

Georgia's 2023 ESEA Consolidated State Plan Amendment Summary of Changes

Page	Description
7-9	Remove implementation of the eighth grade math exception due to the state no longer meeting the requirements for this exception
19-26	Update the Closing Gaps improvement target formula to align with the maintenance level
27	Remove reference to an overall, single score; update literacy indicator language
28-30	Remove the social studies indicator from the elementary school grade band (due to elimination of the state's grade 5 social studies assessment); update the Progress component to include students with significant cognitive disabilities who participate in the alternate assessment; update the Closing Gaps component to reward districts and schools that meet improvement targets for the most at-risk student populations (ED, EL, SWD); update the Literacy indicator to align with the Georgia Milestones on-grade-level reading measure; update the College and Career Readiness indicator to include military readiness
32-33	Update the Progress component to include a maintenance level and to include students with significant cognitive disabilities who participate in the alternate assessment
33-34, 39	Update the Closing Gaps improvement target formula to align with the maintenance level and to reward districts and schools that meet improvement targets for the most at-risk student populations (ED, EL, SWD)
39-40	Update the Literacy indicator to align with the Georgia Milestones on-grade-level reading measure
41	Update the Beyond the Core indicator to include additional content areas (career exploratory, computer science)
42	Update the College and Career Readiness indicator to include military readiness
43-46	Update the definition of annual meaningful differentiation to remove an overall, single score and instead utilize multiple indicator and component scores, as well as CSI/TSI identification; update the Content Mastery weights based on number of tests currently administered by content area
46	Update information pertaining to state methods of identifying schools for support
47-56	Update the CSI identification and exit criteria to utilize a staged approach based on component scores; replace the Promise Schools designation with a Universal Supports Schools designation
56-57, 63	Update information pertaining to state methods of identifying schools for support
58-59	Update 1003 fund allotment plans
121	Update the testing requirements chart to remove assessments no longer administered
122	Remove the school identification chart (updated identification methods described earlier in plan)
123-124	Update Georgia's Systems of Continuous Improvement Tiered Supports chart