



Guidance

for the Implementation of

Georgia's Single Statewide Accountability System

State Board of Education Chapter 160-7-1

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

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Single Statewide Accountability System (SSAS)

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PREFACE

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

INTRODUCTION

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

PURPOSE

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

DEFINITIONS

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

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

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

(4) AYP Workbook - the document that is officially known as the *Consolidated State Application Accountability Workbook*. Each state annually submits to the United States Department of Education (US ED) its workbook describing how AYP determinations will be calculated and how the state will comply with the No Child Left Behind Act of 2001. Updates to the AYP Workbook reflect the state's response to feedback from Georgia education stakeholders, analysis of academic-related data, and changes in state curriculum and assessments, state law, and federal legislation and/or guidance/regulations from US ED.

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

DEFINITIONS Continued

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

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

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

(9) Enhanced Georgia High School Graduation Tests - Georgia High School Graduation Tests (GHS GT) for English/language arts and mathematics were enhanced to comply with the No Child Left Behind Act of 2001 requiring more rigorous examinations. For accountability purposes, Enhanced GHS GT results from first time test takers in the eleventh grade for English/language arts and mathematics are used in making AYP determinations at school, LEA, and state levels.

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

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

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

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

DEFINITIONS Continued

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

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

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

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

(18) LEA Corrective Action Plan - an addendum of a LEA Improvement Plan required of all LEAs that reach Needs Improvement Year 3. The Corrective Action Plan is to be written in accordance with the No Child Left Behind Act of 2001, section 1116, and approved by the State Board of Education for a minimum of a two-year period.

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

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

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

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

DEFINITIONS Continued

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

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

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

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

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

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

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

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

DEFINITIONS Continued

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

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

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

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

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

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

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

DEFINITIONS Continued

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

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

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

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

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

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

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

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

ACCOUNTABILITY PROFILE

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

Accountability Profile component 1: AYP

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

ACCOUNTABILITY PROFILE Continued

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

Accountability Profile component 2: Performance Index

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

Accountability Profile component 3: Performance Highlights

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

DATA VERIFICATION AND APPEALS

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

AWARD STRUCTURE

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

- On December 17, 2004, the State Board of Education (SBOE) adopted a plan for an awards system included in the Single Statewide Accountability System SBOE Rule 160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES.
- The Office of Student Achievement (OSA) shall identify those schools meeting award level criteria for recognition as reflected in the Award Structure chart in Appendix B (page 19).

AWARD STRUCTURE Continued

- The SBOE shall approve and the Georgia Department of Education (GDOE) shall account for and distribute any appropriated funds from the General Assembly and any donations and/or grants solicited and received for the purposes of the Single Statewide Accountability System awards and recognitions.
- Each public school shall be eligible for awards based on its Accountability Profile, in particular the school's Performance Index.
- Awards to schools may include recognition, flexibility/autonomy, and financial awards that are subject to appropriation. Such awards will only be applicable for a designated time relative to the date of the actual award presentation.
- Recognition banners will be presented to schools in the fall of 2005 based on either academic gains or the highest percent of students meeting and exceeding standards (proficient/advanced). Awards will be based on a combination of the AYP and the Performance Index components of the Accountability Profile. See appendices A and B (pages 18-19). Draft recognition banners for the Platinum level only for greatest gains and for highest percent proficient/advanced are included in Appendix C (page 20).

Identification of Schools Eligible for Awards

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

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

AWARD STRUCTURE Continued

- Recognition banners, flags, and/or signage
- Press releases endorsed by the OSA, State Board of Education, and the State School Superintendent.

Financial Award Distribution Plans

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

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

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

FINANCIAL AWARD DISTRIBUTION PLANS Continued

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

FINANCIAL AWARD DISTRIBUTION PLANS Continued

Calculating the Amount of Financial Awards for a School

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

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

SCHOOL LEVEL CONSEQUENCES

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

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

LEA LEVEL CONSEQUENCES

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

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

OFFICE OF STUDENT ACHIEVEMENT AUDIT FUNCTION

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

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

AUDIT FUNCTION Continued

OSA Audit Function and Record Retention Requirements

Record Retention Requirements

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

Right to Audit

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

Appendix A: Accountability Profile



Accountability Profile

Each Georgia school and LEA will receive an accountability profile based on academic-related components as listed below.

1. Adequate Yearly Progress (AYP) (Calculated for LEAs and schools.)	2. Performance Index (Calculated for schools only.)	3. Performance Highlights (Reported for LEAs and schools.)
Met AYP or Did Not Meet AYP	Greatest Gain in Percentage of Students Meeting and Exceeding Standards or Highest Percentage of Students Meeting and Exceeding Standards	Each School's and LEA's Best Performance Indicators
<ul style="list-style-type: none"> • AYP is based on annual assessment results. • No Child Left Behind requires states to develop a single state accountability system where AYP is only one component. 	<ul style="list-style-type: none"> • The Performance Index recognizes schools with the greatest gains and schools with the highest percentage meeting and exceeding standards. • Includes Full Academic Year (FAY) student assessment results. • Utilizes scores from all 5 CRCT subjects and grades 1-8. • Utilizes scores from 4 GHS GT subjects (English, math, science, social studies) from grade 11 first time test takers. 	<ul style="list-style-type: none"> • Showcases top school and LEA indicators based on State Report Card data. • Provides recognition beyond student and school assessment results.

Appendix B: Performance Index Criteria

DRAFT Award Structure: Performance Index Criteria



Award Structure: Performance Index Criteria

Performance Levels	AYP Status	Greatest Gain in Percentage of Students Meeting and Exceeding Standards	or	Highest Percentage of Students Meeting and Exceeding Standards
Platinum	Yes (for last 3 years)	Top 2 Percent: 98th Percentile within Georgia (with at least 35% Exceeding Standards)	or	At least 98 Percent of Students (with at least 35% Exceeding Standards)
Gold	Yes (for last 2 years)	Top 3 Percent: 97th Percentile within Georgia (with at least 30% Exceeding Standards)	or	At least 97 Percent of Students (with at least 30% Exceeding Standards)
Silver	Yes (for last 2 years)	Top 4 Percent: 96th Percentile within Georgia (with at least 25% Exceeding Standards)	or	At least 96 Percent of Students (with at least 25% Exceeding Standards)
Bronze	Yes or No in current year - Not in Needs Improvement	Top 5 Percent: 95th Percentile within Georgia (with at least 20% Exceeding Standards)	or	At least 95 Percent of Students (with at least 20% Exceeding Standards)

- Criteria were developed utilizing 2005 CRCT (grades 1-8 in Reading, ELA, Math, Social Studies, Science) compared to 2004 CRCT (grades 1-8 and all subjects) and 2005 GHSGT (grade 11- English Language Arts, Math, Science, and Social Studies) to 2004 GHSGT.
- Criteria will be based on Full Academic Year (FAY) students.

Appendix C: DRAFT Recognition Banners – 2 of 8 Templates
(Design is subject to change.)



State of Georgia
Governor's Office of Student Achievement

2005 PLATINUM AWARD

Greatest Gain
Meeting and Exceeding Standards



Sonny Perdue
Governor of Georgia



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



Kathy Cox
State Superintendent of Schools



State of Georgia
Governor's Office of Student Achievement

Highest Percentage
Meeting and Exceeding Standards



Sonny Perdue
Governor of Georgia



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



Kathy Cox
State Superintendent of Schools

Appendix D: Adequate Yearly Progress Status

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

School-Level Consequences

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

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

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

LEA-Level Consequences

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

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

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

See the Reference Table on the next page for examples.

Appendix D continued:

Reference Tables for LEA-Level Needs Improvement Status

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

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

AMO = Annual Measurable Objective
 DNM = Did Not Make AYP
 Met = Met AYP

95% = 95% Participation Rate
 CRCT = Criterion-Referenced Competency Tests
 E-GHSGT = Enhanced -Georgia High School Graduation Tests

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

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

What about the 95% Participation Rate?

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

What about Second Indicators?

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

Same Subject: Second Indicator

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

Appendix E: Schools: Table of Consequences/Interventions

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

Notes:

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

Appendix F: Table of LEA Consequences

LEAs: Table of Consequences/Interventions

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

Notes:

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

Appendix G: Reconfigured School Guidance

Policy Guidance School Improvement Status for Reconfigured Schools

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

Example 1:

School A merges with School X

School A School Improvement status is Needs Improvement – 4

School X School Improvement status is Needs Improvement – 2

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

Example 2:

School D merges with School U

School D School Improvement status is Adequate

School U School Improvement status is Distinguished

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

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

Example 1:

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

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

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

Example 2:

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

The School Improvement status of School W is Adequate

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

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

Example:

School E merges with School V

School E School Improvement status is Adequate

School V School Improvement status is Distinguished

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

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

Appendix H: Federal Flexibility for SWD Group

Applied to the 2004-2005 School Year ONLY

NCLB 2004-2005 Flexibility for Schools and School Systems Not Making AYP Based Solely on the Students with Disabilities (SWD) Group Proficiency Rates:

- Applies to schools and LEAs not making AYP based solely on SWD group scores;
- Provides a mathematical adjustment to the proficiency rates for the SWD group in both subjects reading/English language arts (R/ELA) and math;
- Provides Federal calculation steps:
 1. Determine the percent of SWD students assessed within the State (*138,954 divided by *1,106,615 = 12.5% for Georgia)
 2. Divide 2% by the percentage of SWD assessed (2% divided by 12.5% = 15.9 rounded to 16%)
 3. Add the proxy percent to the actual percent proficient for each subject -R/ELA and/or math. (add 16% for Georgia for 2004-2005)
 4. Determine if the proxy percent is equal to or greater than the State AMO.

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

Georgia Example Table for 2004-2005

Elem./Middle School Examples: State 2004-2005 CRCT Math AMO = 58.3%				
Example Schools	Original SWD Proficiency Rate	Federal Adjustment	Adjusted SWD Proficiency Rate	Adjusted SWD Proficiency Rate Determination
Elem. School	54%	+ 16%	70%	Yes (Met/exceeded the AMO absolute bar of 58.3%)
Middle School	49%	+ 16%	65%	Yes (Met/exceeded the AMO absolute bar of 58.3%)
Elem./Middle School Examples: State 2004-2005 CRCT R/ELA AMO = 66.7%				
Elem. School	52%	+ 16%	68%	Yes (Met/exceeded the AMO absolute bar of 66.7%)
Middle School	51%	+ 16%	67%	Yes (Met/exceeded the AMO absolute bar of 66.7%)
High School Example: State 2004-2005 Enhanced GHS GT Math AMO = 62.3%				
High School	48%	+ 16%	64%	Yes (Met/exceeded the AMO absolute bar of 62.3%)
High School Example: State 2004-2005 Enhanced GHS GT ELA AMO = 81.6%				
High School	67%	+ 16%	83%	Yes (Met/exceeded the AMO absolute bar of 81.6%)

Appendix I: Sample Parent Letters

Sample Letter 1:

Parent Notification Letter for Alternative High Schools Designed for Credit Recovery

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

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

Dear Parent(s):

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

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

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

_____ School is not a Title I school where students have opportunities for the federally-funded supplemental educational services, including tutoring, provided as part of the Title I program. However, remediation services are provided for all schools through the state-funded Instructional Extension Program.

Sample Letter 1 continued:

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

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

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

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

Sincerely,
Principal

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

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

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

Dear Parent(s):

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

Sample Letter 2 continued:

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

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

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

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

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

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

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

Sincerely,
Principal

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

Title I Schools

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

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

Non-Title I Schools

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

Appendix K: References

- A. Georgia Department of Education School Improvement Division:
➤ School Improvement Fieldbook: <http://www.doe.k12.ga.us/support/improvement/fieldbook.asp>
➤ System Improvement Fieldbook
http://www.doe.k12.ga.us/documents/support/improvement/si_fieldbook_system.doc
- B. Georgia Education Law; Title 20 Chapter 14; Articles 1 and 2; Parts 1-3
<http://www.legis.state.ga.us/legis/GaCode/Title20.pdf>
- C. Governor's Office of Student Achievement Homepage: <http://www.gaosa.org/>
Adequate Yearly Progress (AYP): <http://www.gaosa.org/ayp.html>
Single Statewide Accountability System: <http://www.gaosa.org/ssas.html>
State Report Card: <http://reportcard.gaosa.org/>
- D. Implementing Title I In Georgia Schools - A Handbook for Title I Directors;
3rd Edition; 2005; Georgia Department of Education
http://www.doe.k12.ga.us/documents/support/sss/title_i_handbook.pdf
- E. No Child Left Behind Act of 2001 (NCLB), sections 1111 State Plans; 1112 Local Educational Agency Plans; 1116 Academic Assessment and Local Educational Agency and School Improvement ; 1117 School Support and Recognition; and 1118 Parent Involvement; NCLB Homepage: <http://www.ed.gov/nclb/landing.jhtml>
- F. No Child Left Behind Act of 2001 Public School Choice Non-Regulatory Guidance
<http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>
- G. State Board of Education Rule 160-4-2-.14 INSTRUCTIONAL EXTENSION
<http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-2-.14.pdf>
- H. State Board of Education Chapter 160-7-1 Single Statewide Accountability System (SSAS) Rules:
160-7-1-.01 SINGLE STATEWIDE ACCOUNTABILITY SYSTEM;
160-7-1-.02 ACCOUNTABILITY SYSTEM DEFINITIONS;
160-7-1-.03 ACCOUNTABILITY PROFILE;
160-7-1-.04 ACCOUNTABILITY SYSTEM AWARDS AND CONSEQUENCES
<http://www.doe.k12.ga.us/doe/legalservices/rules.asp>
- I. State of Georgia Consolidated State Application Accountability Workbook for 2004-2005
http://www.doe.k12.ga.us/documents/support/plan/ayp_plan_workbook.pdf
- J. State Board of Education Rule 160-4-5-.03 SUPPLEMENTAL EDUCATIONAL SERVICES (SES) IN TITLE I SCHOOLS
<http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-5-.03.pdf>