

Historical Overview of Georgia's Standards

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Georgia's Comprehensive Plan for Education Improvement

- College and Career Georgia Performance Standards (CCGPS) – ELA & Math
 - Georgia Performance Standards (GPS) – Science & Social Studies
 - Georgia's Assessment System / Changing Landscape
 - Pathways to Prosperity: College & Career Ready Programs of Study
 - International Workforce Development Initiative (IWDI)
 - ESEA Waiver /College and Career Ready Performance Index (CCRPI)
 - Teacher Keys Evaluation System / Leader Keys Evaluation System (TKES/LKES)
-
- All initiatives supported by Student Longitudinal Data System (SLDS) & Teacher Resource Link (TRL)
 - Select initiatives supported by Race to the Top (RT3) Award



CCGPS / GPS: Standards vs. Curriculum

Standards establish *what* students need to learn.

The only things the State dictates are the standards and their aligned assessments.

The State does not dictate how teachers should teach. Instead, schools/districts/teachers decide **curriculum** as they determine the strategies, resources, and professional learning that will result in their students reaching the high expectations set forth in the standards.

Note: Through GeorgiaStandards.org (GSO) and Teacher Resource Link, the GaDOE provides sample resources to support the standards. The GaDOE also offers extensive professional learning opportunities to teachers relative to student achievement on the standards.



English Language Arts

9th Grade Literature and Composition: Standard for Reading Literature # 9 (RL9)

ELACC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).



English Language Arts

9th Grade Literature and Composition: Excerpt from a Sample Unit of Study

ESSENTIAL QUESTION: How has Shakespeare influenced modern culture? What impact can a writer's social environment have on their work? How can learning about a writer's social and historical context influence our understanding and appreciation for their work?

TASK: Listen to "My funny Valentine," identify examples of Shakespeare's influence on modern popular culture, compare and contrast song to sonnet, brainstorm other Shakespearean adaptations.

Standards:

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Instruction:

- Have students work together to construct a rubric listing what they would expect to see in a good multi-modal, oral presentation.
- Have peers use this rubric to evaluate one another's presentations of their sonnets. The rubric should include the appropriate elements to be recognized in the sonnet as well as presentation qualities. Have students refer to the rubric for elements.
- Students will read their sonnets from yesterday to the class, with peers conducting evaluations.
- Students will explain three literary devices used in their poem.
- Students will listen to "My Funny Valentine."
- Students will write a short paragraph explaining the similarities between the lyrics to the song and "My Mistress' Eyes are Nothing Like the Sun." Alternatively you may provide a chart guiding the comparison (including tone, imagery, etc.)
- Teacher will offer several examples of modern adaptations of Shakespearean plays. Discuss with the students which elements (literary, literal, tonal, plot, character, etc.) remain the same and which are changed. What are the probably reasons for the changes? Do they impact the timeless, classic nature of the piece?



English Language Arts

9th Grade Literature and Composition: Teacher Selected Examples of Source Materials

- Shakespearean sonnets
- My Funny Valentine
- *Romeo and Juliet*
- *West Side Story*



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Timeline for GaDOE Standards

2003-2004: Designed, vetted, and approved the Georgia Performance Standards (GPS) in the four core areas of ELA/Literacy, Mathematics, Science, & Social Studies

2004-2012: Developed and provided teacher and administrator professional learning and resources; developed and approved standards for additional course options

2010-2012: Infused Common Core State Standards into the Georgia Performance Standards in the areas of ELA/Literacy and Mathematics to produce College and Career Georgia Performance Standards (CCGPS) in ELA/Literacy and Mathematics



Timeline for GaDOE Standards (continued)

2010-2012 (continued): Within a digital or blended environment, provided teachers and administrators with ongoing professional learning opportunities, CCGPS grade level/course overviews, teaching guides, curriculum maps, unit frameworks, and published resources

2012-2013: Implemented CCGPS – ELA/Literacy in grades K-12 and CCGPS – Mathematics in grades K-9; provided ongoing digital or blended professional learning via unit-by-unit webinar series, webcasts, wiki forums, and face-to-face training; orchestrated summer institutes; enhanced available resources to include online PLU courses in ELA/Literacy and Mathematics



CCGPS: Governor Deal Request (August 15, 2013)

- As directed by Governor Deal, the SBOE is overseeing a review and evaluation of the College and Career Georgia Performance Standards (CCGPS) in English/Language Arts (ELA) and Mathematics.
- Coordinated by RESAs, an open-ended opportunity for teacher/educator input regarding CCGPS was e-mailed to Superintendents and other stakeholders
- Feedback from various RESA and GOSA standards surveys will also be considered.
- SBOE will conduct public hearings to receive feedback from the public.
- USG/BOR will summarize all input.
- SBOE approved steering committee will coordinate recommendations.
- SBOE action to approve any revisions is projected for Winter 2015.



CCGPS / GPS: Reading Lists

The CCGPS / GPS do not prescribe a required reading list for teachers, just suggestions for developing model reading lists. Reading selections should represent a balance between literature and non-fiction including technical selections required in the modern workplace. Districts may publish a reading list to support standards and promote summer reading. (See recent SBOE “K-12 Model Reading List: Things to Consider” document.)



Mathematics Challenges

- Disagreement among Georgia stakeholders relative to the appropriate level of integration of standards
- Significant increase in expectations of standards and assessments
- Pressing need for enhanced teacher content knowledge
- Limited availability of both hard copy and digital textbooks (teacher and student editions) and other vendor resources to support instruction



GaDOE Mathematics Timeline

- **1986: Quality Core Curriculum (QCC) objectives** - discrete set of standards with additional connecting standards relating to varied mathematics topics
- **2005: Georgia Performance Standards (GPS)** – integrated set of standards
- **2010-2011: College and Career Georgia Performance Standards (CCGPS)** - discrete set of standards with additional connecting standards relating to varied mathematics topics (AWARENESS PHASE)
- **2011-2012: College and Career Georgia Performance Standards (CCGPS)** – discrete set of standards with additional connecting standards relating to varied mathematics topics (PREPARATION PHASE)
- **2012-2013: College and Career Georgia Performance Standards (CCGPS)** – discrete set of standards with additional connecting standards relating to varied mathematics topics (IMPLEMENTATION PHASE)
- ❖ **Note: Since 2005, Georgia’s mathematics standards have included an emphasis on statistics**



Georgia Milestones Assessment System

(To be implemented in Spring 2015)

- **Grades 3-8**

- End of Grade (EOG) in ELA, Mathematics, Science, Social Studies

- **High School**

- End of Course (EOC) in 9th Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics

- ❖ Note: Georgia Milestones is being developed by Georgia with support from CTB-McGraw Hill and in collaboration with Georgia educators. Georgia Milestones will owned by the state of Georgia.



Georgia Milestones Assessment System

Features include:

- inclusion of constructed-response items in ELA and Mathematics, in addition to selected-response items
- inclusion of a writing component (in response to text) at every grade level and course within the ELA assessment
- inclusion of norm-referenced items in every grade and content area to complement the criterion-referenced information and to provide a national comparison
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil back-up until transition is completed

Addition of technology-enhanced items beginning in 2016-2017.



ESEA Flexibility Waiver (NCLB Waiver)

- 2010 adoption of Common Core
- 2012 Waiver request
 - States had to demonstrate commitment to implementing College and Career Ready Standards and Assessments in 2014-2015
 - States had to demonstrate commitment to accountability, recognition, and support of low performing schools
 - States had to demonstrate commitment to implementing Teacher and Leader Effectiveness measures



Historical Perspective

- World-wide competitive challenge for American students
- Participation in the American Diploma Project / Increased rigor and diploma requirements
- Lessons learned from past accountability initiatives: NCLB/AYP/SSAS
- College and Career Ready Policy Institutes / Collaboration with other states
- Stakeholder perceptions of successful schooling
- Increased emphasis on career as well as college readiness
- Emphasis on soft skills development
- Need for improvement road map for all schools
- Broader based communication opportunity for school stakeholders to describe successes and challenges
- Opportunity for flexibility to NCLB requirements



Title and Competitive Grants

Clara J. Keith
Associate Superintendent
Race to the Top



Types of Grants

- Formula
- Competitive



Formula Grants

- Use formulas determined by Congress
- Are based on a state's per capita income, percent of children in poverty, and the number or percent of children in the target population
- Are allocated to local school districts by the formula



Formula Grants

- The three major grants
 - The Elementary and Secondary Education Act (Title Programs – Title I, Title II, etc.)
 - The Carl D. Perkins Vocational and Technical Act (CTAE)
 - The Individuals with Disabilities Education Act (IDEA – Students with Disabilities)



Elementary and Secondary Education Act (Title Programs)

- The legislation is still applicable.
- Georgia submitted a plan on how funds would be used (Sec. 1111).
- In 2001-2002 all states were required to develop challenging academic standards (Sec. (b)(1) and F).
- Grant funds are earmarked for students in high poverty schools and for students at risk of not graduating.



Elementary and Secondary Education Act Title Programs

- The fiscal impact on local school districts for Title I, Part A alone are:
 - FY 14 - \$460,336,267
 - FY 15 - \$481,420,723
- Formula grant funds must be supplemental to state and local funds.



Competitive Grants

- Grants have specific criteria.
- Criteria are usually based on education reform priorities.
- The amount of funds are determined by the application criteria.
- The application details how to apply.
- The application requirements must align with federal law.



Competitive Grants

- Submitting an application is voluntary.
- The application requirements are posted for public comments in the federal register.



Race to the Top

Dr. Susan C. Andrews
Deputy Superintendent
Race to the Top



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"Making Education Work for All Georgians"
www.gadoe.org

What is Race to the Top?

A competitive grant funded by the American Recovery and Reinvestment Act of 2009 for the purpose of comprehensive educational reform in which States had to:

- Describe a comprehensive and coherent reform agenda;
- Clearly articulate goals for implementing reforms in four areas.



What were Georgia's Goals:

- Set high standards and rigorous assessments for all students leading to college and career readiness;
- Prepare students for college, transition, and success;
- Provide great teachers and leaders;
- Provide effective support for all schools, including the lowest-achieving schools; and
- Lead the way in STEM fields.



Was adoption of Common Core a requirement to apply for RT3?

- States had to demonstrate a commitment to working with other States to adopt a common set of high-quality standards that build toward college and career readiness, and
- States had to describe how the transition to **enhanced** standards and high-quality assessments would be supported by the grant;
- But, did not specify a particular group of standards.



What are the CCGPS Projects?

1. Develop resources for implementation of CCGPS;
2. Provide **professional learning** for teachers on new standards and on use of data to modify and improve instruction;
3. Develop **formative assessment** test items;
4. Develop **benchmark assessment** test items;
5. Fund PSAT exams for all high school sophomores; fund 10 new virtual courses through Georgia Virtual School and provide for 1000+ students to access GAVs.



How much RT3 funding was spent on CCGPS implementation?

Project	Description	Budget	Expenditures as of May 31, 2014
1	Resources for CCGPS	\$4,448,041	\$3,530,332
2	Professional learning for CCGPS	\$10,649,689	\$8,209,510
3	Formative Assessment Items	\$2,685,614	\$2,704,590
4	Summative Assessment Items	\$7,505,124	\$7,125,378
5	PSAT; Virtual Courses	\$5,330,781	\$5,281,492
		\$30,619,249	\$26,855,303



Have we met our RT3 obligations in regard to Common Core?

- All projects for Standards and Assessment will be completed by September 23, 2014.



What is the Race to the Top Grant Period?

- RT3 Grant Period ends September 23, 2014 except for specific projects approved in a No-Cost Extension.
- Standards and Assessment projects and activities end on September 23, 2014.



Describe the Amendment Process

- To request an amendment to the original application, Georgia was required to submit a description of the changes, the purpose of the changes, and any budget amendments due to the requested change.



Myths about RT3

Myth #1. A reform agenda was imposed on the State by requirements in the Race to the Top application.

Fact: The Race to the Top Grant was a competitive grant. In 2009, the Governor, Agency Heads of all State educational agencies, and key school district leaders chose to submit an application for the grant.



Myths about RT3

Myth #2. Georgia had to agree to implement Common Core State Standards in order to receive the grant.

Fact: Implementing Common Core State Standards was not required by the grant. In the Race to the Top application, Georgia committed to continuing the GPS and aligning with Common Core State Standards in English/Language Arts, and mathematics.



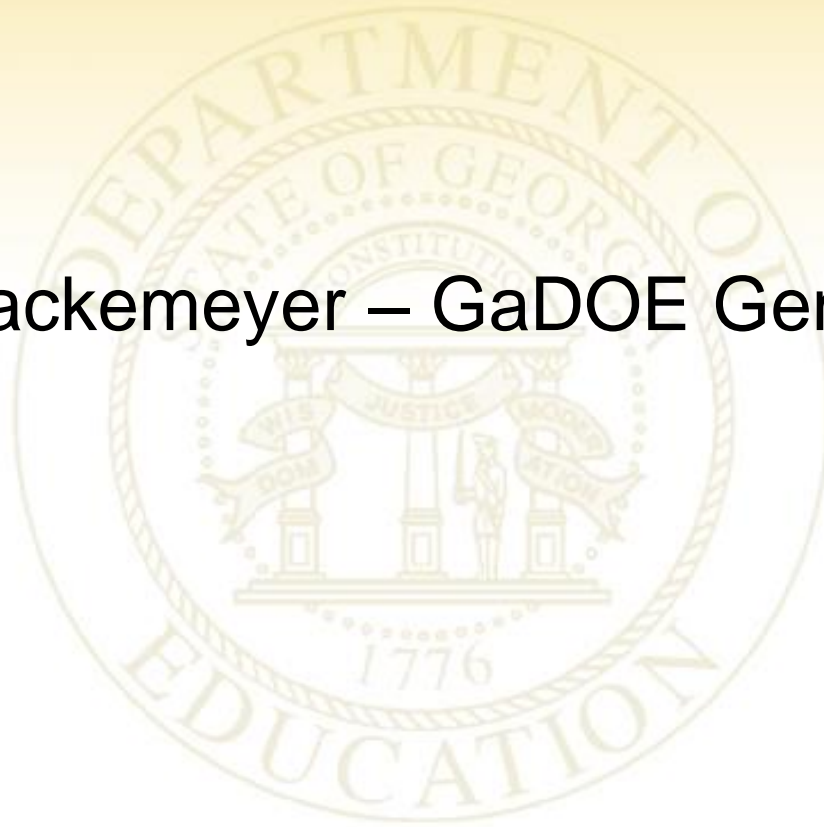
ESEA Waiver/RT3 Application: What do they have in common?

- Georgia's ESEA Waiver Application and Georgia's Race to the Top Application are companion documents.
- Any obligations Georgia described in the Race to the Top application are mirrored in the ESEA Waiver Application.



Status of Data Sharing

Jennifer Hackemeyer – GaDOE General Counsel





U.S. DEPARTMENT OF EDUCATION
EDFacts Workbook
SY 2013-14

Version 10.0

December 2013

1. Introduction

1.1. Purpose

This document provides information on how to submit files through the EDFacts Submission System (ESS) into EDFacts for school year (SY) 2013-14. This document assumes a basic understanding of the EDFacts data framework. An explanation of the EDFacts data framework is found in Appendix J, while a glossary of EDFacts terminology appears in Appendix M. Appendix N contains a list of resources. The ESS shares an opening Web page with the Consolidated State Performance Report (CSPR) and other data submission tools; however, this document does not cover how to use these systems. Each of the submission systems has a Getting Started guide or a User Guide.

1.2. EDFacts Collection

The Office of Management and Budget (OMB) approved the "Annual Mandatory Collection of Elementary and Secondary Education Data for EDFacts" for School Years 2013-14, 2014-15, and 2015-16. This data collection activity is approved until February 29, 2016, under OMB Control Number 1875-0240. The total data approved for collection by EDFacts includes:

1. Data submitted by state education agencies (SEAs) through ESS to EDFacts
2. Data collected from other sources (i.e., U.S. Census Bureau)
3. Metadata from SEAs and other sources
4. Submission plans for data to be submitted by states to ESS

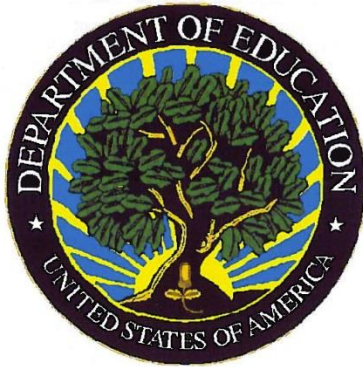
EDFacts does not collect individual student- or staff-level information. All information provided to EDFacts is aggregated—often by categories such as grade level. Although some of the data files may contain small numbers, none of the information is linked to specific students or staff members.

In submitting data to EDFacts, states cannot suppress the data in small data cells except as specifically authorized by federal statute.

1.3. Changes From Last Year

This Workbook has been significantly revised from last year. Several sections were moved into the appendices. The tables below list changes in the content of the sections.

	Title of Section	Change from last year
1	Introduction	Added this section on changes from last year. Moved other material to separate sections or the appendices.
2	Access to Systems	Moved from section 1.0. Editorial changes
3	Technical Assistance	Moved from section 1.0. Editorial changes. Redesigned to match with how the material appear



U.S. DEPARTMENT OF EDUCATION

EDFacts Submission System

C033 – Free and Reduced Price Lunch File Specifications

Version 11.0
SY 2014-15

June 2014

U.S. DEPARTMENT OF EDUCATION

C033–Free and Reduced Price Lunch
File Specifications v11.0

	SEA	LEA	School
Not Applicable			If the school does not participate in the National School Lunch Program, this count would not be applicable and the school of record should be left out of the file.
Missing			Use "-1" to report missing counts. Use "MISSING" when a category is not available.

2.3 Required Categories and Totals

The table below lists the combinations of the categories and totals that are expected to be submitted for each school that should be included in the file.

- An "X" in the column indicates that the category value must be submitted when reporting that aggregation.
- The total indicator must be either "Y" (Yes) or "N" (No).
 - If the record is for a category set, specify an "N" (No).
 - If the record is for a subtotal or education unit total, specify a "Y" (Yes).
- The abbreviations in the "Table Name" column represent the technical name of the data used in the file.

Table 2.3–1: Required Categories and Totals

Category Set	Table Name	Lunch Program Status	Total Indicator	Comments
Category Set A	LUNCHFREERED	X	N	Student County by Lunch Program Status
Total of the Education Unit	LUNCHFREERED		Y	Total of the Educational Unit

2.4 Guidance

This section contains guidance for submitting this file in the format of questions and answers.

Which students are reported?

Include students who are **eligible** for free and reduced price lunch based on where they are reported in C052 Membership. This file does not collect the number of students