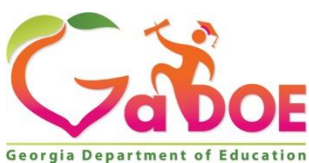


Teaching and Learning Annual Report

2021-2022



June 7, 2022

GaDOE Mission

Offering a holistic education for each and every child in the state.

GaDOE Vision

Educating Georgia's future by graduating students who are ready to learn, ready to live, and ready to lead.

GaDOE Strategic Plans

2020-2024: Georgia on the Move ([link](#))

Roadmap to Reimagining K-12 Education ([link](#))

Georgia's ARP-ESSER Plan ([link](#))

Teaching and Learning is comprised of three coordinated teams.

Dr. Caitlin McMunn Dooley, Deputy Superintendent

Together, we aim to improve student and educator learning opportunities, outcomes, and conditions in productive and innovative ways.

Standards, Instruction, and School Climate

Justin Hill, Associate Superintendent

This team supports the development of academic, fine arts, health and physical education standards, provides resources and professional learning, and implements a tiered support system for improving school climate.

Innovative Programs and Research

Dr. Juan-Carlos Aguilar, Director

This team supports the data collection, analysis, and reporting of academic, educator, workforce, and programmatic research. It also houses multi-million-dollar grants related to student learning and educator excellence.

Teacher and Leader Support and Development

Dr. Laine Reichert, Director

This team supports educator retention, recruitment, induction, and mentoring. It also leads coordination of professional learning catalogs for GaDOE, oversees Title IIA State Activities funds for professional learning, and supports the teacher and leader evaluation system.

[Link to Teaching and Learning Organizational Chart](#)

Noteworthy Outcomes

- **Revised Mathematics Standards**

The K-12 Standards for Mathematics education were approved by the State Board of Education (August 2021); implementation resources are being developed this year.

- **Revised Health Standards**

The K-12 Standards for Health Education were approved by the State Board of Education (March 2021); implementation resources have been made available this year.

- **Outstanding District Literacy Plans**



All grant applications submitted to the Literacy for Learning, Living, and Leading in Georgia (L4GA) sub-grant competition earned high scores from a panel of independent peer reviewers. Each plan was reviewed by five reviewers. Every plan was deemed fundable; therefore, the GaDOE staff used several funding streams to ensure that all plans were funded. This is a testament to the work of the districts in understanding the literacy planning process and adequately building a plan that includes evidence-based practices for instruction and constructive community partnerships that can benefit local literacy efforts.

- **Dyslexia Supports**

Contracts were awarded to Dyslexia Endorsement Program Providers to improve the programs and increase capacity, the dyslexia pilot study continued (to conclude Dec 2022), and the Dyslexia Handbook was updated.

- **Opportunity Grants**

Grants worth over \$15,890,187 were awarded to schools, districts, RESAs, and Institutions of Higher Education to provide services and supports to improve learning opportunities for students and teachers.

- **PartnerUp for Personalized Learning**

Six districts have joined PartnerUp, a program designed to provide school districts free access to all Georgia Virtual Professional Learning (GaVL) courses along with instructional resources and teacher professional development on online and blended learning. Funding is provided via the GRE4T grant.



- **Computer Science Education Capacity**

Since 2016, Georgia has embarked on a comprehensive strategy to improve capacity for statewide computer science education. This strategy focused on getting more educators credentialed to teach computer science. The number of teachers has increased from 33 to 616 (1867%) in six years!

Staff Recognitions/Awards/Honors

Our Teaching and Learning team values excellence. We celebrate these recognitions and honors, knowing that each individual is only as strong as the team with which he or she works. Therefore, each of these is a celebration worthy for the entire team:

- 2020-22 Institute of Education Sciences (IES), Southeastern Regional Education Laboratory, Governing Board Chair, Caitlin McMunn Dooley
- 2021-22 Council of State Supervisors for the Social Studies, President, Joy Hatcher
- 2021 Georgia Association for Gifted Children, President-Elect: Mary Jean Banter, Specialist for Gifted Education, Talent Development, and Advanced Placement
- 2022 Georgia State University, College of Education and Human Development Department of Middle and Secondary Education, Ph.D. Student of the Year (Social Studies Education), Joy Hatcher

General Operational Outcomes

Consistent with Georgia's Systems of Continuous Improvement, Teaching and Learning's activities strengthen comprehensive improvement of the state educational system. In the past year, the team has delivered resources, provided supports, and extended the capacity of local education agencies through a focus on coherent instruction, professional development and learning climate. Below are key outcomes for these areas.

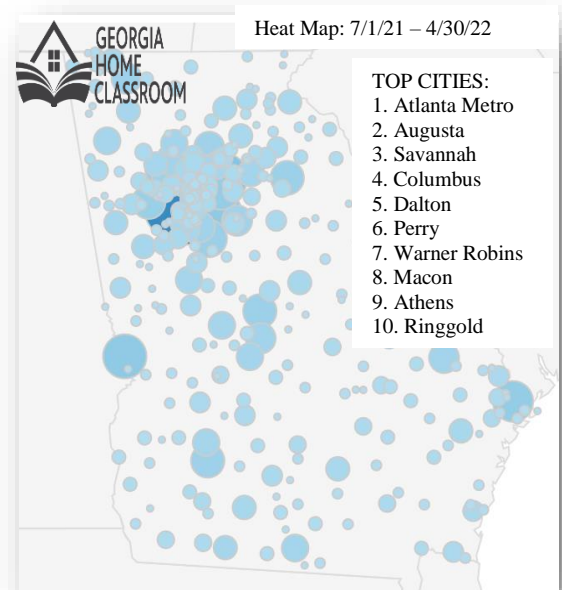


Coherent Instruction

Resources for Learning

In April 2020, the Georgia Department of Education partnered with Georgia Public Broadcasting to create a new suite of resources to support teachers and parents.

Since April 2020, total views to the [Georgia Home Classroom](#) (GHC) are more than **400,000**. **From July 1, 2021, to May 1, 2022, the GHC had more than 112,000 page views.** GPB Education has also seen demand rise in part due to the increasing amount of GPB content aligned to Georgia standards with projects like digital textbooks (Social Studies), virtual field trips (Jimmy Carter National Historic Site), physics/chemistry series (Science), and Computer Science games.



Resources include ideas for differentiation for English learners, advanced learners, and those who need additional supports.

[K-12 Digital Learning Plans](#) cover all content areas, including supports to classroom climate; Each plan contains approximately 10-days of learning activities:

- 435 plans to date
- 30,195 downloads (July 1, 2021 – May 1, 2022)
- 80K downloads since 2020

[Getting Ready for School \(K-5\) Parent Guides \(handouts & videos\)](#) cover the essential skills necessary to enter grades K-5:

- 12 (English and Spanish) parent guides
- 12,400 downloads (July 1, 2021 – May 1, 2022)

[Let's Learn Georgia](#) K-5 Instructional video lessons

- 61 videos to date
- 34,000 downloads (July 1, 2021 – May 1, 2022)
- 75K downloads since 2020

[Classroom Conversations podcasts](#) with instructional tips

- 10 episodes launched
- 16,891 downloads from Jan-March 2022

[Make Mathematics Count, GA!](#)

- 4,268 downloads (July 1, 2021 – May 1, 2022)

Note: All resources found in the Georgia Home Classroom are produced by Georgia educators and aligned to the current Georgia Standards of Excellence.

English Language Arts Standards revision

Professional Capacity and Effective Leadership

Educator Pipeline Dashboard

Launched comprehensive dashboards detailing the Teacher and Leader Workforce Pipeline are now publicly available on Georgialnsights.com.

Educator Endorsements

Awarded 29 grants for endorsement program providers to engage teachers in professional learning and certification add-ons. Specifically, grants were funded by ESSER-ARP and state funds for endorsement programs focused on Teacher Leadership and Dyslexia ensure that teachers and leaders grow the knowledge necessary to address key strategic areas. In addition to grant awards for current educators, 17 grant awards were provided to approved GaTAPP providers to facilitate initial teacher certification.

Recruitment and Retention of Educators

Created a comprehensive “Cultivating Teachers” Committee to organize ecosystem for educator recruitment. Includes partners from Professional Association of Georgia Educators (PAGE), Georgia Association of Educators (GAE), Georgia Chamber, CTAE, business partners, districts, students, and Institutions of Higher Education. TeachGeorgia.org was revised for recruitment. Grants were given to increase enrollment in TAPP programs via ESSER-ARP to address strategic areas.

“Certified Educator Mentoring and Induction Program” Launch

Through consultation with state and national partners, guidelines were created by which districts can gain recognition for their efforts in quality induction programs for teachers and leaders.

Educator Performance and Evaluation

Conducted 38 TKES/LKES Credentialing Sessions.

Supportive Learning Environment

Positive Climate

The School Climate team provides technical assistance to Regional Education Service Agencies (RESAs), districts, and schools by offering training for educators whose work is dedicated to improving learning climates, primarily through the implementation of the [Schoolwide Positive Behavioral Interventions and Supports \(SW-PBIS\)](#) framework.

In 2020-21, technical assistance focused on district leadership and effectiveness was provided within 9 RESAs and in 19 districts.

Total Number of Districts Engaged

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PBIS	71	91	108	114	120	121	122

	SCTG	0	0	0	4	4	4	4
AWARE	3	3	3	3	0	3	3	
Total	74	94	111	121	124	128	129	

PBIS – Positive Behavioral Interventions and Supports

SCTG – School Climate Transformation Grant

AWARE – Advancing Wellness and Resilience in Education

Number of Schools/Programs Reporting Fidelity Data in PBISapps.org per Year

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PreK-K	3	1	3	3	3	7	8
Elementary	433	583	695	754	801	752	815
Middle	183	221	269	304	319	287	324
High	88	118	157	186	201	198	221
PreK-8	4	11	12	13	12	11	13
PreK-12	30	35	34	39	38	37	36
Other	36	41	52	53	58	52	67
Total	777	1010	1222	1352	1433	1344	1484

Lesson plans, videos, and guides for classroom teachers on improving classroom-level climate have been the most sought-after resources on Georgia Home Classroom. Outcomes indicate significant improvements in a reduction of discipline referrals and punishments. Overall, corporal punishment actions declined by 82% from FY15 to FY21.

“Check and Connect” Mentoring for Students

School Climate offers training to support student success. Adults received training for “Check and Connect” with students as mentors to provide structured support for graduation.

Competitive Grants Awarded & Implemented

The Teaching and Learning team has demonstrated success in attracting competitive funds, estimated to provide annual revenue of over \$400 million to the state for the specific purpose of improving learning opportunities, outcomes and conditions.

Georgia’s ReStart: Engage, Empower, Learning with Technology (GRE4T) (2020-2023)

Awarded \$18,594,304 over three years from the U.S. Department of Education’s Rethinking Education Models grant to support development and implementation of personalized learning through organizational and technological innovations. (J. Noland, Project Director; Award ID S425B200008)

Literacy for Learning, Living and Leading in Georgia (L4GA) (2019-2024)

Awarded \$179,174,766 over five years (2019-2024) from the U.S. Department of Education's Comprehensive State Literacy Development grant. (J. Morrill, Project Director; Award ID S371C190016)

Awarded \$61,579,800 from the U.S. Department of Education's Striving Readers grant (J. Morrill, Project Director; Award S731C170002) (expired in FY21)

Awarded \$1.8M from GaDOE ESSER Funds for "L4GA Lite" to supplement with funding for literacy initiatives from all remaining 2019 proposals (J. Morrill, Project Director)

Computer Science iTest Grant (2021-2024)

Awarded \$300,000 over three years from the National Science Foundation to support the development of free, online (GAV-supported) Professional Learning courses for teachers who are becoming CS endorsed/certified in partnership with Georgia State University (B. Cox, Co-Principal Investigator; Award ID 2049029)

Project AWARE (2020-2025)

Awarded \$9,000,000 from the U.S. Department of Health and Human Services to support the implementation of a tiered support system for climate and mental health in schools. (R. Blanton, Project Director)

School Climate Transformation Grant (2020-2025)

Awarded \$3,750,000 for five years from the U.S. Department of Education to support the implementation of Positive Behavior Interventions and Supports and other evidence-based programs to improve school climate. (J. Byars, Project Director)

Response to Legislation and Policy Implementation

The Teaching and Learning team regularly responds to legislative inquiries and supports the execution of legislative priorities. Below are recent law changes that directly affect the team's workload.

2019-20

SB 48 Dyslexia

- Dyslexia Handbook launched (annual revisions process underway)
- Dyslexia Pilot launched

SB 108 Computer science

- Established computer science strategy for improving access to and participation in CS courses

2020-21

SB 88

- Recruitment of Veterans to Teachers (PSC-led; GaDOE supports)
- Recruitment of HBCU teacher candidates (P-20 led; GaDOE supports)

HB 32

- Retention incentive for educators via state tax credit; TLSD provided research, calculation methods, and communications for the districts

2021-22

SB 220

- Provide information on financial literacy courses and instruction in Georgia
- Provide support for the Georgia Commission on Civics Education by providing an annual report

HR 650

- Provide information for the Study Committee on literacy improvements

Teaching & Learning Data Dashboard

General K12 System Outcomes

[Quick Facts about Georgia's K12 System](#)

Graduation Rates - 4-Year

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
79.4%	80.6%	81.6%	82%	83.6%	83.0%

Attendance Rates (Students absent fewer than 15 days)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
65.9%	64.2%	63.4%	64.0%	68.7%	68.7%

Reading Proficiency: Percent of high school students reading at grade level or above (Lexile \geq 1050L) at the time they took American Literature & Composition

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
		73.30	74.28	NA	57.58

* Represents only 58% of the total enrollment. Data point should not be compared to previous numbers due to the COVID-19 pandemic effects.

Reading Proficiency: Percent of students in grades 3-8 reading at grade level or above (Lexile \geq 520L for 3rd grade, Lexile \geq 740L for 4th grade, Lexile \geq 830L for 5th grade, Lexile \geq 925L for 6th grade, Lexile \geq 970L for 7th grade, and Lexile \geq 1010L for 8th grade).

Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
3rd	72.0	71.0	68.30	72.94		61.63
4th	58.0	60.0	63.17	64.31		58.69
5th	68.0	70.0	69.62	73.24		68.14
6th	59.0	63.0	60.74	61.22		58.30
7th	74.0	72.0	70.94	74.85		66.56
8th	76.0	78.0	73.24	73.81		67.82

* Represents only 79% of the total enrollment for third grade, 78% for fourth grade, 77% for fifth grade, 69% for sixth grade, 65% for seventh grade, and 61% for eighth grade. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

Educator Retention Rates (year-over-year)

	2016-17	2017-18	2018-19	2019-20	2020-21
Teacher (All)	90.70%	90.82%	90.83%	90.75%	91.94%
Leader	89.30%	89.51%	88.45%	89.26%	91.35%

For additional data on attrition see <https://www.georgiainsights.com/teacher-pipeline.html>

Academic Achievement Rates

Academic Achievement Rates on Milestones End-of-Course High School Assessments

English Language Arts –American Literature and Composition (% Students Proficient or Above)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
41.22	46.21	45.13	46.22	NA	34.44

* Represents only 58% of the total enrollment. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

Mathematics -Coordinate Algebra (% Students Proficient and Above)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
29.94	30.65	32.26	33.84	NA	28.84

* Represents only 62% of the total enrollment. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

Mathematics –Algebra I (% Students Proficient and Above)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
35.81	34.82	37.10	40.04	NA	29.39

* Represents only 60% of the total enrollment. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

Science – Biology (% Students Proficient and Above)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
42.39	44.49	48.15	47.98	NA	40.73

* Represents only 59% of the total enrollment. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

Social Studies– United State History (% Students Proficient and Above)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
43.73	44.18	46.08	47.08	NA	29.61

* Represents only 55% of the total enrollment. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

Academic Achievement Rates on Milestones Grades 3-8 Assessments

3rd Grade - (% Students Proficient and Above)

Subject	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
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ELA	35.05	36.10	36.97	41.65		36.08
Mathematics	40.05	42.45	45.79	51.68		38.37

* Represents only 79% of the total enrollment for ELA and mathematics. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

4th Grade - (% Students Proficient and Above)

Subject	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
ELA	35.32	41.61	41.42	42.36		36.67
Mathematics	40.44	44.68	46.98	49.18		43.00

* Represents only 78% of the total enrollment for ELA and mathematics. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

5th Grade - (% Students Proficient and Above)

Subject	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
ELA	40.69	38.18	41.02	44.94		39.37
Mathematics	38.23	37.06	38.71	40.69		34.66
Science	39.19	39.40	39.48	42.75		38.50
Social Studies	30.48	29.49	29.97	30.61		Not enough students tested

* Represents only 77% of the total enrollment for ELA, 76% for mathematics, and science. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

6th Grade - (% Students Proficient and Above)

Subject	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
ELA	39.24	40.29	38.87	45.90		41.93
Mathematics	38.33	38.24	38.05	39.51		30.43

* Represents only 69% of the total enrollment for ELA and mathematics. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

7th Grade - (% Students Proficient and Above)

Subject	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
ELA	38.47	36.66	37.66	38.81		39.34
Mathematics	42.01	41.61	42.94	42.64		36.29

* Represents only 65% of the total enrollment for ELA and mathematics. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

8th Grade - (% Students Proficient and Above)

Subject	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
ELA	43.94	42.38	42.78	47.10		41.44
Mathematics	33.44	34.39	34.48	34.92		31.79
Science	27.30	29.24	30.35	32.26		27.17

Social Studies	37.75	39.12	40.57	40.54		34.70
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* Represents only 61% of the total enrollment for ELA, 59% for mathematics, and 60% for science and social studies. Data point should not be compared to previous numbers due to the COVID 19 pandemic effects.

High School Student Achievement Opportunities

Pathway Completers

Georgia's pathway completers are high school seniors who have completed a series of courses as well as successfully completed a final capstone project or pathway assessment. Pathway completers are more likely to graduate on time and have a goal orientation for their high school years.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Advanced Academic	44,181	46,882	48,964	50,260	N/A	49,395
CTAE	42,388	47,356	58,320	61,111	N/A	60,937
Fine Arts	23,476	24,496	28,956	29,392	N/A	28,532
World Language	23,331	25,249	26,373	30,217	N/A	30,153
International Baccalaureate (IB)	39	76	99	107	N/A	158

Diploma Seals

To celebrate students' achievements and engagement, GaDOE offers diploma seals to graduates who have completed a set of courses and additional capstone achievements. These diploma seals have continuously grown over the past five years, demonstrating Georgia's students' dedication, interests, and high achievements.

Biliteracy

	2016-17	2017-18	2018-19	2019-20	2020-21
Schools offering	N/A	64	64	62	97
Students receiving	N/A	639	700	554	990

Civic Engagement

	2016-17	2017-18	2018-19	2019-20	2020-21
Schools offering	N/A	N/A	8	29	35
Students receiving	N/A	N/A	46	197	128

Fine Arts

	2016-17	2017-18	2018-19	2019-20	2020-21
Schools offering	57	66	85	114	98
Students receiving	1,624	2,993	4740	5249	5138

International Skills

	2016-17	2017-18	2018-19	2019-20	2020-21
Schools offering	43	39	41	51	49
Students receiving	640	584	546	599	674

K-12 Programs for Exceptional Children

Georgia offers several programs to support students who require extra learning supports to meet their academic potential. These programs are designated to receive additional funds for local education agencies to implement differentiated models for instruction.

Advanced Placement (AP) Participation (# of students taking at least one AP course; estimated % of high school students assuming N = 520,000)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
113,994 (22%)	116,046 (22%)	120,479 (23%)	117,787 (23%)	119,052 (23%)	119,301 (22%)

Advanced Placement (AP) Exam Takers (estimated % of AP participants taking exam)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
86,734 (76%)	87,545 (75%)	87,109 (72%)	84,207 (71%)	75,598 (63%)	76,100 (64%)

Advanced Placement (AP) Outcomes (% of test-takers scoring 3 or greater)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
56%	57%	59.8%	60.8%	65%	59.7%

Dual-Enrollment Participation

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# of Students	23,329	31,204	40,049	44,396	50,232	42,418
% of students*	4.66%	6.16%	7.84%	8.01%	9.07%	8.20%

* Percent was calculated using the total number of high school students as 100%.

Dual-language Immersion Programs (DLI)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# Students Participating	N/A	4,593	5,204	6,376	8,075	8,726
# Schools Offering DLI	N/A	38	34	54	50	57

English Learning Programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# of ESOL Students	91,227	92,444	102,993	108,752	116,549	114,519
% of ESOL Students	5.3%	5.4%	6.0%	6.3%	6.8%	6.8%
% Schools Offering ESOL*	78.3%	80.8%	81.3%	84.2%	84.1%	63.9%

* Data reflects only schools with ESOL student population n size larger than 15.

Gifted Programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
% Students Participating	10.22%	10.25%	10.25%	10.29%	10.4%	10.6%
% Schools Offering Gifted Services	90.7%	91.3%	91.2%	92.3%	91.5%	91.2%

International Baccalaureate (IB) Student Participation

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
4,002	4,155	4,800	5,041	5,466	5,500

(raw numbers reported because total is less than 2% of high school students)

Special Education Programs

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
192,383	199,036	203,836	208,574	214,501	213,316

Remediation Programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
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# Early Intervention	46,126	49,977	51,724	52,380	55,14	55,051
% Early Intervention	22.4%	23.6%	25.0%	26.4%	27.4%	28.5%
# Remedial Education	96,307	108,074	113,430	120,177	129,018	127,553
% Remedial Education	11.0%	12.3%	12.9%	13.7%	14.6%	14.4%

Discipline

Corporal Punishment (Total number of actions – All Grades)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9,722	7,310	5,844	4,755	2,889	1,753

Overall, corporal punishment actions declined by 70.3% from FY16 to FY20

Overall, corporal punishment actions declined by 81.9% from FY16 to FY21

In-School Suspension (Total number of actions – All Grades)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
344,813	325,092	307,041	318,372	233,904	104,716

Overall, in-school suspension actions declined by 32.2% from FY16 to FY20

Overall, in-school suspension actions declined by 69.6% from FY16 to FY21

Out-of-School Suspension (Total number of actions – All Grades)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
218,988	204,868	189,630	195,853	145,687	53,532

Overall, out of school suspension actions declined by 33.5% from FY16 to FY20

Overall, out of school suspension actions declined by 75.6% from FY16 to FY21

Bus Suspension – 10 or Fewer Days (Total number of actions – All Grades)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
30,034	30,620	27,845	25,905	19,652	9,392

Overall, bus suspension–10 or fewer days actions declined by 34.6% from FY16 to FY20

Overall, bus suspension–10 or fewer days actions declined by 68.7% from FY16 to FY21

Bus Suspension – Over 10 Days (Total number of actions – All Grades)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1,094	1,075	998	993	668	432

Overall, bus suspension–over 10 days actions declined by 38.9% from FY16 to FY20

Overall, bus suspension–over 10 days actions declined by 60.5% from FY16 to FY21

Physical Restraint (Total number of actions – All Grades)

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
5,166	5,719	5,881	6,306	5,899	2,863

Overall, physical restraint actions increased by 14.2% from FY16 to FY20

Overall, physical restraint actions declined by 44.6% from FY16 to FY21

School Certification Programs

Georgia offers several school certification programs to celebrate high-quality comprehensive school improvement in the areas that have been identified as valuable to local communities and families. The Teaching and Learning team supports the implementation of these programs by providing resources to potential school candidates as well as conducting certification visits and monitoring.

Arts Integration School of Excellence Award

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# Schools	N/A	N/A	N/A	N/A	5	3
# Districts Participating	N/A	N/A	N/A	N/A	4	3

Dual-Language Immersion Programs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# Schools	N/A	38	34	54	50	57
# Districts Participating	N/A	13	17	16	11	16

Positive Behavioral Interventions and Supports (PBIS) Schools ([Recognition Criteria](#))

Level of Implementation	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Installing	392	366	389	416	N/A	N/A
Emerging	176	334	378	367	N/A	N/A
Operational	144	211	346	437	N/A	N/A
Distinguished	N/A	N/A	15	65	N/A	N/A
Total # of Schools Out of 2,303	712 (31%)	911 (40%)	1,128 (49%)	1,285 (56%)	1412 (61%)	1466 (64%)

Science, Technology, Engineering, and Math (STEM) and Science, Technology, Engineering, Arts and Math (STEAM) Certified Schools

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
STEM schools	27	53	61	66	69	
STEAM Schools	N/A	5	7	10	11	

SHAPE Honor Roll Schools

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# of Schools	171	149	143	146	N/A*	N/A*
# of Districts	24	21	25	22	N/A*	N/A*

*The Department of Public Health suspended applications for this year due to COVID-19.

Additional School Certification Programs

Blue Ribbon Schools

The U.S. Department of Education honors elementary, middle and high schools that are either academically superior or demonstrate gains in student achievement.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# of Schools	7	6	8	6	8	8

Military Flagship Schools

The Georgia Department of Education honors elementary, middle, and high schools that provide excellent services for military dependents.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# of Schools	NA	NA	NA	NA	6	7

Reporting for the State of Georgia's Office of Planning and Budget (See [LINK](#))

Program	GaDOE Performance Measures	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Actual	FY 2022
Curriculum Development	Number of resources developed to support implementation of curricular standards (resources include standards, framework components, videos, and remediation support)	693	453	1,834	6,084	7,447	
	Average cost to develop a resource	\$557.78	\$644.82	330.82	112.31	\$104.83	
	Number of unique visits to GeorgiaStandards.org	770,330	749,810	689,484	1,075,053	3,037,902	
	Number of teachers attending curriculum and instruction training sessions	30,506	20,000	16,288	50,371	48,627	

Number of industry specific language training courses developed	0	0	N/A	N/A	N/A	
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Annual Teaching and Learning Budget

Aligned to the foundational strategy of fiscal stewardship, the Teaching and Learning team’s budget comes from a variety of sources, including federal formula, state formula, federal competitive, and state earmarked funds. These sources are utilized strategically to leverage multiple funding sources to achieve GaDOE’s strategic goals.. Below details a general snapshot of the annual budget and funding sources that support the team’s work. Note that the team itself **elicits over \$40,000,000 annually** through competitive grants, providing important state income that directly supports our schools.

	State Funds to GaDOE	Federal Formula Funds	Federal Competitive Funds (annual)	Other Funds
Curriculum, Instruction, and Climate	\$6,600,153	-Personnel -Title II -SpEd -Title III -Title IV -AP grants -CS grant -Arts grants -Literacy grants	-Computer Science (NSF): \$68,659 -Project AWARE (HHS): \$1,800,000 -School Climate Transformation (USED): \$749,890	-State legislative CS PL grant: approx. \$393,000 -Dyslexia: \$4,695,600 (GEER II federal; state)
Innovative Programs and Research	\$388,000	N/A	-L4GA Comprehensive State Literacy Development Grant \$35,834,827 (Plus ESSER funds for L4GA expansion at \$6,100,120) -GRE4T \$6,198,101	
Teacher and Leader Support and Development	\$2,143,793	Title IIA State Activities \$2,864,996		

Salary Breakdown for T&L Staff (N=77)

Grand Total for salaries \$11,060,695

Funds	Description	Total Annual Salaries w/ Benefits	Percentage
State	State Funds	\$4,761,704	43.05%
Federal	IDEA Part B – Special Projects	\$500,896	4.53%
Federal	Fed-PBIS	\$1,428,799	12.92%
Federal	Fed-SCTG	\$355,085	3.21%
Federal	Fed-IIA State Act.	\$1,076,035	9.73%
Federal	Fed-IIA Admin	Do not have in T&L	
Federal	Fed-GRE4T T&L	\$836,257	7.56%
Federal	Fed-GRE4T GAVS	\$289,111	2.61%
Federal	Fed-Project AWARE	\$149,139	1.35%
Federal	Fed-Cons. Admin (L4GA)	\$636,042	5.75%
Federal	Fed-Title IV, SSAE-TA	\$433,454.88	3.92%
Federal	Fed-Jimmy Carter Historic	\$49,833	0.45%
Federal	Fed-ESSER	\$544,339	4.92%

Collaborations

Aligned to the GaDOE's foundational strategy of collaboration, the Teaching and Learning team values a wide professional network of colleagues across the state and nation that help achieve GaDOE strategic initiatives. These collaborative groups enable communication, implementation, and sustainability. Below are groups and organizations that support the Teaching and Learning team efforts.

Internal Collaborations

Teaching and Learning staff regularly meet with colleagues in Career, Technical, and Agricultural Education; School and District Effectiveness; Federal Programs; Assessment and Accountability; and the Office of the Whole Child to ensure smooth delivery of services for schools. Some examples include:

- Assessment - Conduct item review and facilitate teacher working committees for assessment development (GKIDS, Keenville, Milestones EOC/EOG and GAA)
- School and District Effectiveness – Provide resources per SDE request; conduct district visits per SDE request
- Federal Programs and Special Education – utilize federal funds to supplement support services for teaching and learning
- CTAE – Provide support for teacher workforce pipeline development
- Information Technologies (IT) and Data Collections – Provide data on critical aspects of teaching and learning, recruitment and retention, etc.
- State Charter Schools Commission – Provide guidance on state policies (e.g., TKES/LKES, AP, REP/EIP/Gifted, etc.)
- Office of Professional Learning – Provide routine reports on Teacher Performance Standards (TAPs) and TKES and LKES outcomes to inform professional learning
- Office of Rural Education – Liaise with rural education staff to share resources, communications, etc.

External Collaborations - State Agencies

Teaching and Learning staff must ensure that policies, rules, and laws are consistent as well as ensure that statewide strategies are coherent and connected. Therefore, staff meet and consult with colleagues in “sister” agencies regularly.

Georgia Department of Early Care and Learning (DECAL)

Georgia Professional Standards Commission (GaPSC)

Georgia Student Finance Commission (GSFC)

Governor's Office of Student Achievement (GOSA)

Regional Education Service Agencies (RESAs)

Technical College System of Georgia (TCSG)

University System of Georgia (USG)

External Collaborations – Professional and Statewide Organizations

Teaching and Learning staff value professional organizations as important partners for communicating and carrying out strategic initiatives. We regularly attend professional meetings to give updates on GaDOE activities and take back information about what the field wants and needs.

American Association of Physics Teachers (AAPT)

Council of State Science Supervisors (CSSS)
Georgia Association for Positive Behavior Supports (APBS)
Georgia Association of Assessment Directors (GADA) *for Colleges of Education
Georgia Association of Colleges of Teacher Education (GACTE)
Georgia Association of Curriculum and Instruction Supervisors (GACIS)
Georgia Association of Educators (GAE)
Georgia Association of Education Leaders (GAEL)
Georgia Association of Elementary School Principals (GAESP)
Georgia Association of Middle School Principals (GAMSP)
Georgia Association of Secondary School Principals (GASSP)
Georgia Association of Supervisors and Personnel Administrators (GASPA)
Georgia Chambers of Commerce
Georgia Council for Teachers of English (GCTE)
Georgia Council for Teachers of Mathematics (GCTM)
Georgia Family and Community Partnerships (GFCP)/Get Georgia Reading (GGR)
Georgia Independent College Association (GICA)
Georgia Leadership Institute for School Improvement (GLISI)
Georgia Literacy Association (GALA)
Georgia School Superintendents Association (GSSA)
Georgia Science Teachers Association (GSTA)
Georgia State School Board Association (GSBA)
National Writing Project sites in Ga (Kennesaw State University, University of Georgia, and Georgia Southern University)
Sandra Dunagan Deal Center for Literacy, Middle Georgia College
Professional Association of Georgia Educators (PAGE)

External Collaborations – National Partners

Regional Education Lab (REL) - Southeast, Florida State University
National Technical Assistance Center for Positive Behavioral Interventions and Supports (PBIS)
CEEDAR Center, University of Florida
Dana Center, University of Texas
Maple Center for Policy, Georgia State University
National Association of Elementary School Principals (NAESP)
National Center on Accessible Educational Materials for Learning
National Science Teachers Association (NSTA)
SERVE Center, University of North Carolina Greensboro
Rollins Center for Literacy/Cox Campus