Georgia School Performance Standards

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia School Performance Standards

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Introduction

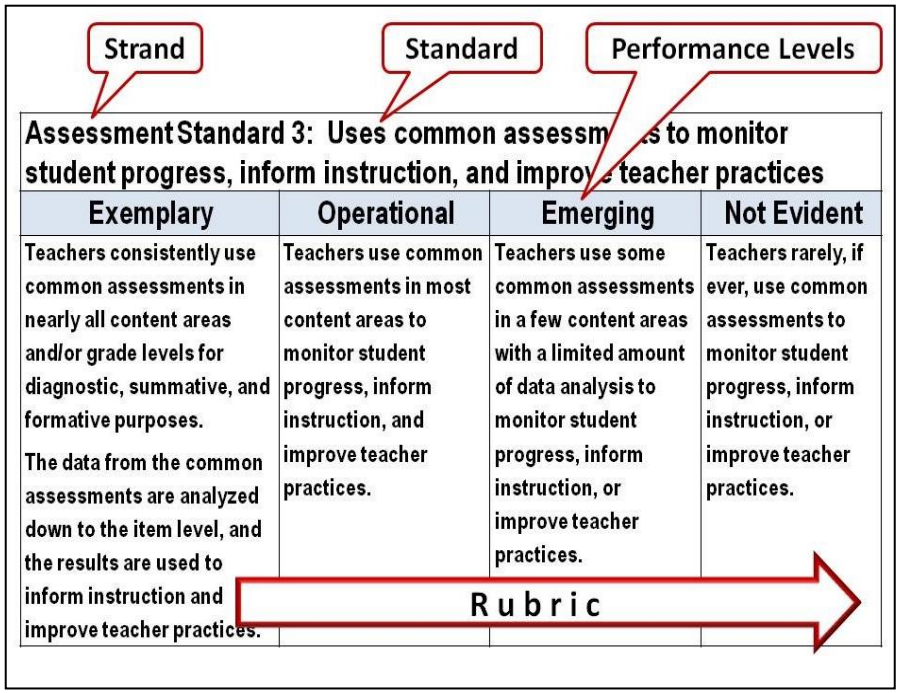
Georgia School Performance Standards History

Since 2005, *School Keys* has served as the foundation for Georgia's comprehensive data-driven system of school improvement and support. Initially titled *Georgia Standards for School Performance*, the tool was correlated to several well-known and respected research frameworks and aligned with the 2003 meta-analysis of Robert Marzano, *What Works in Schools*. At that time, the rubrics allowed scoring along a continuum ranging from "Beginning" to "Full Implementation."

In 2006, the *Georgia Standards for School Performance* underwent a revision that provided more detail to the rubrics and allowed scoring on a four-point scale from "Not Addressed" to "Emergent" to "Operational" to "Fully Operational." The name was also shortened to *Georgia School Standards*, and the standards were aligned with the 2005 meta-analysis, *School Leadership that Works* by Marzano, Waters, and McNulty. By the fall of 2007, *Georgia School Standards* became *School Keys.* In addition, an external validation study of the *School Keys* was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement.

The 2013 revision not only represented a major upgrade and streamlining of the standards and rubrics, but it also aligned *School Keys* with initiatives in professional learning and family engagement as well as the new teacher and leader effectiveness systems, *Teacher Keys* and *Leader Keys*. This 2015 version is named *Georgia School Performance Standards*, featuring a greater emphasis on systems and processes. The standards align with *Teacher Keys*, *Leader Keys, District Performance Standards,* and Indistar. The revision ensures that the language of the standard is reflected in the rubric, there is one verb and main idea per proficiency level, and there is consistent scaling with clear distinctions among the four proficiency levels.

Georgia School Performance Standards Structure



The Georgia School Performance Standards are divided into eight broad strands: Curriculum, Assessment, Instruction, Professional Learning, Leadership, Planning and Organization, Family and Community Engagement, and School Culture. The eight strands have been further developed and defined into 48 performance standards and rubrics with four performance levels. To the left is a graphic that shows this basic structure. A clear understanding of the four performance levels is essential to effectively use the Georgia School Performance Standards.

Not Evident (Level 1): The specific standard has not been implemented, or the implementation has generated little or no evidence of progress.

Emerging (Level 2): Initial steps to implement the specific standard have occurred, or the implementation has generated some early evidence of progress.

Operational (Level 3): The specific standard has been implemented, the implementation has generated considerable evidence of progress, and the school has met the standard (this is indicated in the document by a lack of shading in each of the Operational levels).

Exemplary (Level 4): The specific standard has been implemented to a very high level, and the school can serve as a model for this standard for other schools.

Georgia School Performance Standards Uses

The intent is that the *Georgia School Performance Standards* will serve as a tool for all schools in Georgia. The Georgia Department of Education (Department) encourages the use the *Georgia School Performance Standards* by teams of professional educators at schools, districts, and Regional Educational Service Agencies as a tool to assist in measuring, guiding, and facilitating constant growth as schools strive for continuous improvement.

The *Georgia School Performance Standards* has been extensively utilized with the *Georgia School Assessment on Performance Standards (GSAPS)* process for school reviews by external teams. The *GSAPS Analysis* provides tools to collect quantitative and qualitative data from classroom observations, an online certified staff survey, student achievement results, and interviews with individuals and groups of teachers, administrators, support staff, students, and parents. The collected data can be applied to the *Georgia School Performance Standards* to determine strengths, identify areas of need, and chart the progress of the school. *Georgia School Performance Standards* serves as the summary document to identify a school's level of implementation on each of the standards. The *GSAPS Analysis* employed by Department staff follows a detailed, structured process that allows the external team to reach a high level of professional consensus and consistency.

One of the most powerful uses of the *Georgia School Performance Standards* occurs with a leadership team at the school level. This specialized, collaborative team of teachers and building leaders may use the standards and rubrics to assess their school's current level of performance. By collecting artifacts and evidence, analyzing data, and collaboratively scoring the rubric for each standard, the leadership team can reach consensus about their progress on school improvement. By viewing and discussing requirements to reach the next level of growth, the leadership team can set goals and plan next action steps. The *Georgia School Performance Standards* can be a valuable tool that guides leaders and teachers as they implement and monitor key initiatives and make adjustments based upon data.

CURRICULUM

A system for aligning, facilitating, and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.

Curriculum Standard 2: Designs curriculum documents and aligns resources with the intended rigor of the required standards			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.

Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented extensively. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are consistently analyzed,-and the curriculum documents are revised as needed in nearly all content areas or grade levels.	A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed,-and the curriculum documents are revised as needed in most content areas or grade levels, or both.	A process to review curriculum documents is implemented occasionally. Some teachers or groups of teachers within the school review curriculum documents to ensure alignment with the intent and rigor of the standards.	A process to review curriculum documents does not exist. Little, if any, review of curriculum documents takes place.

ASSESSMENT

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions

Assessment Standard 1: Aligns assessments with the required curriculum standards			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	Most assessments are aligned with the required-curriculum standards.	Some assessments are aligned with the required curriculum standards.	Few, if any, assessments are aligned with the required curriculum standards.

Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A balanced system of assessments, including diagnostic, formative, and summative assessments, is used pervasively to monitor learning and to inform instruction. A balanced system of assessments includes, but is not limited to, constructed response, writing prompts, performance tasks, and culminating projects.	A balanced system of assessments, including diagnostic, formative, and summative assessments, is used routinely to monitor learning and to inform instruction.	A system of assessments is used sporadically to monitor learning and to inform instruction.	A system of assessments is rarely, if ever, used to monitor learning and to inform instruction.

Assessment Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.

Assessment Standard 4: Implements a process to collaboratively analyze assessment results to adjust instruction			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.

Assessment Standard 5: Implements grading practices that provide an accurate indication of student progress on the required standards			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.

INSTRUCTION

Designing and implementing teaching—learning—assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards

Instruction Standard 1: Provides a supportive and well-managed environment conducive to learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	A supportive and well-managed environment conducive to learning is evident in most classrooms.	A supportive and well-managed environment conducive to learning is evident in some classrooms.	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.

Instruction Standard 2: Creates an academically challenging learning environment			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	Some teachers create an academically challenging learning environment.	Few, if any, teachers create an academically challenging learning environment.

Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.

Instruction Standard 4: Uses research-based instructional practices that positively impact student learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.

Instruction Standard 5: Differentiates instruction to meet specific learning needs of students			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	Some teachers differentiate instruction to meet the specific learning needs of students.	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.

Instruction Standard 6: Uses appropriate, current technology to enhance learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	Some staff members, students, or both use appropriate, current technology to enhance learning.	Few, if any, staff members or students use appropriate, current technology to enhance learning.

Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.

Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	Some students use tools to actively monitor their own progress.	Few, if any, students use tools to actively monitor their own progress.

Instruction Standard 9: Provides timely, systematic, data-driven interventions			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	Some students are provided extra assistance or needed support in a timely manner.	Few, if any, students are provided extra assistance or effective support in a timely manner.

PROFESSIONAL LEARNING

The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	Professional learning needs are identified using limited sources of data.	Professional learning needs are identified using little or no data.

Professional Learning Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	Administrators and staff sometimes collaborate to improve individual and collective performance.	Administrators and staff rarely collaborate to improve individual and collective performance.

Professional Learning Standard 3: Defines expectations for implementing professional learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.

Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.

Professional Learning Standard 5: Allocates resources and establishes systems to support and sustain effective professional learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	Some resources and systems are allocated to support and sustain professional learning.	Few, if any, resources and systems are provided to support and sustain professional learning.

Professional Learning Standard 6: Monitors and evaluates the impact of professional learning on staff practices and student learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.

LEADERSHIP

The practice through which individuals and groups engage others to foster the success of all students through the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement

Leadership Standard 1: Builds and sustains relationships to foster the success of students and staff			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	Administrators regularly build and sustain relationships to foster the success of students and staff.	Administrators sometimes build relationships to foster the success of students and staff.	Administrators seldom, if ever, build relationships to foster the success of students and staff.

Leadership Standard 2: Initiates and manages change to improve staff performance and student learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	Administrators initiate few, if any, changes that impact staff performance and student learning.

Leadership Standard 3: Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.

Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	Some processes are in place and used occasionally to analyze data to improve student achievement.	Few, if any, processes are in place to analyze data to improve student achievement.

Leadership Standard 5: Builds leadership capacity through shared decision-making and problem-solving			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.

Leadership Standard 6: Establishes and supports a data-driven school leadership team that is focused on student learning			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	A school leadership team does not exist or does not have adequate stakeholder representation.

Georgia School Performance Standards

Leadership Standard 7: Monitors and evaluates the performance of teachers and other staff using multiple data sources			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.

Leadership Standard 8: Provides ongoing support to teachers and other staff			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	Most support provided to teachers and other staff is targeted to individual needs.	Some support provided to teachers and staff is targeted to individual needs.	Support to teachers and staff does not exist or is not targeted to individual needs.

PLANNING AND ORGANIZATION

The processes, procedures, structures, and products that focus the operations of a school on ensuring high levels of learning for all students

Planning and Organization Standard 1: Shares a common vision and mission that define the school culture and guide the continuous improvement process			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	A common vision and mission have not been developed or updated or have been developed by a few staff members.

Planning and Organization Standard 2: Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	An up-to-date, data-driven school improvement plan focused on student performance is not in place.

Planning and Organization Standard 3: Monitors implementation of the school improvement plan and makes adjustments as needed			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	The goals and strategies of the school improvement plan are rarely, if ever, monitored.

Planning and Organization Standard 4: Monitors the use of available resources to support continuous improvement			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	The use of available resources to support continuous improvement is inconsistently monitored.	The use of available resources to support continuous improvement is rarely, if ever, monitored.

Planning and Organization Standard 5: Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.

Planning and Organization Standard 6: Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.

FAMILY AND COMMUNITY ENGAGEMENT

Engaging families and community members as active participants to help the school achieve its continuous improvement goals

Family and Community Engagement Standard 1: Creates an environment that welcomes, encourages, and connects family and community members to the school			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.

Family and Community Engagement Standard 2: Establishes structures that promote clear and open communication between the school and stakeholders			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	Some structures that promote clear and open communication between the school and stakeholders exist.	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.

Family and Community Engagement Standard 3: Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.

Georgia School Performance Standards

Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.

Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.

Family and Community Engagement Standard 6: Connects families with agencies and resources in the community to meet the needs of students			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	The school does little to connect families with agencies and resources in the community to meet the needs of students.

SCHOOL CULTURE

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational effectiveness

School Culture Standard 1: Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.

Georgia School Performance Standards

School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.

School Culture Standard 3: Establishes a culture that supports the college and career readiness of students			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	Some evidence exists that the school supports the college and career readiness of students.	Little or no evidence exists that the school supports the college and career readiness of students.

School Culture Standard 4: Supports the personal growth and development of students			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	The school staff sporadically supports the personal growth and development of students.	The school staff does little to support the personal growth and development of students.

School Culture Standard 5: Recognizes and celebrates achievements and accomplishments of students and staff			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.

ALTERNATIVE EDUCATION PROGRAM

Based on SB Rule 160-4-8-.12

Serve as a tool or identifying areas of strength and areas needing improvement for each alternative education program or school within a district.

AEP Standard 1: Conducts routine and systematic program evaluations to improve educational programs and services			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
District and/or local school personnel work collaboratively to conduct ongoing program evaluations. Multiple sources of data (e.g., student achievement, budgets, course completion, graduation rate, attendance, disciplinary, classroom observation, perception, teacher quality, etc.) are collected, analyzed, and used to determine progress of the AEP.	District and/or local school personnel conduct frequent evaluations to determine progress of the AEP. Sources of data are collected and used to determine specific strengths and next steps needed to promote student achievement.	District and/or local school personnel conduct sporadic evaluations to determine progress. Limited data are used in the AEP evaluation process.	District and/or local school personnel do not conduct program evaluations.

AEP Standard 2: Implements a transition process to support a seamless entry to the alternative education program and a seamless return to the traditional home school or external agency, which includes a plan for transition success			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
The AEP and traditional schools have collaborated to establish a well-defined process (e.g., orientation, assessment of the student, development of an individualized graduation plan, etc.) to address transition success. Student needs are deliberately addressed before, during and after the student's transition. Student Support Teams (SST) facilitate transitional services for each student. This process is also used each time a student is enrolled in an Ombudsman program, Department of Human Services (DHS), or Department of Juvenile Justice (DJJ). Transitional planning includes referrals to community agencies and support services	The AEP and traditional schools have agreed upon a process (e.g., orientation, assessment of the student, development of an individualized graduation plan, etc.) to address transition success. Student records, including the status of where the student is in the SST process from the sending school, are reviewed to determine appropriate placement and services both pre- and post-transition. Procedures for students to transition among external agencies (DHS, DJJ, etc.), schools and group homes are implemented.	The AEP has established a process to address transitions and has communicated the process to traditional schools. Student records are not shared in a timely manner and pre-entry and post-exit transitions are inconsistent.	There is little or no communication between the traditional school and the AEP regarding students' pre-entry and post-exit transitions.

as appropriate.			

AEP Standard 3: Provides students with opportunities to maintain or accelerate their current progress toward graduation			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Opportunities for students to maintain or accelerate their progress toward graduation are extensive (e.g., credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc.) Individualized graduation plans afford students opportunities to maintain and accelerate their current progress towards graduation. Student progress toward graduation is consistently monitored. Successes are celebrated and barriers are addressed in a timely manner.	Opportunities for students to maintain or accelerate their progress toward graduation are regularly available. Students are provided opportunities to participate in credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc. Student progress toward graduation is systematically monitored.	Opportunities for students to maintain or accelerate their progress toward graduation are occasionally available but are limited in scope and nature. Student progress toward graduation is sporadically monitored.	Opportunities for students to maintain or accelerate their progress toward graduation are rarely, if ever, offered.

Georgia School Performance Standards

AEP Standard 4: Develops and implements a graduation plan for each student			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Graduation plans are developed and implemented for all students, and the students have schedule times to discuss graduation and career options including schedule student-led conferences. Graduation plans incorporate goals for changing negative behavior patterns that may have impeded students' progress and success (e.g., tardiness, absences, suspension, expulsion, etc.). Graduation teams meet extensively to monitor student progress and revise graduation plans, as needed.	Graduation plans are developed and implemented for most students. Gradation plans are differentiated base on each student's needs and address required services to meet the educational needs of all students. Students frequently discuss graduation and career options during scheduled student-led conferences. Graduation teams are formed and meet regularly to monitor student progress.	Attempts are being made to develop graduation plans for some students. There is some evidence that limited opportunities to discuss graduation and career options are made available to students. Initial efforts are being made to form graduation teams.	There is no evidence of a graduation plan for students. Students are rarely provided an opportunity to discuss graduation or career options. There are no graduation teams in place.

AEP Standard 5: Provides meaningful service learning opportunities that are aligned to the Georgia Standards of Excellence to support student achievement			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
There is extensive evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP. Students are involved in planning, implementing, and evaluating service learning experiences with guidance from adults. Service learning incorporates multiple reflective activities for students that support student achievement.	There is considerable evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP. Service learning actively engages participants in meaningful and relevant service activities that support student achievement.	There is limited evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP. There are some project-based activities that involve students in the community.	There is little or no evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP.

AEP Standard 6: Program leadership communicates effectively and efficiently			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
AEP leadership has developed and implements a detailed process to ensure consistent communication with stakeholders.	AEP leadership communicates with stakeholders in a timely manner. Rules, policies, practices, and procedures are regularly articulated and communicated throughout the school community through a variety of ways (e.g., newsletters, email, surveys, meetings, etc.).	AEP leadership attempts to communicate with stakeholders through random methods. Rules, policies, practices, and procedures are inconsistently articulated and communicated throughout the school community.	Rules, policies, practices, and procedures are infrequently articulated and communicated throughout the school community.

Georgia School Performance Standards

AEP Standard 7: Supports the academic success of students with a counseling program that is grounded in research based practices, addresses the current and future needs of students, and targets academic performance			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Opportunities for students to establish and achieve challenging academic goals are extensive, regularly monitored and adjusted as necessary. The successful usage of effective interpersonal skills is celebrated and barriers are addressed in a timely manner. Students are routinely supported in preparation for post-secondary success.	Students regularly work with counselors to establish and achieve challenging academic goals. Students routinely work with counselors to acquire interpersonal skills that supports students in interacting effectively with others. An environment for academic preparation exists that promotes a wide range of post-secondary options for students as well as supports students in establishing job readiness skills.	Students sporadically work with counselors to establish and monitor academic goals. Programs to support students in developing interpersonal skills are available, but are infrequently accessed by students. Opportunities for students to access post-secondary and career preparation programs are occasionally available but are limited in scope and nature.	Students, with the support of counselors, rarely, if ever, establish and monitor academic goals. Opportunities for students to access post-secondary and career preparation programs and to develop effective interpersonal skills, are rarely, if ever, offered.

Georgia School Performance Standards

AEP Standard 8: Facilitates the academic success of students with a social work program that is responsive, rigorous, and emphasizes intervention and prevention services			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Social work programs consistently and effectively support the academic, social and emotional growth of students and families while contributing to a school environment and culture of positive, results-oriented teaching and learning. School-based intervention, research and evidence, and informed practices are routinely utilized in social work services. Data related to practices are routinely collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.	Social work program continuously works with students and families through a multi-tier framework with an emphasis on salient ecologies (school, home and community) with the goal of improving academic, social and emotional outcomes for the student and family. School-based intervention, research and evidence, and informed practices are routinely utilized in social work services. Data related to practices are routinely collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.	Social work programs sporadically address the needs of the students and families. Programs to support the academic, social and emotional growth of students are seldom accessed by students, families and staff. Data related to practices are sporadically collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.	Opportunities for students and families to access social work programs are rarely, if ever, offered.

Georgia School Performance Standards

AEP Standard 9: Supports the academic success of students with the effective implementation of a rigorous, data-driven digital and virtual learning program aligned to state content standards ***This standard is only applicable to alternative education program schools that use digital and virtual learning programs.**			
Level 4 ☐ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Students consistently access rigorous digital and virtual learning programs that incorporate literacy and communication skills, as well as engage students in multiple ways to learn. Digital and virtual learning programs are consistently and seamlessly used to provide enhanced, rigorous learning opportunities that further the academic growth of students.	Students routinely access rigorous digital and virtual learning programs that incorporate literacy and communication skills, as well as engage students in multiple ways to learn. The digital and virtual learning programs used provide timely, reliable and valid feedback that is routinely used to inform teaching and learning.	Students occasionally access digital and virtual learning programs that sometimes incorporate literacy and communication skills as well as engage students in multiple ways to learn. Data from digital and virtual learning programs are infrequently used to inform teaching and learning.	This category is not applicable for this standard.

Glossary

Academically challenging environment – A robust learning environment exists that cultivates higher-order thinking skills and processes as students work independently and on teams to solve real-world problems that require advanced effort, decision making, and critical and creative thinking. Over time, teachers build student capacity to self-monitor with tools, such as rubrics or exemplars.

Advisement – Programs are in place in which adults, older students, or both are partnered with middle or high school students on a small group basis for academic and career counseling. Advisors may be teachers, administrators, parents, business representatives, community members, or older students, including college students performing community service.

Balanced system of assessments – A variety of assessment types are utilized to monitor student progress and inform instructional practices. This balanced, comprehensive approach should reveal a photo album rather than a snapshot of student progress. Balanced assessments can include tests and quizzes (selected-response and constructed-response items); reflective assessments (journals, logs, peer response groups, interviews, and conferences); academic prompts (with an articulated format, audience, topic, and purpose); and culminating performance tasks and projects.

Celebrations – Rituals, ceremonies, and programs exist within the school to acknowledge the individual, small group, and organizational achievements and accomplishments for both students and staff.

Collaborative planning – Teachers meet systematically and work together to develop lessons, units, and other curriculum documents. They also engage in activities such as reviewing teacher and student products to determine the effectiveness of instructional strategies and the progress of their students.

College and career readiness – Minimum high school graduation expectations are implemented that include a rigorous, robust, and well-rounded curriculum aligned with college- and career-ready standards that cover a wide range of academic and technical knowledge and skills to ensure that students leave high school ready to succeed in college and careers.

Common assessments – Assessments are used that are often collaboratively designed and administered by two or more teachers to inform students of their progress on curriculum standards and teachers of the effectiveness of their own instructional practices.

Continuous improvement – The school develops and implements a systematic and comprehensive process to ensure required standards are achieved by individual students, subgroups, and the school. This approach includes the ongoing process of data gathering and analysis and adjusting the teaching-learning-assessment processes to reinforce continual progress. The focus of this improvement process can range from the specific (i.e., lesson) to growing levels of complexity and comprehensiveness (i.e., from unit to unit, grading period to grading period, subject area to subject area, and grade level to grade level).

Culture – The ways in which the norms, values, standards, and practices interplay within a school community eventually define its culture. The culture is shaped, enhanced, and maintained by school leaders, teachers, other staff, and students.

Data analysis – Teachers and leaders use a process of analytical and logical reasoning to study various school or district data to highlight useful information, determine needs and trends, and facilitate decision making and problem solving.

Data-driven interventions – Specific strategies are aligned to specific needs and designed to be used with small groups or individual students to provide additional support for academics or behavior.

Descriptive feedback – Students or adults are provided specific information in the form of written comments or conversations to help them understand what they need to do to improve relative to required standards or expectations.
Diagnostic assessments – A variety of assessment tasks or processes are used to determine the level of knowledge, skills, and understandings of individual students at the beginning of a course, grade level, unit, or lesson.

Differentiate instruction – Instruction is differentiated to provide support for students according to their instructional needs, including modifying content, process, product, and learning environment based upon students' readiness levels, learning profile, interests, as well as background knowledge. (See *Universal Design for Learning*.)

Exemplars – Samples of work are used in a classroom to serve as models or sources for comparison to convey to students the expectations of the teacher or the requirement of the standards.

Expectations – Teachers and school leaders communicate behaviors or performances that they anticipate-from students and staff on a daily basis.

Feedback – Information is communicated between the teacher and student based on diagnostic, formative, and summative assessment data involving how students are performing relative to the required curriculum standards. Effective feedback is timely, specific, understandable, and provided throughout the learning process. Feedback is also expected between school leaders and staff.

Formal and informal observations – Formal classroom observations are conducted for the summative purpose of teacher evaluation. Informal classroom observations are usually shorter and conducted for the formative purposes of providing feedback to improve professional practice or to monitor the implementation of professional learning or other initiatives.

Formative assessment – Formal and informal assessment processes and tasks are used throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide feedback to students so that they can adjust their learning process. Formative assessment also provides important information for teachers as they design the next steps of instruction.

Georgia School Assessment on Performance Standards – This GaDOE-developed process is a review and assessment of a school's progress toward meeting the requirements of the Georgia School Performance Standards. This review includes analysis of student performance data, staff interviews and surveys, classroom observations, and a review of curriculum documents.

Higher-order processes – Cognitive processes such as investigation, problem solving, decision making, critical and creative thinking, self-regulation, and meta-cognition that are in place in the classroom or learning environment.

Higher-order thinking skills – Teachers engage students to use skills that require critical, logical, reflective, meta-cognitive, and creative thinking. The skills are activated when students encounter unfamiliar problems, questions, or dilemmas. Successful application of the skills results in problem solving, decisions, performances, and products.

Home support strategies – Families are encouraged to use specific strategies at home with children to support the educational efforts of the school staff. These strategies may be academic in nature, such as reading with or to students or quizzing students on math facts, but they may be organizational, such as designating a home study area and a specific time for study for students.

Job-embedded professional learning – This type of professional learning for teachers, leaders, and support staff learning is fundamental to day-to-day teaching practices and is designed to increase student achievement. This professional learning is primarily based at the school or classroom and occurs during the workday, consisting of teachers studying real problems and developing solutions as part of a cycle of continuous improvement.

Leadership Guide – The Leadership Guide to the Georgia School Performance Standards provides best practices to support the work of leadership teams as they define and implement the Georgia School Performance Standards. The Leadership Guide to the Georgia School Performance Standards is a companion resource to the Georgia School Performance Standards and is aligned to the GaDOE Teacher Keys and Leader Keys.

Learning walks or focus walks – Classroom visits are conducted by school or teacher leaders using a set protocol and are usually short in duration and designed to take a snapshot of a small number of practices to increase student achievement, monitor initiatives or apply professional learning, and encourage reflective practice.
Learning targets – A strategy used by teachers to clearly convey to students the destination or objectives for the lesson—what to learn, how deeply to learn it, and how to demonstrate their new learning.

Leader Keys Effectiveness System (LKES) – A common effectiveness system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness. The *LKES* consists of three components that contribute to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Governance and Leadership, and Student Growth and Academic Achievement.

Mission – The mission conveys an explicit message of the purpose of the school (or district) for all of its stakeholders and community. The mission communicates the academic direction of the school and the responsibility of the school to its students. The mission is understood, believed in, and practiced by school staff and students on a daily basis.

Model classrooms – School leaders and teachers design and set up classrooms to showcase specific, research-based instructional practices for teachers to observe and study.

Online reporting system – The school utilizes an electronic system that connects parents to the school's student information system and through which parents can view their children's attendance and academic records in real time.

Perception data – This type of school or district data often results from opinion surveys or the brainstorming activities of parents, staff, students, or other stakeholders.

Personal growth – The growth of students is related to the development of their learning, maturity, motivation, self-control, independence, perspective, and empathy. School staff may enhance the personal growth of students by providing support structures, such as counseling, mentoring, advisement, coaching, planning, goal-setting, time management, and problem-solving.

Performance tasks – Teachers use learning activities to engage students to apply advanced skills and knowledge to perform real-world investigations and problem solving. Performance tasks usually provide reliable evidence of student learning.

Process data – This type of data is collected on an ongoing basis regarding the implementation of initiatives or professional learning.
Professional learning designs – The school staff uses specific strategies for professional learning that are selected for intended goals. Professional learning designs include, but are not limited to, action research, lesson study, examination of student work, journaling, case discussions, peer observations, book studies, data analysis, study groups, and curriculum design. Some designs are used with individuals, small teams, and school-wide groups. Some designs may occur during the workday, after school, in the evenings, during the summer, and in online settings. While multiple designs exist, many have common features, such as active engagement, modeling, reflection, meta-cognition, application, feedback, ongoing support, and formative and summative assessment that support change in knowledge, skills, dispositions, and practice.

Reciprocal teaching – This instructional strategy allows students to become the teacher in small group reading sessions. Teachers model, and then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of the teacher in leading a dialogue about what has been read.

Required curriculum or standards – This term is used throughout the *School Performance Standards* to mean the required content for a course and encompasses the state standards and some national standards, such as standards for Advanced Placement classes or international standards, such as those for the International Baccalaureate Program.

Research-based instructional practices – These teaching, learning, or assessment strategies and practices have been proven by reliable educational research to make a statistically significant difference in overall and disaggregated student achievement results. Such

practices can include, but are not limited to, pointing out similarities and differences, summarizing, note-taking, providing feedback, using questioning techniques, and using advance organizers.

Rigor – Learning experiences are considered to be rigorous when they challenge learners to demonstrate a greater depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.

School leadership team – This representative team of teachers, support staff, and administrators is facilitated by the principal and works collaboratively to advance student learning. The team also works to develop, revise, implement, and monitor the school improvement plan. Team members consistently use consensus-driven protocols to maximize decision making and problem solving to enhance student performance and staff effectiveness.

Sense of community – A class or school develops a sense of community when students and staff develop a feeling of belonging and a feeling that needs of members matter to one another and to the group.

Summative assessment – Formal assessments are administered to evaluate the extent to which the student has mastered the required curriculum and related learning goals. Examples include, but are not limited to, unit tests, end-of-course tests, state assessments, and final exams. Traditionally, summative assessments factor heavily into a student's final average for grade reporting purposes.

Teacher Keys Effectiveness System (TKES) – An evaluation system that allows the state to ensure consistency and comparability across districts, based on a common definition of teacher effectiveness. *TKES* consists of multiple components which contribute to an overall Teacher Effectiveness Measure (TEM). These components include Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and Student Growth and Academic Achievement.

Transition coaching – Support is provided by designated school staff to incoming students to facilitate their transition usually from middle school to high school and from high school to college and careers.

Universal Design for Learning (UDL) – This educational framework is based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments that can accommodate individual learning difference. UDL calls for creating curriculum from the outset that provides:

- Multiple means of representation to give learners various ways of acquiring information and knowledge
- Multiple means of action and expression to provide learners alternatives for demonstrating what they know

- Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn