- What data do we need to collect?
  - Student learning
  - Demographic
  - Perception
  - Process

Step 2: Analyze data to prioritize needs.
- Student learning questions
  - What are our student's overall strengths and areas of need?
  - What are the student learning trends for the last 3 years?
  - How does our student data compare to the AMOs?
- Demographic questions
  - How do these data influence student placement?
  - How do these data influence access to rigorous coursework?
  - How do these data influence school-wide policies and procedures (discipline plan, schedule, etc.)?
- Perception data questions
  - Do other data sources align with our perceptions?
  - Are there discrepancies between "perceived" practice and "observed" practice?
- Process data questions
  - What do our data tell us about the effectiveness of our school practices?
  - How do these processes help maximize student learning?
  - How do these processes create barriers to student learning?

Step 3: Determine potential root causes.
- What are possible causes of these data?
- What adult practices might be the cause of these data?
- What student practices might be the cause of these data?

Step 4: Establish SMART Goals.
- Specific and strategic
- Measurable
- Attainable
- Results-based and relevant
- Time-bound

Step 5: Identify actions, strategies, and interventions.
- What will we do to support students in meeting these goals?
- What research-based action from the root cause analysis will support student in meeting this goal?
- What knowledge and skills (professional learning) will adults need to support students in meeting this goal?
- What organizational structure might be needed to support students in meeting this goal?
- When will we do these actions?
- What resources will we need to implement this action?
- How much will this action cost?
- Who will be responsible for monitoring the implementation?
- Who will be responsible for implementing the action?

Step 6: Determine artifacts and evidences for monitoring.
- What changes and improvements will we expect from adults and students?
- How will student learning be measured?
- What is the evidence for student learning?
- As a result of implementing this action, adults will…
- As a result of implementing this action, students will…

Step 7: Complete the school improvement plan.

Step 8: Implement the school improvement plan.
- How do we make this plan operational?
- What job-embedded professional learning will support implementation?
- How do we narrow the focus?
- What adult and student practices will be implemented?
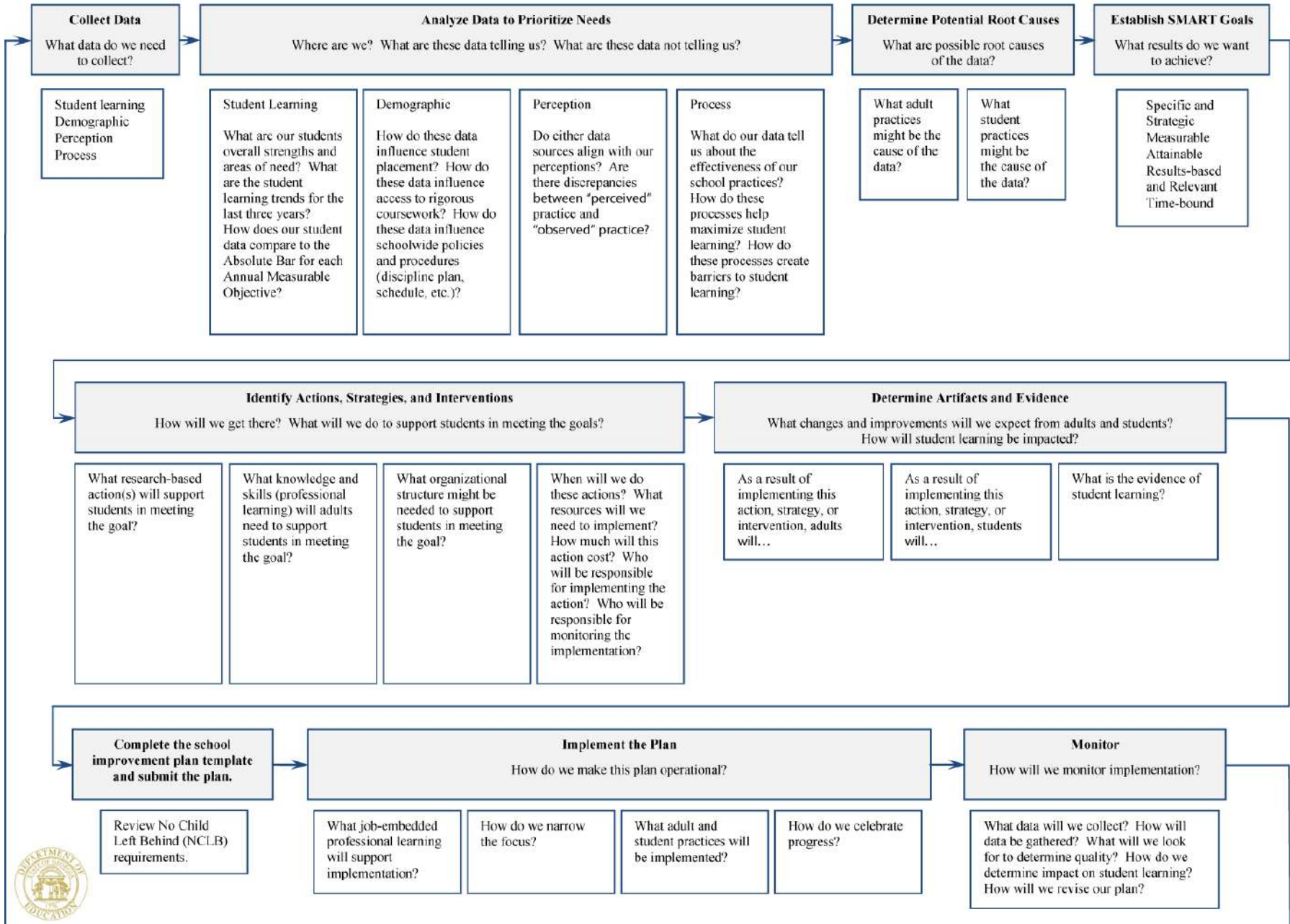- How do we celebrate progress?

Step 9: Monitor the implementation of the school improvement plan.
- How will we monitor implementation?
- What data will we collect?
- How will data be gathered?
- Who will gather the data?
- When will data be gathered?
- What will we look for to determine quality?
- How do we determine impact on student learning?
- How do we address revisions?

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School Improvement Process

Collect Data

What data do we need to collect?

- Student learning
- Demographic
- Perception
- Process

Analyze Data to Prioritize Needs

Where are we? What are these data telling us? What are these data not telling us?

Student Learning

What are our students overall strengths and areas of need? What are the student learning trends for the last three years? How does our student data compare to the Absolute Bar for each Annual Measurable Objective?

Demographic

How do these data influence student placement? How do these data influence access to rigorous coursework? How do these data influence schoolwide policies and procedures (discipline plan, schedule, etc.)?

Perception

Do either data sources align with our perceptions? Are there discrepancies between "perceived" practice and "observed" practice?

Process

What do our data tell us about the effectiveness of our school practices? How do these processes help maximize student learning? How do these processes create barriers to student learning?

Determine Potential Root Causes

What are possible root causes of the data?

What adult practices might be the cause of the data?

What student practices might be the cause of the data?

Establish SMART Goals

What results do we want to achieve?

Specific and Strategic
Measurable
Attainable
Results-based and Relevant
Time-bound

Identify Actions, Strategies, and Interventions

How will we get there? What will we do to support students in meeting the goals?

What research-based action(s) will support students in meeting the goal?

What knowledge and skills (professional learning) will adults need to support students in meeting the goal?

What organizational structure might be needed to support students in meeting the goal?

When will we do these actions? What resources will we need to implement? How much will this action cost? Who will be responsible for implementing the action? Who will be responsible for monitoring the implementation?

Determine Artifacts and Evidence

What changes and improvements will we expect from adults and students? How will student learning be impacted?

As a result of implementing this action, strategy, or intervention, adults will...

As a result of implementing this action, strategy, or intervention, students will...

What is the evidence of student learning?

Complete the school improvement plan template and submit the plan.

Review No Child Left Behind (NCLB) requirements.

Implement the Plan

How do we make this plan operational?

What job-embedded professional learning will support implementation?

How do we narrow the focus?

What adult and student practices will be implemented?

How do we celebrate progress?

Monitor

How will we monitor implementation?

What data will we collect? How will data be gathered? What will we look for to determine quality? How do we determine impact on student learning? How will we revise our plan?

School Improvement Plan						
School Name:			**System Name:**			
Principal Name:			**School Year:**			
Title I Schoolwide Program:			**Targeted Assistance:**			
Needs Improvement Status:	NI	NI AYP	1	2	3	4 · 5 · 6
			7	8	9	10 · 11 · 12

Sanctions Implementing (Select all that apply):

	School Improvement Plan (The school improvement plan is submitted to the system per system guidelines. Needs Improvement Schools will submit plans to the system for approval in October of each year).
	Public School Choice
	Supplemental Educational Services (SES)
	Corrective Action Addendum (The corrective action addendum is completed by the system by the end of January of each year.)
	Corrective Action Tier
	State-Directed Improvement Contract

Principal's Signature:	**Date:**
Title I Director's Signature:	**Date:**
Superintendent's Signature:	**Date:**

School Improvement Plan (continued)						

School Name:		System Name:				
Principal Name:		**School Year:**				

Measurable Goals:

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	**Evidence**

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Sample Pages from the School Improvement Plan (Middle School)

Measurable Goals:

Reading/English Language Arts:

Students in the Economically Disadvantaged subgroup will increase their achievement in Reading/ELA on the CRCT in grades 6-8 from 49.2% meeting and exceeding standards at the end of 2011 to 60% meeting and exceeding at the end of 2012.

School Keys	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Professional Learning and	Develop and implement a schoolwide vocabulary focus as described in <u>Active Literacy Across the Curriculum</u> with classroom experiences in all components of the instructional framework to address types of vocabulary: • High-frequency words in all subjects • Specialized words in content • Embellished vocabulary taught within unit Engage all teachers in professional learning designs to support their understanding of these three vocabulary types • Study of Chapters 1-2 of <u>Active Literacy Across the Curriculum</u> • Collaborative Planning for common vocabulary student use • Peer Observations of classroom use of three vocabulary types • Examining student work utilizing vocabulary	June-August 2012 June 2012 Weekly Monthly Sept-May	Active Literacy books for each staff member (SI Grant $) Schedule for collaborative planning PL Schedule for peer observations Materials for PL (SI Grant $)	Administration Literacy/Math Coaches Leadership Team Teachers Literacy/Math Coaches Grade level chairs Department leaders	Template for 3 vocabulary types completed Lesson Plans Word Wall displays in all classrooms Student Vocabulary Translation Notebooks Observations Posted Work Minutes from Collaborative Team Meetings Student work exemplars	Teachers use the high frequency words in classroom and call attention to them daily in reading, writing, and listening with students Students will keep personal translations of high frequency words Teachers and students will say the specialized word aloud in each unit Students utilize the specialized vocabulary in classroom conversations Results of analyzed student work indicate appropriate use of specialized vocabulary in all content writing

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Sample Pages from the School Improvement Plan (High School)

Measurable Goals:
First-time test takers in the all subgroups will increase their achievement in math on the GHSGT from 68.6% meeting and exceeding standards at the end of FY 2011 to 76% meeting and exceeding standards at the end of FY 2012. (ED will increase from 63.8% to 72%.)

School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	**Evidence**
	Implement the qualities of an effective instructional framework schoolwide.	Aug 2011 through May 2012	Teaching the Best Practice Way (one per teacher) $1000.00 Title II-A funds Teaching Mathematics Developmentally (one per math teacher) $1500.00 Title II-A funds Math tools and manipulatives $10,000.00 Title I funds Class sets of leveled reading materials $15,000.00 Title I funds Content area collections of reading materials $10,000.00 Title I funds	Instructional Coach	Documents such as: • Flexible grouping plans • Conference notebooks • Class profiles denoting students' names and their progress towards standards • Other assessment records Standards/elements directly aligned to the lesson are posted and/or referenced throughout the lesson. Lessons and student performance tasks are aligned to standards/elements. Lesson plans denote the qualities of the opening, work session, and closing.	Teachers can explain how their lesson plans include explicit instruction and modeling to scaffold understanding of the standards/elements, performance tasks that engage students in application of the standards/elements, and opportunities for students to share how they applied their understanding of the standards/elements. Teachers can describe how they gather student data and support students during the work session and closing. Teachers can identify specific strengths and weaknesses for each student they serve. Students can explain the daily routine of the instructional framework. Students can describe the standards they are working on and how the task aligns to the standards. Students explain within their own work where they have demonstrated mastery of the standards. Students can describe how they work independently, with partners, and in groups. Students are observed sharing their work during the closing and describe how they applied the standards/elements to their work during the work session.

Checklist for Evaluation of the School Improvement Plan			
System Name:			
School Name:			
	Plan meets all requirements for State-Directed Schools.		
	Plan does not meet all requirements for State-Directed Schools.		
Plan Requirements	**Meets Requirements**	**Does Not Meet All Requirements (DNM)**	**Comments/Recommends**
Student Performance Goals: Goals are related to student performance and meet the criteria for SMART Goals:			
• All students	_____	_____	
• Specific subgroups	_____	_____	
• ELA	_____	_____	
• Math	_____	_____	
• Second Indicator	_____	_____	
SMART Goals criteria: • Strategic, Specific • Measurable • Attainable • Results-Based, Relevant • Time-Bound	_____	_____	
Goals for DNM included	_____	_____	
Process goals are included	_____	_____	

Plan Requirements	Meets Requirements	Does Not Meet All Requirements (DNM)	Comments/Recommends
Actions/Strategies/ Interventions:			
• Focused on GPS (Frameworks, Curriculum Maps)	_____	_____	
• Focused on standards-based teaching and learning (HIP Rubric: Standards-Based Classrooms)	_____	_____	
• Researched-based	_____	_____	
• Relate to stated goals	_____	_____	
• Clear and understandable	_____	_____	
• Identifies person responsible	_____	_____	
• Reasonable timeline (specificity to beginning and ending time)	_____	_____	
• Resources/funding addressed	_____	_____	
• Provides interventions specific to DNM subgroups	_____	_____	

Plan Requirements	Meets Requirements	Does Not Meet All Requirements (DNM)	Comments/Recommends
Professional Learning:			
• Aligned with goals			
o Student Goals	_____	_____	
o Process Goal(s)	_____	_____	
o Job Embedded	_____	_____	
• Utilized the Professional Learning Designs Guidelines	_____	_____	
• Clear indication of how continuing professional learning needs will be identified based on data	_____	_____	
• Clear indication of how the impact on student learning and adult behavior will be measured	_____	_____	
• Resources to support implementation of professional learning	_____	_____	
• Coaches training included	_____	_____	

Plan Requirements	Meets Requirements	Does Not Meet All Requirements (DNM)	Comments/Recommends
Monitoring and Evaluation:			
• Artifacts align to interventions (specific data to be gathered)	_____	_____	
• Evidence is learner focused	_____	_____	
• Evidence provides for impact on student learning	_____	_____	
• Ongoing monitoring evident in plan	_____	_____	
• Includes assessments: ○ Formative	_____	_____	
○ Benchmark	_____	_____	
Funding:			
• Plan includes School Improvement funds	_____	_____	
School Keys/School Improvement Fieldbook/ Implementation Resource:			
• School Keys identified in plan	_____	_____	
• Evident that the SI process was utilized	_____	_____	
• Evident that the Implementation Resource Guide, HIP Rubric: Standards-Based Classrooms, Instructional Frameworks, Mathematics Rubric, Professional Learning Designs, were utilized	_____	_____	

Plan Requirements	Meets Requirements	Does Not Meet All Requirements (DNM)	Comments/Recommends
Parent Involvement: • Strategies for parent involvement	_____	_____	
Safety Nets: • Provides for appropriate safety nets (before-, after-, and summer-school, opportunities for remediation, etc.)	_____	_____	
Teacher Mentoring: • Strategies for teacher mentoring	_____	_____	

Short-Term Action Plan Process

Developing Short-Term Action Plans

The school improvement plan addresses broad goals that provide guidance to a school for one, two, or even three years. To facilitate prioritizing immediate goals, the following process may be used.

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

2. Based on this review, narrow the focus to specific strategies that need to be addressed in a short-term action plan. Write these in the "Action Steps" column. The action steps need to identify the timeline and person responsible. The short -term action plan needs to include specific artifacts and evidences to define expectation.

3. Communicate to all stakeholders the identified target areas and implementation steps the school will focus on during the next quarter. This may be accomplished by discussing the plan during collaborative teacher meetings, posting the action plan in the data room, sharing expectations with students, etc.

4. Implement the short-term action plan.

Monitoring the Short-Term Action Plans

1. Revisit the short-term action plan as a standing leadership team agenda item. The agendas of the leadership team meetings should be aligned to the prioritized strategies outlined in the short-term action plans. The role of the leadership team is to determine weekly/biweekly actions that must be accomplished and barriers that must be removed in order to reach full implementation of the short-term action plan. The agendas and actions planned should be routinely discussed with teachers. Awareness walks, peer observations, demonstration lessons, outside consultant support and any other professional learning should all support the priorities of the plans. Typically, if the leadership team meets weekly, eight to twelve leadership team meetings are held prior to establishing the subsequent short-term action plans.

2. During leadership team meetings, determine progress with implementation of the strategies to address the target areas.
   - What is implementation strength?
   - What actions were taken?
   - How will we celebrate?
   - What is the impact on student learning?

3. During leadership team meetings, identify barriers to implementation of the target areas.
   - What is an implementation concern/issue?
   - Why is it an issue?
   - What are the barriers?
   - What actions will we take?
   - How will we monitor?

4. At the end of each short-term action plan cycle, determine the quality of implementation of strategies. Include artifacts and evidences in the progress check and record implementation status.

Following the short-term action planning process, a school may scaffold the improvement effort and make it more manageable. As the leadership team implements the short-term action plan, it continues to embrace the school improvement plan as a living document.

Section Five: Corrective Action Addendum Process

Corrective Action Addendum Requirements and Planning Process

Purpose

The corrective action addendum to the school improvement plan is an LEA responsibility that is required of all schools that reach the NI 3 status. The corrective action addendum is to be written in accordance with Georgia's Differentiated Accountability Plan and the Elementary and Secondary Education Act (ESEA), Section 1116.

In this addendum, the LEA responds to academic failure of the school and underlying problems of staffing, curriculum, and other factors in the school that impact student achievement.

The system will identify schools that meet requirements for corrective action and take one or more of the options for corrective action allowable at the three corrective action tiers. The system will also publish and disseminate any information about corrective action taken:
- To the public and to the parents of each student in schools undergoing corrective action.
- In an understandable and uniform format.
- Through such means as the Internet, the media, and written notification.

Corrective Actions for Tier 1:

Required
1. Notify parents of each enrolled student of the school's NI status.

2. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math.

   - Offer Public School Choice to all students in the school.

4. Update and implement the school improvement plan.

5. The SYSTEM MUST CHOOSE one corrective action from the following corrective actions:
   - Extend the school year or school day for the school.
   - Restructure the internal organization of the school.
   - Appoint an outside expert to advise the school on its progress toward making AYP based on its improvement plan.
   - Convert the school to a charter school.

Corrective Actions for Tier 2:

<u>Required</u>
1. Notify parents of each enrolled student of the school's NI status.

2. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math.

3. Offer Public School Choice to all students in the school.

4. Update and implement the school improvement plan with the GaDOE.

5. The SYSTEM MUST CHOOSE one corrective action from the following corrective actions:
   - Replace school staff who are relevant to the failure to make AYP.
   - Significantly decrease management authority at the school level.
   - Appoint an outside expert to advise the school on its progress based on its school improvement plan.
   - Extend the school year or school day for the school.
   - Restructure the internal organization of the school.
   - Convert the school to a charter school.

Corrective Actions for Tier 3:

<u>Required</u>
1. Notify parents of each enrolled student of the school's NI status.

2. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math.

3. Offer Public School Choice to all students in the school.

4. Update and implement the school improvement plan with the GaDOE.

5. The GaDOE CHOOSES one corrective action from the following corrective actions:
   - GaDOE involved directly in decisions regarding the replacement of the school staff who are relevant to the failure to make AYP.
   - Decrease management authority at the school level.
   - Appoint an outside expert to advise the school on its progress based on its school improvement plan.
   - Extend the school year or school day for the school.
   - Restructure the internal organization of the school.
   - Convert the school to a charter school.

<u>**Steps for Completing the Corrective Action Addendum**</u>

The intent of the GaDOE is to provide an outline of the requirements for schools in NI 3 status to plan for corrective action. The GaDOE has developed the following process for system to use when assisting schools with corrective action planning. The corrective action steps are designed under the assumption that the school improvement plan has been revised/updated to reflect current student achievement data and meet all of the ESEA requirements.

Step 1: Review the school improvement plan. Since corrective action is an addendum of the school improvement plan, analysis does not necessarily need to begin anew. The focus of the corrective action addendum should be on the selected corrective action option as it relates to the deficient AYP variables.

Step 2: Examine current achievement data and other relevant data to help in determining AYP variables in need of improvement. Sources could be:
- AYP report
- Revised school improvement plan
- Georgia CRCT, EOCT, or GHSGT data
- Benchmark achievement data and
- Classroom assessments

Step 3: Interpret the data and conduct root cause analysis before generating any strategies or actions. Hypothesize the potential root causes for the data issues, prioritize, and narrow the target areas to a manageable number that would have the highest impact on root causes and that would have the greatest probability of impacting the AYP status if the school.

Step 4: Determine the corrective action option based on the analysis of data. Generate a manageable number of corrective action strategies that are linked with implementation of the corrective action option and strengthen the school improvement plan.

Step 5: For each corrective action, strategy identify the following:
- Timeline,
- Estimated cost, funding sources, and resources,
- Person(s) responsible, and
- Evaluation of Implementation of strategies and impact on student learning.

Step 6: Submit a copy of the completed corrective action addendum to the school improvement specialist assigned to the school.

Step 7: Implement the corrective action addendum.

Step 8: Monitor the quality of implementation and the impact of the corrective action addendum.

Corrective Action Addendum				
School Name:		**System Name:**		
Principal's Signature		**Date:**		**CA Tier:**
Superintendent's Signature:		**Date:**		

Corrective Action Options by Tier	Approved for Tier:		
	1	**2**	**3**
1. **Extend the school year for school day for the school.**	X	X	X
2. **Restructure the internal organizational structure of the school.**	X	X	X
3. **Appoint an outside expert to advise the school on its progress toward making AYP.**	X	X	X
4. **Convert the school to a charter school.**	X	X	X
5. **Replace school staff that are relevant to the failure to make adequate yearly progress.**		X	X
6. **Significantly decrease management authority at the school level.**		X	X
7. **GaDOE directly involved in decisions regarding the replacement of the school staff that are relevant to the failure to make adequate yearly progress**			X

Reason(s) for not making AYP:

Indicate Corrective Action Option(s) selected by number (1-7):

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<table>
<tr><td colspan="7" align="center"><u>Corrective Action Addendum (continued)</u></td></tr>
<tr><td colspan="4">School Name:</td><td colspan="3">System Name:</td></tr>
<tr><td colspan="6">Corrective Action Option(s):</td><td>CA Tier:</td></tr>
<tr>
<td>School Keys</td>
<td>Actions, Strategies, and Interventions</td>
<td>Timeline</td>
<td>Estimated Costs, Funding Sources, and Resources</td>
<td>Person(s) Responsible</td>
<td colspan="2" align="center">Evaluation of Implementation of Strategies and Impact on Student Learning</td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td>
<td>Artifacts</td>
<td>Evidence</td>
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Sample of a Corrective Action Addendum

<table>
<tr>
<td colspan="4">Corrective Action Addendum</td>
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<tr>
<td colspan="2">School Name: Central Middle School</td>
<td colspan="2">System Name: Central County Schools</td>
</tr>
<tr>
<td colspan="2">Principal's Signature</td>
<td>Date:</td>
<td>CA Tier: 1</td>
</tr>
<tr>
<td colspan="2">Superintendent's Signature:</td>
<td colspan="2">Date:</td>
</tr>
</table>

Corrective Action Options by Tier	Approved for Tier:		
	1	**2**	**3**
1. **Extend the school year for school day for the school.**	X	X	X
2. **Restructure the internal organizational structure of the school.**	X	X	X
3. **Appoint an outside expert to advise the school on its progress toward making AYP.**	X	X	X
4. **Convert the school to a charter school.**	X	X	X
5. **Replace school staff that are relevant to the failure to make adequate yearly progress.**		X	X
6. **Significantly decrease management authority at the school level.**		X	X
7. **GaDOE directly involved in decisions regarding the replacement of the school staff that are relevant to the failure to make adequate yearly progress**			X

Reason(s) for not making AYP:

SWD subgroup in Reading/ELA and math

Indicate Corrective Action Option(s) selected by number (1-7): 3

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Sample of a Corrective Action Addendum

School Name: Central Middle School	**System Name:** Central County Schools

Corrective Action Option: Appoint an outside expert to advise the school on its progress toward making AYP, based on its school plan.	**CA Tier:** 1

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	**Evidence**
Curriculum, Assessment,	Partner with a GLRS consultant to: a) Complete an effectiveness quality review of the instructional programs used for students with disabilities in order to improve reading, ELA, and math achievement. b) Review the school improvement plan and school and system professional learning plans to determine additional needs. c) Develop action steps based on results of the review and student focused benchmarks. d) Schedule monthly visits by GLRS consultant to review progress on implementation of action steps and determine revisions when needed. e) Complete an effectiveness quality review assessing the impact of the action steps on student learning.	September 2011 September 2011 September 2011 Monthly (October-April) May 2012	Resources for professional learning opportunities (stipends, materials, substitutes, etc.) School Improvement Funds $7,000.00	System Special Education Director, School Special Education Lead Teacher, Principal	Effectiveness Review report, action steps, monthly summary reports, student work samples	Strengths and weaknesses of the instructional program are identified and revised. Students with disabilities participate in a rigorous instructional program. The CRCT results when disaggregated show a decrease in the gap between SWD and general education students.

Sample of a Corrective Action Addendum (continued)

School Keys	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Professional Learning, Curriculum, Assessment and Instruction	Inclusion and co-teaching professional learning opportunities to implement an effective co-teaching model (to include ELL and SWD). a) Provide professional learning opportunities on the co-teaching model. b) Develop a rollout plan to include all classrooms by the 09-10 school year. c) Schedule common planning time for the regular teacher and the special education teacher. d) Implement and monitor for effectiveness.	Fall 2011 April 2012 August 2011 Progress Checks October, January, March, and May	GLRS Trainer $0.00 Substitutes Professional Development Funds $3,000.00	System Special Education Director, School Special Education Lead Teacher, Principal	Rollout plan, common planning schedule, professional development schedule	Teachers can articulate the rollout plan for the co-teaching model. The roles of the regular education teacher and the special education teacher are clearly understood and maximized during the co-taught classes. Teachers collaboratively plan to design, monitor, and revise instruction that effectively utilizes both instructors and ensures students are progressing toward meeting the standards. CRCT results increase for all subgroups. All students with disabilities participate in classroom instruction that is effectively co-taught.

Section Six: State-Directed
Improvement Contract Process

According to Georgia's Differentiated Accountability Plan, schools that are in the AYP status of NI 5 and higher are considered State-Directed Schools. Consequences for State-Directed Schools require that the school:

1. Notify parents of each enrolled student f the school's NI status.

2. Provide Supplemental Educational Services (SES) for all students who are not meeting standards in reading, English/language arts, and/or math.

3. Offer Public School Choice to all students in the school.

ADDITIONAL CONSEQUENCES:

The system must enter into an annual state-directed improvement contract with terms and conditions directed by the GaDOE.

Non-Negotiable Contract Elements

Assignment of a school improvement specialist to the school. The school improvement specialist will provide direct supervision of the school improvement actions through

1. Being directly involved in decisions regarding replacement of staff (principal, teachers, etc.)
2. Ensuring that instructional frameworks are used appropriately in each classroom.
3. Ensuring benchmark assessments are given and results are analyzed to guide instruction.
4. Overseeing implementation of short-term action plans.
5. Ensuring that the leadership team analyzes teacher attendance and develops action plans if needed.
6. Ensuring that the leadership team analyzes student attendance and develops action plans if needed.
7. Ensuring that the leadership team analyzes discipline records and develops action plans if needed.
8. Ensuring that the leadership team addresses targeted areas from GAPSS through the short-term action plans.

Other Mandates for the State-Directed Schools Include:
- Participate in a GAPSS review at NI 5, NI 7, and NI 9.
- Provide training, implementation and monitoring of instructional strategies, and professional learning selected by the GaDOE.
- Hire instructional coaches for specific content areas of need, based on AYP results.

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

<u>**State-Directed School Improvement Contract Elements**</u>

Improvement Contract Roles and Responsibilities
NI 5 and Higher Schools

The system must enter into an annual state-directed improvement contract with terms and
conditions directed by the GaDOE. Title I schools will receive funding to support
implementation of elements of the contract.

Non-Negotiable Contract Elements:
1. A school improvement specialist is assigned to the school. The school improvement
   specialist assigned to the school will provide direct supervision in the implementation
   of all school improvement actions.
2. The GaDOE school improvement specialist assigned to the school will
   be directly involved in decisions regarding the replacement of staff (e.g., principal,
   teacher, etc.).
3. The school will implement the instructional frameworks in each classroom.
4. The school will administer benchmark framework assessments and analyze results
   to guide instruction.
5. The school will implement short-term action plans.
6. The school will analyze teacher attendance and develop action plans if needed.
7. The school will analyze student attendance and develop action plans if needed.
8. The school will analyze discipline records and develop action plans if needed.
9. The school will address targeted areas from the GAPSS through short-term action plans.
10. The school will participate in a GAPSS review at NI 5, NI 7, and NI 9.
11. The school will participate in GaDOE professional learning for State-Directed Schools.
12. The school will hire instructional coaches for specific content area needs, based on
    AYP results.

Customized Contract Expectations:
In addition to the non-negotiable actions, customized expectations will be developed annually
by the GaDOE with each school and system to address the unique issues that the school may face
in the coming school year. These expectations will be based on the most recent school data
analysis available.

The Local Education Agency (LEA) will:
1. Provide leadership and support to the school, including the assignment of a system-level administrator to the school's leadership team.
2. Allocate and otherwise provide financial and other resources to enable the school to make AYP. Title I School Improvement funds awarded to the LEA on behalf of the school shall be made available for exclusive use by the school in a timely manner.
3. Ensure system-level administrators work closely with GaDOE to expedite any and all Title I issues, e.g., Title I Grant Assurances.
4. Select, hire, place, and empower appropriate system and school personnel to enable the school to make AYP.
5. Conduct a comparative analysis of the district teaching and administrative force to ascertain equitable student access to highly qualified, highly effective teachers and administrators supported by assigned human resource professional staff and implement a redistribution plan and/or recruitment plan, if applicable.
6. Conduct an analysis of teacher attendance, and if applicable, implement a plan to improve teacher attendance in the school.
7. Provide personnel dedicated to support at-risk students in danger of not graduating on time (graduation coach/counselor).
8. Participate in and cooperate with any Governor's Office of Student Achievement audit or review, if applicable.
9. Ensure GaDOE personnel assigned to the school are directly involved in decisions regarding the replacement of staff.
10. Support the school's implementation of expectations from GaDOE professional learning for administrators, teachers, and instructional coaches.
11. Support the school's participation in and implementation of the GaDOE common online assessment system.

Responsibilities and Commitments of the Local Education Agency (LEA)
Customization

The school will:
1. Establish a leadership team that meets a minimum of twice a month to focus on instructional goals and issues. The leadership team will include the school principal, a representative group of the school's teachers, a GaDOE assigned school improvement specialist, and a system administrator. Leadership team minutes will be provided to the GaDOE monitor of the contract at each short-term action meeting.
2. Budget and appropriately utilize financial resources to hire instructional coach(es) to support progress in meeting identified areas of need according to the school's AYP report, purchase and allocate classroom resources, and support participation in GaDOE professional learning for State-Directed Schools.
3. Analyze teacher attendance and implement an action plan to address attendance concerns, if applicable.
4. Analyze student attendance and implement an action plan to address attendance concerns, if applicable.
5. Analyze student discipline records and develop an action plan, if needed.
6. Monitor the work of the student information clerk to ensure that all data submissions into the Student Information System are accurate and coded properly.
7. Monitor student progress towards graduating on time.
8. Utilize the Georgia Performance Standards Frameworks and curriculum maps.
9. Implement classroom formative assessments.
10. Meet with assigned GaDOE personnel throughout the year to review implementation of the school improvement plan, review data, and monitor student progress towards mastery of the curriculum.
11. Participate in the GaDOE common online assessment system.
12. Designate content and special education teachers, instructional coaches, the principal and/or other selected school leaders to participate in and implement expectations from the GaDOE targeted professional learning for State-Directed Schools.
13. Provide the structure to support collaborative, content focused professional learning sessions.
14. Designate content area teachers (general and special education) to participate in targeted, professional learning to support the Georgia Performance Standards Frameworks.
15. Utilize the School Keys and the accompanying Implementation Resource.
16. Utilize the school council as outlined in Georgia law, O.C.G.A. §20-2-86.
17. Design and implement short-term action plans.
18. Participate in and cooperate with any Governor's Office of Student Achievement audit or review, if applicable.
19. Participate in the Georgia Assessment of Performance on School Standards (GAPSS) and incorporate recommendations in the school improvement plan. (NI 5, NI 7, and NI 9 schools only.)
20. Participate in and implement expectations from the leadership training.

Responsibilities and Commitments of the School Managed by the LEA
Customization

The Georgia Department of Education will:

1. Provide a school improvement specialist and other support personnel to the school.
2. Provide support and monitor the development and implementation of the school's short-term action plans.
3. Provide professional learning for teachers, instructional coaches, and leaders in State-Directed Schools.
4. Provide training on School Improvement tools and resources.
5. Provide the common online assessment system.
6. Provide school progress reports to the State School Superintendent's office and the Governor's Office of Student Achievement, when applicable.
7. Provide assistance to the LEA regarding the comparative analysis and redistribution/ recruitment plan, if applicable.
8. Conduct a Georgia Assessment of Performance on School Standards (GAPSS) Analysis in NI 5, NI 7, and NI 9.
9. Participate directly in decisions regarding the replacement of staff at the school.

Responsibilities and Commitments of the Georgia Department of Education
Customization

Section Seven: Additional Resources

The Elementary and Secondary Education Act of 1965 (ESEA)
Local Funds Transferability Provision

ESEA embraces the goal of greater flexibility and puts it into practice so that local educators can best utilize federal resources to meet their specific challenges and do what is necessary to improve academic achievement.

The bill consolidates a number of large and small programs and provides states and local districts with additional flexibility to transfer funds from different accounts to target their local priorities.

Title VI, Subpart 2 – Funding Transferability

School districts (Systems/LEAs) not in school improvement or corrective action may transfer up to 50 % of funds they received among the following Federal formula programs with 30 days notice to SEA:

> Title II, Part A - Teacher Quality
> Title II, Part D - Educational Technology

Districts may also transfer 50% of the funding from these four programs for Title I allowed activities. However, **while funds may be transferred into Title I programs, no funds may be transferred out of Title I.**

> School districts in school improvement may transfer up to 30% of funds among the three Federal programs:
>
> School Districts in corrective action may not transfer funds at all.

Funds transferred from one program to another can only be used for the allowable activities of the specific program(s) the money is transferred to. For example, if funds from Title II D are transferred to Title II, A, those funds must be used for the Title II, A allowable uses.

The list of allowable uses by Title and Section of the ESEA follows:

Title II, Part A (Sec.2121)
Local Uses
''(a) IN GENERAL.—A local educational agency that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:
''(1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only—
''(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and
''(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

''(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including—

''(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach—

''(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and

''(ii) in schools in which there exists a shortage of highly qualified teachers;

''(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and

''(C) establishing programs that—

''(i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children);

''(ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

''(iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

''(iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

''(3) Providing professional development activities—

''(A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—

''(i) one or more of the core academic subjects that the teachers teach; and

''(ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

''(B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—

''(i) involve collaborative groups of teachers and administrators;

''(ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

''(iii) provide training in methods of—

''(I) improving student behavior in the classroom; and

''(II) identifying early and appropriate interventions to help students described in clause (ii)learn;

''(iv) provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and

''(v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.

''(4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—

''(A) teacher mentoring from exemplary teachers, principals, or superintendents;

''(B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;

''(C) incentives, including financial incentives, to retain teachers who have a record of success in helping low achieving students improve their academic achievement; or

''(D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

''(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—

''(A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;

''(B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;

''(C) tenure reform;

''(D) merit pay programs; and

''(E) testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.

''(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

''(7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

''(8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

''(10) Carrying out programs and activities related to exemplary teachers.

Title II, Part D, Education Technology (SEC. 2412)
Local Uses
''(a) PROFESSIONAL DEVELOPMENT.—

 ''(1) IN GENERAL.—A recipient of funds made available under section 2412(a)(2) shall use not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology—

''(A) to access data and resources to develop curricula and instructional materials;

''(B) to enable teachers—

''(i) to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and

''(ii) to retrieve Internet-based learning resources; and

''(C) to lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and

student academic achievement standards.

''(2) WAIVERS.—Paragraph (1) shall not apply to a recipient of funds made available under section 2412(a)(2) that demonstrates, to the satisfaction of the State educational agency involved, that the recipient already provides ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction.

''(b) OTHER ACTIVITIES.—In addition to the activities described in subsection (a), a recipient of funds made available by a State educational agency under section 2412(a)(2) shall use such funds to carry out other activities consistent with this subpart, which may include the following:

''(1) Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase access to technology for students and teachers, with special emphasis on the access of high-need schools to technology.

''(2) Adapting or expanding existing and new applications of technology to enable teachers to increase student academic achievement, including technology literacy—

''(A) through the use of teaching practices that are based on a review of relevant research and are designed to prepare students to meet challenging State academic content and student academic achievement standards; and ''(B) by the development and utilization of innovative distance learning strategies to deliver specialized or rigorous academic courses and curricula to areas that would not otherwise have access to such courses and curricula.

''(3) Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging State academic content and student academic achievement standards.

''(4) Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in
their child's education, so that parents are able to reinforce at home the instruction their child receives at school.

''(5) Preparing one or more teachers in elementary schools and secondary schools as technology leaders who are provided with the means to serve as experts and train other teachers in the effective use of technology, and providing bonus payments to the technology leaders.

''(6) Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology, to support the school reform effort and to improve student academic achievement, including technology literacy.

''(7) Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media personnel in the classroom, in academic and college counseling centers, or in school library media centers, in order to improve student academic achievement.

''(8) Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.

''(9) Implementing performance measurement systems to determine the effectiveness of education technology programs funded under this subpart, particularly in determining the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students
to meet challenging State academic content and student academic achievement standards.

''(10) Developing, enhancing, or implementing information technology courses.

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<u>NCLB requirements for Development and Revision of the</u>
<u>School Improvement Plan (NCLB, Section 1116)</u>

Each school identified for school improvement shall, no later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school (school system), and outside experts (SEA, an institution of higher education, a private not-for-profit organization or for-profit organization, and educational service agency), for approval by the local educational agency (school system Superintendent and Board of Education).

The school plan shall cover a 2-year period and include the following 10 components:

1. Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in Title I, part (F);

2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan, White, Multi-Racial, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged) enrolled in the school will meet the state's proficient level of achievement on the state academic assessment (CRCT or GHSGT) no later than 2014.

3. Provide an assurance that the school will spend no less than 10% of Title I funds made available to the school for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -
   - Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
   - Meets the requirements for professional development activities under NCLB, section 1119; and
   - Is provided in a manner that affords increased opportunity for participating in that professional development

4. Specify how the funds described for high-quality professional development will be used to remove that school from school improvement status;

5. Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all groups of students (Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan, White, Multi-Racial, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged) enrolled in the school will meet the state's proficient level of achievement on the state academic assessment (CRCT or GHSGT) no later than 2014.

6. Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;
7. Specify the responsibilities of the school, local education agency (school system), and the State Educational agency serving the school under the plan, including technical assistance to be provided by the local education agency (school system) and the local education agencies responsibilities;

8. Include strategies to promote effective parental involvement in the school;

9. Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and

10. Incorporate a teacher mentoring program.

NCLB requirements for Corrective Action (NCLB, section 1116):

In the case of any school served by a Local Education Agency (school system) under this part that fails to make adequate yearly progress by the end of the second full year after the identification, the LEA shall *(i)* continue to provide all students enrolled in the school with the option to transfer to another public school served by the LEA; *(ii)* continue to provide technical assistance while instituting any corrective action; *(iii)* continue to make supplemental services available to children who remain in the school; and *(iv)* identify the school for corrective action and take at least one of the following corrective actions:

- Replace the school staff who are relevant to the failure to make adequate yearly progress;

- Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress;

- Significantly decrease management authority at the school level;

- Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan;

- Extend the school year or school day for the school;

- Restructure the internal organizational structure of the school

NCLB requirements for Restructuring (NCLB, section 1116):

If, after 1 full year of corrective action, a school subject to such corrective action continues to fail to make adequate yearly progress, the local educational agency shall *(i)* continue to provide all student enrolled in the school with the option to transfer to another public schools served by the

LEA; *(ii)* continue to provide technical assistance while instituting any corrective action; *(iii)* continue to make supplemental services available to children who remain in the school; and *(iv)* prepare a plan and make necessary arrangements to carry out subparagraph (B) Alternative Governance.

No later than the beginning of the school year following the year in which the local education agency implements planning for restructuring, the LEA shall implement one of the following alternative governance arrangements for the school consistent with State law:

- Reopening the school as a public charter school;

- Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress;

- Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;

- Turning the operation of the school over to the State, if permitted under State law and agreed to by the State (pending State Board Rule);

- 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 adequate yearly progress as defined in the State plan.

Georgia's Testing Benchmarks through 2014
Annual Measurable Objective (AMO) Targets

Reading/Language Arts CRCT	Percent of Students
Math CRCT Grades 3-8	**Percent of Students Proficient or Advanced**
2002-2003 Target	60.00
2003-2004 Target	66.70
2004-2005 Target	68.30
2005-2006 Target	68.30
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

Georgia's Testing Benchmarks through 2014
Annual Measurable Objective (AMO) Targets

English/Language Arts GHSGT Grade 11	Percent of Students Proficient or Advanced
2002-2003 Target	NA
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 GHSGT Grade 11	Percent of Students Proficient or Advanced
2002-2003 Target	NA
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

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Glossary

Absolute Bar - Starting with school year 2002-2003 annual measurable objectives (AMOs) or absolute bars were set for the Georgia Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT). These absolute bars are specified annual targets based on the percent of students identified as proficient in reading/English language arts, and math. These bars will be increased periodically so that all students reach 100% proficiency by school year 2013-2014.

Adequate Yearly Progress (AYP) – The measure used to hold schools, systems, and the state responsible for student achievement. Georgia's AYP plan requires schools, systems, and the state to demonstrate 95% participation on annual tests, certain specified levels of proficiency in academics (reading, English/language arts, math, and a specified level of proficiency on a second indicator (attendance for grades 3-8 and graduation rate for 9-12).

Annual Measurable Objective (AMO) – Specified annual targets based on the percent of students identified as proficient in reading, English/language arts, and math. See also Absolute Bars.

Attendance – Attendance is used as the second indicator for elementary and middle schools. To reflect attendance, Georgia is extracting from the Student Record the number of days absent for any student enrolled for any time during the school year for use in determining the distribution in the categories of 0-5 days absent, 6-15 days absent, and more than 15 days absent. The criteria for the second indicator are (1) No more than 15% of students absent more than 15 days in one school year or (2) Show progress from the preceding year. For school accountability, absences are based on student enrollment at a particular school; for system accountability, absences are accumulated for a student from one or more schools within the same system; for the state accountability, absences for a student are accumulated across all schools and all systems within Georgia in which the student has been enrolled during a school year.

NOTE: Attendance will be included in the new College and Career Ready Performance Index (CCRPI) for elementary, middle, and high schools when and if the CCRPI replaces AYP. The specifics for meeting attendance rate are not yet confirmed. Additional information regarding the CCRPI is forthcoming.

Confidence Interval – When a reporting group does not make Adequate Yearly Progress by meeting the Annual Measurable Objectives (absolute bars), then a confidence interval approach is used. The confidence interval approach is a simple statistical test that determines whether the observed percentage of a group meeting a proficiency criterion is significantly lower than the AMO for that test.

Criterion- Referenced Competency Test (CRCT) – The CRCT is a state-required test 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 1-8 in the content areas of reading, English/language arts, and math, and in grades 3-8 in science and social studies.

CRCT-M -The CRCT-M is a grade-level alternate assessment designed for a small number of students (approximately 2%) who receive special education services and who meet specific eligibility criteria. The program has been designed to meet federal requirements under the No Child Left Behind (NCLB) Act. According to federal regulations, all students, including those receiving special education services, must be assessed on grade-level content standards. In April 2007, federal regulations gave states the option of developing and implementing an alternate assessment based upon modified achievement standards (AA-MAS) as part of the state's overall state-mandated testing program. The federal regulations allow states the flexibility of determining the grades and content areas in which the AA-MAS is provided. While an AA-MAS is an alternate assessment for students with disabilities, it must be on grade-level and based upon the general curriculum for that grade. An AA-MAS is geared towards students who struggle, due to their disability, to demonstrate grade-level proficiency in the same timeframe as their peers. Georgia has created the Criterion-Referenced Competency Tests - Modified (CRCT-M) as an avenue for these students to demonstrate what they have learned.

The CRCT-M measures the same Georgia Performance Standards (GPS) as the general Criterion-Referenced Competency Tests (CRCT). The CRCT-M is available in the content areas of reading, English language arts, and mathematics in grades 3 through 8. Eligible students must participate in the Science and Social Studies CRCT as the CRCT-M is not offered in those content areas. Items on the CRCT-M have been edited and/or enhanced to increase the accessibility for the eligible students, allowing them to demonstrate more consistently what they know and can do. The CRCT-M program serves a dual purpose – to provide a diagnosis of individual student and program strengths and areas of improvement as related to instruction of the GPS and to yield a measure of the quality of education of students with disabilities in the state.

All students must participate in Georgia's state mandated testing program. In elementary and middle school grades, special education students may take the CRCT, the CRCT-M, 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. For the CRCT-M, the determination is made by subject or content area. A student's disability may impact one content area, such as reading, but not another, such as mathematics. The IEP team must carefully consider how the student's disability interacts with each content area and whether the disability precludes the student from demonstrating grade-level proficiency rather than some other mitigating factor. Importantly, an eligible student must be receiving instruction based on the GPS for the grade level in which he/she is enrolled. Additionally, his or her IEP must include goals that support the student's access to the subject area curriculum standards. For example, a student may have a disability that interacts with a subject area, such as mathematics. This interaction may impede the student's rate of learning in that subject, as well as his or her ability to demonstrate what he or she has learned as a result of instruction. Such a student may be eligible to participate in the CRCT-M in the affected subject. It is essential to note, however, that students who achieved a proficient score (met or exceeded expectations) on a subject area CRCT the previous school year are not eligible to participate in the CRCT-M in that subject. These students have demonstrated they are able to

achieve grade level proficiency on the general assessment, and therefore an alternate assessment would not be appropriate.

Student performance on the CRCT-M is reported at three levels: Below Proficiency, Emerging Proficiency, and Basic Proficiency. Results from the CRCT-M are used for both student accountability (i.e., promotion at required grades) and for school accountability (i.e., Adequate Yearly Progress).

- In 2001, the Georgia Academic Placement and Promotion Policy was passed enacting O.C.G.A. Sections 20-2-282 through 20-2-285. O.C.G.A. Section 20-2-283 states that no third-grade student will be promoted to fourth grade if the student does not achieve grade-level performance on the third-grade CRCT in Reading, and no fifth-grade or eighth-grade student will be promoted to the next grade if the student does not achieve grade-level performance on the CRCT in Reading and Mathematics. **With the implementation of the CRCT-M program, eligible students in grades 3, 5, and 8 meet promotion requirements if they achieve the Emerging Proficiency or Basic Proficiency performance levels on the CRCT-M in reading or mathematics**.

- For AYP, the Below Proficiency corresponds to the "Does Not Meet" on the CRCT; the Emerging Proficiency corresponds to "Meets while Basic Proficiency corresponds to "Exceeds."

Early Intervention Program (EIP) – A program designed to serve students in grades K-5 who are at risk of not reaching or maintaining academic grade level as defined in the GaDOE's *Early Intervention Program* Guidelines. The program provides assistance to enable students to obtain the necessary academic skills to reach grade-level performance in the shortest possible time. A student who is assigned to the EIP is by definition "below-grade-level."

Economically Disadvantaged Students (EDS) – For purposes of AYP and other reports, Georgia defines EDS as students who are eligible for free or reduced price lunch. For schools with federal waivers, all students are classified as economically disadvantaged; this data is collected as part of the Student Record.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) (**Title I. of**) –
The federal education program that provides funds to help schools and systems improve the achievement of educationally disadvantaged students through additional instruction for students, professional development for school staff, and activities to help parents support their children's education.

End-of Course Test (EOCT)
On April 13, 2011, the State board of Education voted to phase out the Georgia High School Graduation Test (GHSGT). Students entering ninth grade on or after July 1, 2011 will no longer be required to take or pass the GHSGT to receive a high school diploma. With the elimination of the GHSGT, Georgia will transition to the EOCTs for accountability purposes beginning in the 2011-2012 school year .

Enrollment for Attendance – The count of students who were enrolled at any time during the academic year found in the Student Record.

Enrollment for Full Academic Year (FAY) – The count of students in FTE-1, FTE-3, and Student Record who are either active or who have a withdrawn date after the testing record.

Enrollment for Test Participation – The count of students who were enrolled and should have been assessed. These students were identified by using conjointly FTE-3, Student Record, the test record, and the testing window files.

Formative Assessment –Formal and informal assessment processes and tasks are used throughout a unit or course of study to monitor student progress, illicit evidence of learning gaps and strengths, and provide feedback to students so that they can adjust their learning process. Examples include, but are not limited to: pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary, and feedback.

Full-time Equivalency Files (FTE-1, FTE-3) – These are the counts of students reported to the GaDOE for purposes of determining funding for which systems are eligible. FTE-1 is collected in the fall and FTE-3 is collected in the spring of each school year. These files are used in conjunction with other files to help determine enrollment during the CRCT and GHSGT testing periods and to identify Full Academic Year (FAY) students.

Full Academic Year (FAY) – Students who are continually enrolled in the same school for school-level Adequate Yearly Progress (AYP) determination (or in the same system for system-level AYP, or in the state for state-level AYP) from the fall FTE count through spring testing. To identify FAY students, FTE-1, FTE-3, testing window, test records, and Student Record are used conjointly.

Georgia Alternative Assessment (GAA) – This assessment is administered to a small number of students with severe disabilities whose Individualized Education Plan (IEP) teams determine that they are unable to participate in the regular assessments even with maximum accommodations.

Georgia High School Graduation Tests (GHSGT) – The GHSGTs are comprised of multiple choice assessments in the areas of English/language arts, math, science, and social studies. Students have multiple opportunities to take these tests prior to graduation. For purposes of Adequate Yearly Progress (AYP), results for first-time test takers in English/language arts and math are used in calculating the academic performance component of AYP for schools containing grades 9-12.

Graduation Rate – Used as the second indicator for high schools. Georgia has defined a graduate as a student who leaves high school with a regular diploma (this does *not* include Certificates of Attendance or Special Education diplomas) in the standard time (i.e., four years and a summer). High schools must be at or above the preset AMO for graduation rate. A Safe Harbor-Like calculation may be used if the school increases 10% from the previous year's graduation rate and meets the current year's graduation rate threshold.

Group or Reporting Group – A combination of students based on some factor. In Georgia's plan, AYP at the school, system, and state levels is not only determined for All Students (all tested students), but also for groups based on race/ethnicity, disability, English language proficiency, and economic status. There are ten groups for which AYP is calculated: All Students, Asians/Pacific Islanders, Black, Hispanic, Native American/Native Alaskan, Multiracial, White, Students with Disability, Limited English Proficient, and Economically Disadvantaged. These student factors are coded in the Student Record.

Highly Qualified – To be considered "highly qualified" to teach in the state of Georgia, teachers must be fully certified to teach by the Georgia Professional Standards Commission and be teaching in their field(s) of certification.

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is a written document that is developed for each eligible student with a disability in accordance with the requirements of the federal Individuals with Disabilities Education Act (IDEA).

LEA – Local Educational Agency, also known as a school district or a school system.

Leadership Team – A school leadership team is a collaboration of learning community constituents focused solely on supporting the improvement of student achievement at its school.

Limited English Proficient Students – Students whose primary language is not English and who have difficulty speaking, reading, writing, or understanding English. The data source for this is the Student Record.

Multi-Year Average – If AYP is not met by the AMO or by using the confidence interval approach, the next step in determining AYP is by averaging group performance for the current year and the two previous years.

Participation – As part of meeting AYP, a group, school, system, and the state must demonstrate that at least 95% of the students enrolled at the time of testing actually attempted a test used to determine academic proficiency.

Proficiency – The level of performance considered satisfactory on each assessment. On the CRCT, a student is proficient if his/her performance is classified as "meeting standards" or "exceeding standards". On the GHSGT, a student is proficient if his/her performance is classified as "pass" or "pass-plus".

Safe Harbor – If the confidence interval approach and then multi-year averaging do not enable a group of students to meet AYP, safe harbor is the last step in determining that status. To make safe harbor, a group must decrease the percent of students in a group not meeting proficient/ advanced levels by 10% from the previous year. The group must also meet the additional academic indicator requirement.

Science - Georgia's Race to the Top (RT3) Application called for science to become the second indicator for AYP for all elementary and middle schools (grades 3- 8) beginning with the 2012 AYP determinations; however, this has now changed. Superintendent John Barge submitted an amendment to the US ED to adjust the timeline by allowing the first year (2011-2012) of implementation to serve as a hold harmless or pilot year. That revised timeline was approved. This change will allow time for statewide teacher training to enhance science content knowledge and science pedagogy, and to raise educator awareness of STEM resources and problem-based inquiry learning to meet expectations for the new Common Core Georgia Performance Standards (CCGPS) and the upcoming National Science Standards.

Science will be included as part of the CCRPI for elementary, middle, and high schools. CRCT scores and EOCT scores will be embedded in the new Accountability plan. Details will be announced when the CCRPI rolls out.

Student Record – 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.

Students with Disabilities – Students who are determined by an individualized education program (IEP) team or hearing officer to have one or more specified impairments that necessitate special education or related services. The data source for this is the Student Record.

Supplemental Educational Services (SES) – Instruction provided to students outside of the regular school day by a state-approved provider selected by the parents of each eligible student.

Summative Assessment – Formal assessments are administered at key juncture points in a student's education (e.g., at the conclusion of a unit, grading period, course of study) to evaluate the extent to which the student has mastered required GPS and related learning goals. Examples include, but are not limited to end-of-course tests, state assessments, and final exams.

Testing Window – The dates during the school year when annual assessments are given. Testing dates are set and published each year by the GaDOE.

Title I. of the ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) – The federal education program that provides funds to help schools and system improve the achievement of educationally disadvantaged students through additional instruction for students, professional development for school staff and activities to help parents support their children's education.

United States Department of Education (US ED) – The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education. It assists the President in executing his education policies for the nation and in implementing laws enacted by Congress. The department's mission is to serve America's students – to ensure that all have equal access to public education and to promote excellence in our nation's public schools.

Web Resources
(All Internet sites were active at time of printing.)

Georgia Department of Education (GaDOE)
http://public.doe.k12.ga.us

  Adequate Yearly Progress
  http://public.doe.k12.ga.us/AYP2009.aspx

  School Improvement
  http://www.gadoe.org/tss_school.aspx

  Criterion- Referenced Competency Tests (CRCT)
  http://public.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_CRCT

  End-of-Course-Tests (EOCT)
  http://public.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_EOCT

  English to Speakers of Other Languages (ESOL)
  http://public.doe.k12.ga.us/ci_iap_esol.aspx

  Exceptional Students (Special Education)
  http://public.doe.k12.ga.us/ci_exceptional.aspx

  Full-time Equivalency Files (FTE-1, FTE-3)
  (http://techservices.doe.k12.ga.us/admin/datacollect/fte/fte2002.htm

  Georgia Alternative Assessment
  http://public.doe.k12.ga.us/ci_testing.aspx?

  Georgia High School Graduation Tests (GHSGT)
  http://public.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_GHSGT

  GAPSS Analysis: *Georgia Assessment of Performance on School Standards*
  http://www.gadoe.org/DMGetDocument.aspx/GAPSS%20FINAL%20Rev%20PRINT%20R
  EADY%208-6-
  08.pdf?p=6CC6799F8C1371F629970641DAA1DDE3ED496B145857D4450887CCABED6
  ACE36&Type=D

  Implementation Resource: *Building Capacity through Best Practices*
  http://www.gadoe.org/DMGetDocument.aspx/Implementation%20Resource%20FINAL%20
  Rev%20PRINT%20READY%208-6-
  08.pdf?p=6CC6799F8C1371F66B7A566D9BB277091003D7CD1D927AEA1EB2D8EE7E6
  8F1BA&Type=D

Office of Education Support and Improvement
http://public.doe.k12.ga.us/tss.aspx

Policy and External Affairs
http://public.doe.k12.ga.us/pea.aspx

Professional Learning
http://public.doe.k12.ga.us/tss_school_prolearning.aspx

Charter Schools
http://www.gadoe.org/pea_charter.aspx

School Keys: *Unlocking Excellence through the Georgia School Standards*
http://public.doe.k12.ga.us/DMGetDocument.aspx/SCHOOL%20KEYS%20FINAL%205-29-07.pdf?p=6CC6799F8C1371F6175E5B6E474BB7C617F852E1ADE57E7942B6D677375DA861&Type=D

Supplemental Educational Services (SES)
Elementary Secondary Education Act (ESEA)http://www2.ed.gov/choice/help/ses/index.html

Testing Window
http://www.gadoe.org/DMGetDocument.aspx/2009-2013%20Testing%20Calendar%204-15-2010%20v2%20FINAL.pdf?p=6CC6799F8C1371F6D7CCA0AD3FEC66706E46951750D1E9F765314CBD5C32A74E&Type=D

Title I Part A – Helping Disadvantaged Children Meet High Standards
http://www.gadoe.org/tss_title.aspx

High Schools That Work
http://public.doe.k12.ga.us/ci_cta.aspx?PageReq=CICTAHS

ACT
http://www.act.org/aap/

Association for Supervision and Curriculum Development (ASCD)
http://www.ascd.org/

Communities In Schools in Georgia
http://www.cisga.org

Georgia Closing the Gap Commission
http://gap.georgia.gov/01/home/0,2197,2139433,00.html;jsessionid=2E56D476164A81817E25E7514823F212

Georgia Leadership Institute for School Improvement
http://www.glisi.org/site/default.htm

Governor's Office of Student Achievement
http://www.gaosa.org

McRel (Mid-Continent Research for Education and Learning)
http://www.mcrel.org

North Central Regional Educational Lab – Pathways to School Improvement
http://www.ncrel.org/sdrs/

Northwest Regional Educational Lab
http://www.nwrel.org/

Professional Standards Commission
http://www.gapsc.com

SEDL
http://www.sedl.org

SERVE (Southeastern Regional Vision for Education)
http://www.serve.org/

What Works in Schools: Translating Research into Action, Dr. Robert Marzano
http://www.whatworksinschools.org/

SAT
http://sat.collegeboard.com/home

United States Department of Education
http://www.ed.gov/