

Georgia State ESSA Plan: Summary of Changes Based on Public Feedback

Title I, Part A: Improving Basic Programs (pgs 6-57)

1. Challenging Academic Standards (pg 6)
 - a. Added: Appendix H -- Georgia's intent to participate in the Innovative Assessment grant and echoing Senate Bill 211 that addressed assessment flexibility
2. Eighth grade math exemption (pgs 6-9)
 - a. Clarified: Georgia will be seeking additional waivers for ELA and science – eliminating double testing for middle school students who take high school coursework
 - b. Highlighted: AP & MOWR options for students
3. Native language assessment (pgs 9-11)
 - a. Highlighted: Universal Design practices and guidance/accommodations for EL students

For more details, see Assessment – Response to Feedback document: bit.ly/ESSA_Assessment

4. Statewide accountability (pgs 11-16)
 - a. Clarified: Georgia will reassess testing practices for ELs as ACCESS 2.0 data becomes available
 - b. Detailed: Provided additional impact data and rationale for N-size selection; context for N-size of 40 for participation
 - c. Clarified: Difference between the statewide accountability system and report card
5. Long-term goals (pgs 17-25)
 - a. Clarified: Connection to Closing the Gaps measurement; provide examples and additional general information
 - b. Context: 100% graduation rate goal still captured in CCRPI indicator
 - c. Highlighted: Additional pathways to graduate – MOWR, SB 2, core credit flexibility (i.e. Computer Science, Technical College Readiness ELA and Math)
 - d. Clarification: EL targets will be re-evaluated based on new ACCESS 2.0 data
6. Indicators (pgs 26-37)
 - a. Clarification: How individual indicators will be calculated and presented
 - b. Edited: Removed references to college and career planning
 - c. Reformatted: Components/Indicator table
 - d. Added: Weighted points for the Closing the Gaps component; giving schools additional credit for meeting ambitious targets for challenging student subgroups (Economically Disadvantaged, English Learners, and Students with Disabilities)
 - e. Added: Reference to School Climate rating and Financial Efficiency rating
 - f. Added: Senate Bill 2 and MOWR information to Accelerated Enrollment section
 - g. Added: Details about career pathways to Pathway Completion section
 - h. Added: Exploring using ACCUPLACER in CCRPI
 - i. Context: How CCRPI is calculated for schools with different grade configurations or do not have data for specific indicators based on too few students

- j. Added: Crosswalk of ESSA categories and Georgia’s CCRPI components and indicators
- k. Clarification: Summative ratings for P-2 schools and alternative schools

Notes:

- *GaDOE will work with districts with performance contracts that have terms longer than 5 years to accommodate the proposed reset of long-term goals in the State ESSA Plan*
- *Language in this section does not limit flexibility with graduation requirements or EOCs (i.e. MOWR, Senate Bill 2, or Technical College Readiness courses)*
- *Superintendent Woods agrees with feedback that was received calling for less weight on test scores in the CCRPI measurement and more weight on the readiness component, however this must be approved by the State Board of Education and Governor’s Office of Student Achievement.*

For more details, see Accountability – Response to Feedback document: bit.ly/ESSA_AccountabilityGA

- 7. Identification of Schools (pgs 38-51)
 - a. Clarification: Charts for identification, entrance/exit criteria
 - b. Added: Collaboration with RESAs
 - c. Added: Work regarding school leadership
 - d. Clarification: Scope and role of CNA; streamlining
 - e. Added: Loss of flexibility if schools do not meet goals of performance contracts
- 8. School Conditions (pgs 51-53)
 - a. Context: Additional descriptions of practices
 - b. Added: Support staff that impact climate (specifically, school psychologists and social workers)
 - c. Added: Work with early childhood education
- 9. School Transitions (pgs 53-57)
 - a. Reformatted: Based on P-postsecondary sequencing
 - b. Added: Early childhood education connection
 - c. Added: Out-of-school opportunities
 - d. Added: Career Academies reference
 - e. Context: Additional description of the Counselor Companion; aptitude assessments and career inventors

For more details, see Federal Programs to Support School Improvement – Response to Feedback document: bit.ly/ESSA_FP

Title I, Part C: Migratory Children (pgs 58-62)

- Added: Early childhood education connection
- Context: Additional descriptions of practices

Title I, Part D: Neglected, Delinquent, or At-Risk Youth (pgs 63-64)

- Context: Additional information about strong partnership with DJJJ and GDC
- Context: Additional descriptions of practices

For more details, see *Federal Programs to Support School Improvement – Response to Feedback* document: bit.ly/ESSA_FP

Title II, Part A: Effective Instruction (pgs 65-76)

- Added: Information about P-20 collaboratives; inclusion of DECAL
- Added: Information about PLCs
- Added: Reference to Leadership Academies
- Added: Examples of data to be included in equity dashboard
- Added: Information about alternative prep programs
- Clarification: Per state law, the ability for districts to waive certification requirements (exception: special education certificate)
- Added: Information about partnerships focused on Teacher Preparation
- Added: Gifted education convening; plan to legislature; items in toolbox
- Added: Focus on rural recruitment and retention of teachers
- Context: Additional descriptions of practices

For more details, see *Educator and Leader Development – Response to Feedback* document: bit.ly/ESSA_Educator

Title III, Part A, Subpart 1: English Language Acquisition (pgs 77-79)

- Context: Additional descriptions of practices

Title IV, Part A: Academic Enrichment Grants (pgs 80-82)

- Context: List of topics that specific guidance and technical assistance will be provided for districts to support whole child activities (includes: after-school, media specialists/centers, gifted education, early childhood education, etc.)

For more details, see *Education of the Whole Child – Response to Feedback* document: bit.ly/ESSA_WholeChild

Title IV, Part B: 21st Century Community Learning Centers (pgs 83-85)

- Added: Greater references to afterschool standards and activities
- Context: Additional descriptions of practices

Title V, Part B, Subpart 2: Rural and Low-Income (pgs 86-87)

- Context: Additional descriptions of practices

Title VII, Subpart B: Homeless Children and Youth (pgs 88-91)

- Context: Work with counselors and state agencies
- Context: Additional descriptions of practices

For more details, see *Federal Programs to Support School Improvement – Response to Feedback* document: bit.ly/ESSA_FP

Appendix

- Added: D – Request for Waiver for 1% Cap on Alternative Assessments
- Added: H – Assessment Flexibility