Georgia’s DRAFT State Plan

Every Student Succeeds Act (ESSA)
Developing a Plan for Georgians, By Georgians
Elementary and Secondary Education Act (ESEA)

• Signed into law in 1965 to ensure educational opportunity for every child and provide support for schools

• Main federal law governing public education

• Reauthorized in different versions:
  • No Child Left Behind (NCLB) (2001)
  • Every Student Succeeds Act (2015)

Our Opportunity

• ESSA is an opportunity for Georgia – Georgians are expecting more from their education system

OUR MISSION
Offering a holistic education to each and every child in the state.

OUR VISION
*Educating Georgia’s Future* by graduating students who are ready to learn, ready to live, and ready to lead.
Our Opportunity
Our Opportunity
Our Shifting Role

Support

Expectations
(standards, targets, goals, etc.)

Accountability
(CCRPI, TEMs/LEMs, Performance Contracts, etc.)

Local Control
True flexibility
A Plan for Georgians, By Georgians
Stakeholder Feedback

A PLAN FOR GEORGIANS, BY GEORGIANS

• 8 stakeholder feedback sessions across the state; social media/email/surveys
• Advisory councils – superintendents, parents, teachers, and students
• Civil rights organizations, business & industry
• State agencies, organizations, nonprofits, stakeholders are at the table
• Meetings: RESAs, conferences, Lt. Gov Business & Industry Summit, Metro Chamber, GPEE, etc.

GaDOE.org/ESSA
Every Student Succeeds Act Feedback from Stakeholder Groups Across Georgia

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Georgia’s State Plan Development Process
Timeline

• Jan 2016 – May 2016 – Stakeholder feedback

• May 2016 — April 2017 — State Advisory Committee and working groups convene. GaDOE provides multiple opportunities for stakeholder feedback and to communicate ESSA developments

• April 2017 – All decisions and items completed by working groups to finalize draft.
State Advisory Committee
Georgia’s State Plan Development Process

MAKE UP

• 40 members
• State agencies, organizations, students, parents, teachers, superintendents, advocacy groups
• Facilitated by the Carl Vinson Institute
CHARGE

• Develop *Areas of Focus*
• Guiding Principles
• Receive and discuss stakeholder feedback
• Review the draft of Georgia’s ESSA State Plan
• Provide feedback regarding Georgia’s draft ESSA State Plan
Working Committees
Georgia’s State Plan Development Process

MAKE UP

• 6 working committees
  • Accountability
  • Assessment
  • Federal Programs to Support School Improvement
  • Education of the Whole Child
  • Educator & Leader Development
  • Communications

• 20 members
  • 5 GaDOE staff; 15 stakeholders
Working Committees
Georgia’s State Plan Development Process

SCOPE

• Develop feedback questions for stakeholders
• Discuss
  • Stakeholder input
  • USED’s regulations/guidance
  • Areas of Focus
  • Assigned portions of ESSA
• Coordinate with other working committees to write Georgia’s draft state plan
Working Committees
Georgia’s State Plan Development Process

ACCOUNTABILITY

• Report to GaDOE’s ESSA Leadership Team
  • Meeting benchmarks
  • Coordinating to produce a cohesive plan
• Present to State Advisory Committee for feedback
• Review period: Public, State School Superintendent, State Board of Education, and Governor

DRAFT
Working Committees

Leadership, Scope of Work, and Efforts
Communications
ESSA Working Committee

LEADERSHIP

• Matt Cardoza, Chief Communications Officer
• Stan DeJarnett, Executive Director of the Georgia Vision Project

SCOPE

• Develop a framework for the stakeholder feedback sessions
• Coordinate with other working committees to develop effective methods for soliciting stakeholder feedback
• Engage communities and stakeholders to attend feedback sessions
• Utilize the networks of education partners to promote feedback sessions and elements of Georgia’s state plan
• Develop a comprehensive plan/strategy for communicating Georgia’s state plan
Assessment & Accountability
ESSA Working Committee

LEADERSHIP

• Melissa Fincher, Deputy Superintendent of Assessment and Accountability
• Steve Barker, Superintendent of Coweta Co. Schools

LEADERSHIP

• Allison Timberlake, Director of Accountability
• Molly Howard, Superintendent of Jefferson Co. Schools
An Update on Georgia’s Draft ESSA Assessment and Accountability State Plan

State Board of Education Rules Committee

May 3, 2017
Assessment & Accountability

The primary purpose of school is teaching and learning.

Assessment and accountability play an important role, but importantly – that role is supporting with the primary focus being teaching and learning.
Georgia’s ESSA Plan

• State Advisory Committee
  • Comprised of 40 stakeholders representing a variety of organizations, agencies, and advocacy groups across the state of Georgia

• Working Committees (20 members each)
  • Accountability
  • Assessment
  • Education of the Whole Child
  • Federal Programs
  • Teacher & Leader Development

Superintendent Woods held 8 ESSA Listening Sessions across the state: Columbia County, Habersham County, Fulton County, Muscogee County, Dougherty County, Laurens County, Chatham County, Gordon County

GaDOE administered an online survey and held a Twitter chat.
General Updates

• Accountability Regulations were rescinded by Congress; no action was taken on the Assessment Regulations.

• President Trump has issued an executive order calling for the review of all regulations pertaining to ESSA.

• Both the Assessment and Accountability Working Committees have grounded their discussions in the actual law.
Assessment Update

Melissa Fincher, Deputy Superintendent for Assessment and Accountability
Background

• Federal requirements surrounding assessment, introduced by No Child Left Behind, remain:
  – all public school students enrolled in grades 3 through 8 must be assessed annually in reading/language arts and mathematics;
  – high school students enrolled in public schools must be assessed at least once in grades 9 through 12 in reading/language arts and mathematics;
  – science must be assessed at least once in grades 3 – 5, 6 – 9, and 10 – 12.
# Federal/State Testing Requirements in Georgia

<table>
<thead>
<tr>
<th>Grade</th>
<th>State Required</th>
<th>Federally Required</th>
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<tbody>
<tr>
<td>K</td>
<td>GKIDS</td>
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<tr>
<td>1</td>
<td>[Literacy / math formative TBD]</td>
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<td>2</td>
<td>[Literacy / math formative TBD]</td>
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<td>3</td>
<td>GM EOG: ELA / Math</td>
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<td>GM EOG: ELA / Math</td>
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<td>GM EOG: ELA / Math / Science / Social Studies</td>
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<td>GM EOG: ELA / Math</td>
<td>ELA / Math</td>
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<td>8</td>
<td>GM EOG: ELA / Math / Science / Social Studies</td>
<td>ELA / Math</td>
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<tr>
<td>High School (9-12)</td>
<td>GM EOC: ELA (9th Grade Lit / American Lit) / Math (Coordinate Algebra or Algebra I / Analytic Geometry or Geometry) / Science (Physical Science / Biology) / Social Studies (US History / Economics)</td>
<td>ELA / Math</td>
</tr>
</tbody>
</table>

**Note:** Georgia Milestones/Georgia Alternate Assessment are used to fulfill federal testing requirements for ESEA/ESSA.
Stakeholder Feedback

• Too much pressure surrounding testing
  – assessment should inform instruction, not drive it
  – too many unintended consequences

• General testing fatigue
  – too many tests given too often

• Summative tests given too late to provide useful information
  – support voiced for formative assessments with timely feedback
ESSA Assessment Requirements

• States are required to administer the *same* academic assessments to all public elementary school and secondary school students in the state
  – alternate assessments based on alternate academic achievement standards are permissible for students with significant cognitive disabilities (limited to 1% participation)
  – eighth grade students taking advanced high school mathematics may take the end of course rather than the grade 8 end of grade in mathematics

Note: Georgia will request a waiver to continue flexibility granted under ESEA allowing middle school students taking an advanced science course (i.e., Physical Science) to take the associated EOC in lieu of the EOG; the request will expand to include an advanced language arts course (i.e., 9th Grade Literature).
ESSA Assessment Flexibility

- At states’ discretion, ESSA allows:
  - single summative assessment or multiple statewide interim assessments that result in a single summative score;
  - seven states to seek a demonstration period (no more than 5 years) for an innovative assessment approach that is technically sound, results in an annual summative determination, and can be scaled statewide;
  - local districts to petition the state to administer a nationally-recognized high school academic assessment to all students in the district in lieu of state high school assessment; comparability and technical quality must be established prior to its use, including federal peer review.
Senate Bill 211

• This legislation directs the State Board of Education to ‘direct the existing assessment workgroup to pursue maximum flexibility for state and local assessments under federal law’ – to include:
  – use of nationally-recognized college and career ready high school assessment (‘provided that comparability can be established’ as required by ESSA);
  – application for the innovative assessment authority.

• Requires the State Board to provide a report by September 1, 2017.

• Requires the State Board to conduct comparability studies with nationally-recognized academic assessments such as SAT, ACT, and ACCUPLACER.
  – Studies must be initiated no later than July 1, 2017.

Senate Bill 211 reflects the requirements within ESSA and reflects the recommendations of the Assessment Working Committee.
Senate Bill 211

• Additionally, this legislation clarifies the requirements for grades 1 and 2 formative assessments in reading and mathematics:
  – selection of the solution must be made in consultation with local school systems;
  – solution must provide for timely data and inform flexible grouping of students based on skill level as well as measure student progress toward grade-level expectations over the course of the school year.

Note that this requirement is not related to ESSA as assessments in grades 1 and 2 are not required under ESSA.
Assessment Working Committee Recommendations

• Regarding areas of flexibility, the committee has recommended:
  – additional study and analysis is needed regarding the use of multiple statewide interim assessments;
  – districts be allowed to pursue a locally selected nationally-recognized high school assessment and present evidence the requirements outlined in law are met;
  – districts be allowed to present innovative solutions for consideration to be scaled statewide.

• Clear communication about the purpose and appropriate use of state tests is needed
  – communications should be targeted based on audience
Accountability Update

Allison Timberlake, Director of Accountability
Background

• Georgia’s College and Career Ready Performance Index (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind’s Adequate Yearly Progress (AYP).

• Georgia’s Elementary and Secondary Education Act (ESEA) Waiver provided the opportunity to implement a new accountability system that included multiple measures, provided a more holistic picture of school performance, and addressed several shortcomings of the AYP system.

• While ESSA’s new accountability provisions represent a substantial departure from No Child Left Behind’s AYP, they are more closely aligned with the CCRPI system already in place in Georgia.

• With ESSA, Georgia seized the opportunity to reflect on six years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings.
Stakeholder Feedback

• Accountability themes that emerged from stakeholder feedback include the following:
  1. CCRPI needs to be simplified, easier to read, and include more comparative information.
  2. CCRPI needs to have clear, attainable goals.
  3. CCRPI needs to minimize annual changes to ensure consistency.
  4. CCRPI scores need to be released earlier.
  5. CCRPI should include indicators that promote improved opportunities and outcomes for all students.
  6. CCRPI should include multiple measures and emphasize student growth.
  7. The focus of CCRPI should be school improvement.
  8. There should be more information about school offerings and opportunities for students and on student preparation for life.
Accountability Working Committee

- GaDOE convened an ESSA Accountability Working Committee comprising 20 representatives from districts, schools, RESAs, the GaDOE, and GOSA.

- The committee met regularly from summer 2016 through spring 2017 to examine the current CCRPI, review stakeholder feedback, and make recommendations for the revised CCRPI under ESSA.

- The committee defined the purpose, goals, intended uses, and intended outcomes of CCRPI. They then reviewed indicators and components to recommend those that aligned with the purpose and goals.
Role of Accountability

• Accountability should play a supporting role in assisting schools, districts, and the state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life.

• Accountability should not be the driving force behind decisions about educating children.

• CCRPI should include objective measures that illustrate the extent to which schools and districts are succeeding in providing improved opportunities and outcomes for all students.
Purpose of CCRPI

The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement.

The redesigned CCRPI focuses on five goals in order to increase the percentage of students graduating high school college and career ready.

CCRPI components and indicators have been selected to support these goals.

- Achievement for all students
- Achievement gaps
- Literacy and numeracy
- Graduation rates
- College and career readiness
Redesigned CCRPI Framework

**Content Mastery**
- Are students achieving at the level necessary to be prepared for the next grade, college, or career?

**Progress**
- How much growth are students demonstrating relative to academically-similar students?

**Closing Gaps**
- Are all students and all student subgroups making improvements in achievement and graduation rates?

**Readiness**
- Are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?

**Graduation Rate**
- Are students graduating from high school with a regular diploma in four or five years?

DRAFT
Key Changes

• CCRPI will be simplified so that it will be easy to understand, easy to communicate, and easy to utilize for improvement purposes.

• Indicators will focus on opportunities and outcomes expected of all students, thereby increasing local flexibility to determine the best way to improve student performance.

• There will be an indicator incentivizing student participation in enrichment courses beyond the traditional academic core. This indicator is in response to stakeholder feedback that students are not experiencing a well-rounded curriculum.
Key Changes

• Improvement targets will be calculated individually – or customized – for each school and district. Schools will have the opportunity to demonstrate the progress they are making with all students and all subgroups of students.

• CCRPI will emphasize student progress and improvement.

• A new reporting system will be easier to navigate and provide more context and comparative information.
Moving Forward

• While the redesigned CCRPI will be a significantly improved accountability system for Georgia, the most critical piece is changing the conversation about student performance in our state. CCRPI can shine a light on the great work schools are doing and areas in need of improvement, but it must be used as a tool by communities and other stakeholders to engage in meaningful conversations around how to improve student opportunities, outcomes, and preparedness for college, career, and life.
Federal Programs to Support School Improvement
ESSA Working Committee

LEADERSHIP

- Debbie Gay, Director of Special Education
- Leigh Ann Putman, Metro RESA
Federal Programs to Support School Improvement (cont.)
ESSA Working Committee

SCOPE

• Title I
  • Part A
  • Part C Migratory Children
  • Part D Children and Youth who are neglected, delinquent or at-risk
  • Part E Consolidation of funds

• Title III English Language Learners and Immigrant Students

• Title IV 21st Century Schools
  • Part B 21st Century Learning Centers
  • Part C Charter School Grants

• Title VIII Homeless

• Criteria, support, and processes for Comprehensive Support and Improvement Schools

• Criteria, support, and processes for Targeted Support and Improvement Schools
Federal Programs to Support School Improvement (cont.)

ESSA Working Committee

STAKEHOLDER FEEDBACK THEMES

1. **Engage communities** in a meaningful way.

2. **Plan for school improvement** must be concise, clear and transparent.

3. **Maximize the flexibility for federal funds** as allowed under federal law to support school improvement.

4. **Align improvement activities** across the Georgia Department of Education.

5. **Build capacity** to share best practices across school districts.

6. **Build sustainable** leadership skills.

7. **Implement structures** to ensure equitable access to quality education for all students.
Federal Programs to Support School Improvement (cont.)

ESSA Working Committee

PROGRESS

• **Building capacity and sustainability** by engaging regional, district, and community level partners and aligning our efforts at the state-level

• **Implementing a single comprehensive needs assessment and improvement planning structure meeting the requirements of all federal programs** for schools/ districts to identify needs and address challenges in a strategic way

• **Engaging communities and education stakeholders** to ensure feedback is a process rather than an event at the district and school level

• **Developing a common framework of improvement** to support districts and schools with a ‘toolbox’ of aligned processes, resources, tools, and supports

• **Plan for implementing a tiered system of supports** that provide core supports to **every school** with more tailored, intensive supports provided to those with greater needs

• **Ensuring flexibility of funds** by empowering districts to utilize funds more effectively, positioning funds around identified school improvement goals rather than programmatic requirements
Education of the Whole Child
ESSA Working Committee

LEADERSHIP

• Caitlin Dooley, Deputy Superintendent of Curriculum and Instruction
• Susan Adams, Assistant Commissioner for Pre-K & Instructional Support for DECAL

SCOPE

• Title IV Part A Student Support and Academic Enrichment (SSAE) Grants
• Title IV Part F National Activities
• Title IX Preschool Development Grants
• Literacy Education for All, Results for the Nation (LEARN) Act
STAKEHOLDER FEEDBACK THEMES

1. Current education system over-values English and mathematics academic outcomes to the detriment of access to additional opportunities (i.e. Fine Arts, CTAE)

2. Children’s physical health and emotional well-being are directly related to their academic learning

3. Students do not have adequate access to counseling, diagnostic testing, psychological services, and school health services

4. Schools are not equipped to provide all of the necessary wrap-around services; need to engage community partners

5. Not enough professional learning around school climate or child development

6. Not enough support for media centers and library services

7. Expenditures of federal funds are too narrowly focused
Education of the Whole Child (cont)
ESSA Working Committee

PROGRESS

• Developed a shared improvement framework with ‘Whole Child’ at the center

• Organizing a digital library of evidence-based practices for districts and schools to utilize to support the whole child

• Coordinating with Federal Programs work group to develop topic-specific guidance so districts and schools can leverage federal funds to address identified whole child needs
PROGRESS

- Recognized and defined a multifaceted approach to supporting the well-being of children so they are ready to learn

- Engaging other state agencies and organizations, as well as non-profit and civic groups, to identify and leverage existing resources

- Coordinated with the Accountability work group to develop a *Beyond the Core* indicator that will reward student access to and participation in arts, world languages, career technical and agricultural education, and health and physical education coursework
LEADERSHIP

• Cindy Saxon, Associate Superintendent of Teacher and Leader Effectiveness
• Ernie Lee, former Georgia Teacher of the Year

SCOPE

• Teacher and School Leader Incentive Fund
• Educator Equity Plan
• Develop a system of supports for the teacher and leader continuum (from prep and induction through leadership opportunities)
• Title II Part A
STAKEHOLDER FEEDBACK THEMES

1. Ensure student access to highly effective and qualified teachers and leaders
2. Offer teachers and leaders more significant professional learning to address effectiveness with an emphasis on collaboration
3. Ensure teachers and leaders have content knowledge and the opportunity to co-teach, receive mentoring, and have access to leadership training
4. Promote more positive school cultures to attract and retain effective teachers
5. Offer resources, incentives, and salary to attract educators to areas where they are most needed
6. Ensure educators have many of the intangible qualities necessary to nurture students
Educator & Leader Development (cont.)
ESSA Working Committee

PROGRESS

• **Focusing on leadership** by building capacity and expanding definition and support of leadership (teacher, parent, student, community)

• **Focusing on Effective Leadership and Professional Capacity** in the shared improvement framework

• **Personalized and meaningful professional learning**

• **Delivering support in different ways**: online communities, face-to-face, self-paced, blended, etc.

• **Not just measuring effectiveness**, but providing opportunities for development throughout their careers
PROGRESS

- **Leveraging P-20 Collaboratives** that bring RESAs, school leaders, and high education together to discuss staffing and professional development needs
- **Defining professional qualifications** and highly qualified
- **Ensuring student access** to effective and supported teachers and school leaders
- **Providing opportunities** for teachers and school leaders to collaborate and share best practices
Communicating
Georgians' Support for a Strong ESSA Plan

BACKGROUND

The Georgia Department of Education (GaDOE) has been committed to a plan development process that is truly stakeholder driven. Over one hundred and forty Georgians representing students, parents, educators, policymakers, and community members from across the state were actively involved in the development of Georgia’s State Plan with thousands of Georgians expressing their feedback throughout the process. The Every Student Succeeds Act (ESSA) afforded Georgia the opportunity to reflect, reevaluate, and refine educational policies and programs ensuring that they are classroom-centered and child-focused.

STATE ADVISORY COMMITTEE

The State Advisory Committee consists of over forty stakeholders representing state agencies, non-profit and civic organizations, education advocacy groups, policymakers, superintendents, parents, and students.

- Students
- Parents: Georgia Parent Teacher Association (GPTA), United Way of Georgia, and other parent representation
- Educators: Professional Association of Georgia Educators (PAGA), Georgia Association of Educators (GAE), and Educators of Tomorrow (EdT)
- Georgia Association of Educational Leaders (GAE), Georgia Association of Regional Education Service Agencies (ERSAs)
- Superintendents: Georgia Association of School Superintendents (GASS), Georgia Association of School Superintendents (GASS)
- Higher Education: Technical College System of Georgia (TCSG) and University System of Georgia (USG)
- Non-profit: Southern Education Foundation and 100 Black Men of Atlanta

Meetings were facilitated by the Carl Vinson Institute with members of the Advisory Committee developing focus areas and guiding principles for each of the sections of ESSA as well as reviewing stakeholder feedback and providing feedback themselves on the proposed plan.

WHAT IS ESSA?

The Every Student Succeeds Act (ESSA), commonly referred to as ESSA, earned bipartisan approval in 2015.

States were freed from their No Child Left Behind (NCLB) waiver agreements and given the responsibility to develop state plans to support education.

ESSA significantly scaled back the authority of the Secretary of Education. The plan gave states additional authority and flexibility over their education system, wholesale flexibility was not granted and statutory requirements vary in specificity from issue-to-issue.

Georgia has sought out maximum flexibility while creating a cohesive and aligned plan that is responsive to stakeholder feedback and supports the vision of offering a holistic education to each and every child in the state.

To learn more about Georgia’s plan development process visit: GaDOE.org/ESSA

WORKING GROUPS

Each of Georgia’s ESSA workgroups were made up of a cross-section of twenty individuals with five members representing different areas of GaDOE and fifteen members representing stakeholders. Each workgroup was chaired by a GaDOE leader and key stakeholder. There were six workgroups organized into task-force areas.

1. Accountability — GaDOE’s ESSA Accountability
2. Assessment — GaDOE’s ESSA Accountability
3. Federal Programs to Support School Improvement — GaDOE’s ESSA Accountability
4. Education of the Whole Child — GaDOE’s ESSA Accountability
5. Educator and Leader Development — GaDOE’s ESSA Accountability
6. Communications — Made up of communications staff from major groups and organizations, this workgroup was charged with selecting feedback as well as communicating the aspects of Georgia’s Plan.

Visit the ESSA website to view a 2-page overview of the feedback.

GaDOE will keep these working groups intact in order to provide ongoing feedback on the implementation of Georgia’s Plan.

HOW WAS FEEDBACK FROM GEORGIANS GATHERED?

The Georgia Department of Education (GaDOE) held eight feedback sessions across the state. These were opportunities for parents, students, educators, business and industry, and community members to share their thoughts and concerns. Feedback was compiled, analyzed, and summarized by a third party so participants could engage in candid conversations.

Feedback sessions were held with each of the State School Superintendent’s advisory councils, representing middle and high school students, parents, teachers, and district superintendents. Business and industry, as well as civil rights organizations, were also engaged. GaDOE utilized social media, a dedicated ESSA email address for comments, as well as public survey to gather feedback.

WHAT DO GEORGIANS SAY?

Common themes that emerged can be found in the feedback summary report at GaDOE.essasummary.org. This report was compiled through a third-party evaluator.

Feedback themes, along with the responses to each of these themes, are embodied within Georgia’s State ESSA Plan.

TIMELINE

- May 2016 — April 2017 — State Advisory Committee and working groups convene. GaDOE provides multiple opportunities for stakeholders to feedback and to communicate ESSA developments.
- April 2017 — All decisions and items completed by working groups to finalize plan.
- June 15 – 30 day public review period of Georgia’s State ESSA Plan. Visit GaDOE.org/ESSA.
- June 15–July 14 — Co-chairs host public webinars to gain feedback during 30-day period.
- July 14 – July 21 — Feedback is compiled and presented to the working groups and advisory committees.
- July 24-Aug 4 — Working groups reconvene to discuss feedback and make revisions based on feedback.
- Aug 4-Aug 11 — Finalize all aspects of plan for submission to the Governor.
- Aug 14 – Sep 9 — Governor’s review period of final plan.
- Sep 18 – Sep 19 — Governor’s plan is submitted for review.

EDUCATING GEORGIA’S FUTURE

Georgia’s State ESSA Plan: A Plan for Georgians. By Georgians
**Areas of Focus**

- Personalized learning
- Literacy
- Strong foundation in the early grades
- Media Centers and libraries
- Well-being
- Arts, languages, Health & P.E.
- School Climate
- Expanding educational opportunities
- Well-rounded education
- Preparing students for life

**Feedback Themes**

1. Current education system over-values English and mathematics academic outcomes to the detriment of access to additional opportunities (i.e., Fine Arts, CTE).
2. Children's physical health and emotional well-being are directly related to their academic learning.
3. Students do not have adequate access to counseling, diagnostic testing, psychological services, and school health services.
4. Schools are not equipped to provide all of the necessary wrap-around services; need to engage community partners.
5. Not enough professional learning around school climate or child development.
6. Not enough support for media centers and library services.
7. Expenditures of federal funds are too narrowly focused.

The full feedback summary report can be found at: GaDOE.org/ESSA/Feedback.

This report was compiled through a third-party evaluator. Feedback themes, along with the response to each of those themes, are embedded within Georgia’s State ESSA Plan.

**DRAFT**

**Actions**

- Developed a shared improvement framework with ‘Whole Child’ at the center.
- Organizing a digital library of evidence-based practices for districts and schools to utilize to support the whole child.
- Coordinating with Federal Program work group to develop topic-specific guidance so districts and schools can leverage federal funds to address identified whole child needs.
- Recognized and defined a multifaceted approach to supporting the well-being of children so they are ready to learn.
- Engaging other state agencies and organizations, as well as non-profit and civic groups, to identify and leverage existing resources.
- Coordinated with the Accountability work group to develop a Beyond the Core indicator that will reward student access to and participation in arts, world languages, career technical and agricultural education, and health and physical education coursework.
Timeline (cont).

- **June 15** – 30 day public review period of Georgia’s State ESSA Plan.
- **June 15-July 14** – Co-chairs host public webinars to gain feedback during 30-day period.
- **July 14-July 24** – Feedback is complied and presented to the working groups and advisory committee.
- **July 24-Aug 4** – Working groups reconvene to discuss feedback and make revisions based on feedback.
Timeline (cont).

- **Aug 4-Aug 11** – Finalize all aspects of plan to submit to the Governor.
- **Aug 11-Sept 10** – Governor’s review period of final plan.
- **Sept 11-Sept 18** – Georgia’s plan is finalized for revision.
- **Sept 18, 2017** – Georgia’s State Plan is submitted.