



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

Georgia Waiver for ESEA Requirements School Improvement Services and Support

Reward Schools	Priority Schools	Focus Schools	Alert Schools*	District
<p>Definition:</p> <ul style="list-style-type: none"> A "Highest-Performing School" is a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the "all students" group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school. <hr/> <ul style="list-style-type: none"> A "High-Progress School" is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the "all students" group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school. 	<p>Definition:</p> <p>A school among the lowest five percent of Title I schools in the state based on the achievement of the "all students" group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;</p> <ul style="list-style-type: none"> A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or A Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model. <hr/> <ol style="list-style-type: none"> All Priority Schools must offer Flexible Learning Program (FLP) Develop a corrective action plan that outlines how the school will implement FLP Send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school. Set-aside 10% of their school's Title I, Part A allocation for professional development. Attend Summer Leadership Academy in 2012 Alignment of Title I Part A funds Alignment of Title I (1003a) funds Development of School Improvement Plan Professional learning on CCGPS Monitoring of implementation Implementation of TKES and LKES 	<p>Definition:</p> <ul style="list-style-type: none"> A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates ("within-school-gaps" focus school) A Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school ("low-graduation-rate" focus school). <hr/> <ol style="list-style-type: none"> All Focus Schools must offer Flexible Learning Program (FLP) Develop a corrective action plan that outlines how the school will implement FLP Send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school. Recommend set-aside 10% of their school's Title I, Part A allocation for professional development. Attend Summer Leadership Academy in 2012 or 2013 Alignment of Title I Part A funds Alignment of Title I (1003a) funds Development of School Improvement Plan Professional learning on CCGPS Monitoring of implementation Implementation of TKES and LKES 	<p>Definition:</p> <ul style="list-style-type: none"> 3 ways to be identified: <ul style="list-style-type: none"> Graduation Alert Subgroup Alert Subject Alert Based on minimum n size \geq TBD Title I and Non-Title I schools Graduation Alert: graduation rate is below 3 standard deviations from the mean of the state's subgroups' graduation rate <ul style="list-style-type: none"> Based on 9 ESEA subgroups** Subgroup Alert: achievement rate is below 3 standard deviations from the mean of the state's subgroups' meets and exceeds rate <ul style="list-style-type: none"> Based on 9 ESEA subgroups** Subject Alert: subject achievement is below 3 standard deviations from the mean of the state's meets and exceeds rate for each subject <hr/> <p>Alert Schools will be served as Focus Schools</p>	<p>LEAs will be required to offer Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing FLP will be required to submit a plan utilizing these consequences and a budget for approval by GaDOE Title Programs Division.</p> <ol style="list-style-type: none"> RESAs will identify districts with targeted needs and work with them through regional efforts to include professional learning and content area support. Districts are required to submit a District Effectiveness Plan to the GaDOE to address identified areas of need. GaDOE provides a district effectiveness specialist to provide support and monitor the implementation of the District Effectiveness Plan. GaDOE will provide a District Review if goals have not been met over a two year period. GaDOE staff will meet with the superintendent, school board chair, designated central office staff, and GaDOE staff to review data, progress made to date, and next steps. <p>District Effectiveness specialists will work with central office staff on</p> <ul style="list-style-type: none"> Engaging leadership teams in best practices for school improvement Collecting and analyzing data Determining root causes Developing effective goals Selecting appropriate actions, strategies, and interventions Identifying artifacts and evidence Creating a professional learning plan Designing a plan for monitoring implementation
<ul style="list-style-type: none"> Reward Schools initially identified in September 2012 Reward Schools identified annually Financial awards (if available), allocated after identification Recognition at Annual Title Programs Conference 	<ul style="list-style-type: none"> Priority Schools will be identified by April 15, 2012 and will be served for 3 years Supports and interventions will begin in June 2012 	<ul style="list-style-type: none"> Focus Schools will be identified by April 15, 2012 and will be served for 3 years Supports and interventions will begin in June 2012 	<ul style="list-style-type: none"> Alert Schools will be initially identified by April 15, 2012 Alert Schools will be identified annually Supports and interventions will begin in June 2012 	