ESSA In-Field Reporting Updates for FY22

GaDOE Title I, Part A
GaDOE Title II State Activities
GaPSC Staff
Professional Qualifications

ESSA – Assurances
Sec. 1111(g)(2)(J), 1112(c)(6)
The state educational agency/ local education agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Checked during Monitoring

ESSA – Reporting
Sec. 1111(h)(1)(c)(ix)
Teachers who are not teaching in the subject or field for which the teacher is certified or licensed

In Georgia, “out-of-field” teachers are those who are not teaching in their field of certification. It may also apply to teachers who hold a GaPSC issued certificate “W” or “N”.

ESSA In-Field Reporting Updates

PQ & In-Field Guidance

In-Field Equivalent (CHW Codes)
101 Degree
102 21 Sem. Hrs of Coursework
103 GACE Test
105 CTAE Equivalent
ESSA In-Field Reporting Updates
GaDOE In-Field Reporting Guidance

• **Who is reported?**
  • All PK-12 teachers reported in Student Class, including GNETS, Contractors, Gifted, ESOL, & EIP
  • All educators must hold a clearance certificate

• **What standards are set for In-Field?**
  • GaPSC Issued Induction/Professional Certification in Subject & Grade Level Assigned OR
  • Certification Equivalent Reported in CPI through Charter Waiver Codes 101, 102, 103, 105
Professional Qualifications/ESSA In-Field

Key Stakeholders
Determine District PQ and Contribute to In-Field Reports
Requirements
The State of Georgia ensures that it has professional standards for all paraprofessionals working in any school, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act. In Georgia, a paraprofessional employed by a Georgia LUA, must meet one of the following requirements:

- **Degree**: Hold an associate’s degree or higher in any subject from a Georgia Professional Standards Commission (GaPSC)-accepted accredited institution; or
- **Coursework**: Have completed two (2) years of college coursework (sixty [60] semester hours) at a GaPSC-accepted accredited institution; or
- **Content Area Test**: Have passed the GACE Paraprofessional Assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

Paraprofessionals must have a certification issued from GaPSC!
Charter and SWSS LEAs cannot waive Special Education certification for service (Adapted or General). These teachers are providing service and are not issuing grades for content.
The requirements for Special Education teachers that align with the student’s IEP for service

- A teacher providing service to a student being instructed using the general curriculum without a designated GAA flag in student record, must hold the Special Education General Curriculum (P-12).
- A teacher providing service to a student being instructed using the adapted curriculum with a designated GAA flag in student record, must have the Special Education Adapted Curriculum (P-12).
- A teacher providing service to special education students participating in the general curriculum and other students participating in the adapted curriculum at the same time, must have both certifications.
- A teacher with BD, LD, VI certification is in-field Only when all students are receiving service in the specific area of certification.
ESSA In-Field Reporting Updates
Special Education Guide

Federal Professional Qualification Requirements - ESSA

ESSA requires SEAs and LEAs to ensure that teachers meet state certification requirements. ESSA Sections 1111(g)(2)(A), 1112(c)(6)

Traditional Georgia LEAs

Georgia law authorizes GaPSC to establish certification requirements. Special Education teachers MUST follow all GaPSC certification requirements and State Board of Education rules.
O.C.G.A. §§ 20-2-200, 20-2-984, GaPSC Rules

Charter & Strategic Waiver LEAs

Special Education Teacher Does NOT Issue Grades

In compliance with Georgia State Board Rule, special education teachers who do NOT issue grades MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST have a clearance certificate.

Charter & Strategic Waiver LEAs

Special Education Teacher Issues Grades

In compliance with Georgia State Board Rule, special education teachers who issue grades MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST hold content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) and in accordance with the students’ IEPs AND MUST have a clearance certificate.

ESSA In-Field Reporting

GaDOE will use GaPSC in-field rules to determine ESSA In-Field qualifications for special education teachers that align with each teacher’s teaching assignment for special education and content. ‘Out-of-Field’ will be reported for the entirety of the school year using Certification Records, all three CPI and Student Class data collections cycles and Student Record.

20 Day Notifications for Special Education Teachers

Does NOT issue grades – notifications must be disseminated if the teacher does not hold special education certification and/or content certification for the subject area(s) in which the teacher issues grades
Senate Bill 59

Senate Bill 59 was passed during the previous legislative session on March 31, signed into law on May 4 and became effective July 1, 2021.

Per state law: Effective **July 1, 2021**, the EIP program requirements, such as class size and **certification waivers**, are **no longer waivable** for Strategic Waiver School Systems, Charter Systems, and Charter Schools.
ESSA In-Field Reporting Updates

EIP Teachers

EIP Certifications - In-Field Portal by GaPSC

- FLD808 ELEMENTARY EDUCATION (P-5)
- FLD970 MATHEMATICS ENDORSEMENT (K-5)
- FLD851 MIDDLE GRADES (4-8) – MATH (for 4 & 5 only)
- FLD855 MIDDLE GRADES (4-8) – READING (for 4 & 5 only)
- FLD732 READING (P-12)
- FLD833 READING ENDORSEMENT
- FLD910 SP ED MATH COGNITIVE LEVEL (P-5)
- FLD950 SP ED READING COGNITIVE LEVEL (P-5)
- FLD708 SPECIAL EDUCATION GENERAL CURRICULUM / ELEMENTARY EDUCATION (P-5)

Title I funds **cannot** be used for EIP teachers who hold a waiver certificate! BT certificates and CWC codes are considered in-field by GaPSC.
Check the Data
New Reports
ESSA In-Field Reporting Updates
GaPSC In-Field Portal Reports
ESSA In-Field Reporting Updates
GaPSC In-Field Portal Reports
# ESSA In-Field Reporting Updates

**GaPSC In-Field Portal Reports**

1. **Paraprofessional Report**
   - In-Field Status (Paraprofessional Certificate and Clearance)

2. **System Report**
   - All Schools, Total Educators, Total GaPSC Certified, % Total OOF, % of OOF for Content, % of OOF for Service, % of OOF for Paras

3. **Building Report**
   - All Teachers, % Total OOF, % of OOF for Content, % of OOF for Service, % of OOF for Paras

4. **BT IN4T Cert. Years Report**
   - Teachers with IN4T or BT and length of time (Building Level Only)
## ESSA In-Field Reporting Updates

### Handout 1

**System Level Report – Out of Field for Content**

<table>
<thead>
<tr>
<th>SchoolName</th>
<th>OutOfField Content Courses</th>
<th>OutOfField Math Courses</th>
<th>OutOfField Science Courses</th>
<th>OutOfField Social Science Course</th>
<th>OutOfField English Language Arts Courses</th>
<th>OutOfField Fine Art Courses</th>
<th>OutOfField Foreign Language Courses</th>
<th>OutOfField PE/Health Courses</th>
<th>OutOfField Pre-Kindergarten Courses</th>
<th>OutOfField CATE/JROT Course</th>
<th>Total Educators</th>
<th>Total GaPSC Certified Educators</th>
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<td>63</td>
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</table>
 Participation Task #1

1. What do you see in the data?
2. What do you wonder about the data?
3. What do you think are your next steps?
   • What are you short term plans?
   • What are your mid term plans?
   • What are your long-term plans?
## ESSA In-Field Reporting Updates

### Handout 2

System Level Report – Out of Field for Service

<table>
<thead>
<tr>
<th>School Name</th>
<th>OutOfField Services Courses</th>
<th>OutOfField AP Services</th>
<th>OutOfField IB Services</th>
<th>OutOfField GAA Services</th>
<th>OutOfField SpEd Services</th>
<th>OutOfField EIP Services</th>
<th>OutOfField ESOL Services</th>
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Participation Task #2

1. What do you see in the data?
2. What do you wonder about the data?
3. What do you think are your next steps?
   • What are you short term plans?
   • What are your mid term plans?
   • What are your long-term plans?
## ESSA In-Field Reporting Updates

### Handout 3

**Building Level Report Out of Field for Content**

<table>
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<tr>
<th>Teacher Name</th>
<th>OutOfField Content Courses</th>
<th>OutOfField Math Courses</th>
<th>OutOfField Science Courses</th>
<th>OutOfField Social Science Courses</th>
<th>OutOfField English Language Arts Courses</th>
<th>OutOfField Fine Art Courses</th>
<th>OutOfField Foreign Language Courses</th>
<th>OutOfField PE/Health Courses</th>
<th>OutOfField Pre-Kindergarten Courses</th>
<th>OutOfField Pre-CTATE/JROTC Courses</th>
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Participation Task #3

1. What do you see in the data?
2. What do you wonder about the data?
3. What do you think are your next steps?
   • What are you short term plans?
   • What are your mid term plans?
   • What are your long-term plans?
# ESSA In-Field Reporting Updates

## Handout 4
### Building Level Report Out of Field for Service

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>OutOfField Courses</th>
<th>OutOfField AP Services</th>
<th>OutOfField IB Services</th>
<th>OutOfField GAA Services</th>
<th>OutOfField SpEd Services</th>
<th>OutOfField EIP Services</th>
<th>OutOfField ESOL Services</th>
<th>OutOfField Gifted Services</th>
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<td>Educator K</td>
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</table>
ESSA In-Field Reporting Updates
GaPSC In-Field Portal **Building** Report

Participation Task #4

1. What do you see in the data?
2. What do you wonder about the data?
3. What do you think are your next steps?
   • What are you short term plans?
   • What are your mid term plans?
   • What are your long-term plans?
## ESSA In-Field Reporting Updates

### Handout 5
BT IN4 Cert Years Report

<table>
<thead>
<tr>
<th>SchoolYear</th>
<th>SystemID</th>
<th>SystemName</th>
<th>BuildingID</th>
<th>BuildingName</th>
<th>PersonID</th>
<th>Fname</th>
<th>Lname</th>
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<td>2022</td>
<td>xx</td>
<td>Happy County</td>
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<td>Happy Middle School</td>
<td>xxxxx</td>
<td>H</td>
<td>Happy</td>
<td>3</td>
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<tr>
<td>2022</td>
<td>xx</td>
<td>Happy County</td>
<td>0</td>
<td>Happy Middle School</td>
<td>xxxxx</td>
<td>J</td>
<td>Sams</td>
<td>3</td>
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<td>Kite</td>
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<td>M</td>
<td>Signs</td>
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<td>Happy County</td>
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<td>Happy Middle School</td>
<td>xxxxx</td>
<td>K</td>
<td>Buggs</td>
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</table>
ESSA In-Field Reporting Updates
Provisioning Users

Use your www.gapsc.org Account Manager

- Account Manager should set up accounts in the LEA
- If your Account Manager is leaving, please change the access before they leave
- If you do not know who the Account Manager is, please investigate and if you still cannot find out please contact me – Karen Cliett kcliett@doe.k12.ga.us

Assignment Levels

- Building-level
- System-level
- Edit or View
Check the Coding
Student Class
CPI
FTE (GAA)
FY2022 Student Class Resources

Student Class is a collection of class roster data which links students and teachers to a class.

General Information
- Student Class Transmission Dates
- Student Class Data Element Detail (Updated 9/13/2021)
- Data Collection FAQs

Related Information
- Reporting Delivery Models (Updated 10/4/2021)
- Reporting ONLINE Courses
- GNETS FAQ
- Language Codes
- Georgia Credit Recovery
- Dual Enrollment Institution Codes
- Dual Enrollment Out of State Course Numbers (Updated 9/13/2021)
- Pseudo Course Numbers
- Student Class Check List

Contact Information
Nicholas L. Handville
Chief Data and Privacy Officer
Technology Services
nhandville@doe.k12.ga.us
https://www.gadoe.org

Technology Service Desk
Georgia Department of Education
Phone: (800) 869-1011
ESSA In-Field Reporting Updates
Student Class Delivery Models

For release on July 01, 2021

Georgia Department of Education
Page 1

September 10, 2021
## ESSA In-Field Reporting Updates
### Student Class Delivery Models

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Delivery Model</th>
<th>Delivery Model Code #</th>
<th>COURSE CODE</th>
<th>ADDITIONAL TEACHER CODE</th>
<th>Comments - Description</th>
<th>COURSE NUMBER</th>
<th>INCLUSION CODE</th>
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<tbody>
<tr>
<td>ESOL</td>
<td>Pull-Out</td>
<td>1 (E219)</td>
<td>Course teacher with content appropriate certification</td>
<td>ESOL Teacher with ESOL certification/endorsement (E7010)</td>
<td>EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. If a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.</td>
<td>Content Area Course Number; cannot be 55.xxxxx (E7009)</td>
<td></td>
</tr>
<tr>
<td>ESOL</td>
<td>Push-In/Collaborative</td>
<td>2 (E219)</td>
<td>Course teacher with content appropriate certification</td>
<td>ESOL Teacher with ESOL certification/endorsement (E7010)</td>
<td>EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. If a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.</td>
<td>Content Area Course Number; cannot be 55.xxxxx (E7009)</td>
<td></td>
</tr>
<tr>
<td>ESOL</td>
<td>Resource Center/Lab</td>
<td>4 (E219)</td>
<td>ESOL Teacher with ESOL certification/endorsement</td>
<td>No (E7012)</td>
<td>Resource center/laboratory - EL students receive language instruction in an individual or group setting supplemented by multimedia materials or digital language learning resources.</td>
<td>ESOL Course Number (55.x) (E7011)</td>
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<tr>
<td>ESOL</td>
<td>Scheduled Language Acquisition (Scheduled Class Period)</td>
<td>5 (E219)</td>
<td>ESOL Teacher with ESOL certification/endorsement</td>
<td>No (E7012)</td>
<td>In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.</td>
<td>ESOL Course Number (55.x) (E7011)</td>
<td></td>
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## ESSA In-Field Reporting Updates

### Student Class Special Course Teacher Codes

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<tr>
<th>Special COURSE TEACHER CODES</th>
<th>Description</th>
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<tbody>
<tr>
<td>121212121</td>
<td>Short Term Subs – Used when there is a vacant position of less than 20 days. Not reported in CPI.</td>
</tr>
<tr>
<td>222222222</td>
<td>For teachers employed through the Georgia Virtual School Program (GAVS). Use the teacher’s IDENTIFIER as the COURSE TEACHER CODE for all courses taken through GAVS. COURSE TEACHER CODE of all 2s means there is a GAVS teacher providing instruction who serves as the teacher of record for the students taking the course.</td>
</tr>
<tr>
<td>333333333</td>
<td>For teachers of virtual or online/distance courses that are not in your district. Use the teacher’s IDENTIFIER as the COURSE TEACHER CODE for virtual courses if the IDENTIFIER is unknown. COURSE TEACHER CODE of all 3s means there is a teacher providing instruction who serves as the teacher of record for the students taking the course; however, the IDENTIFIER is not available to the schools for state reporting. <strong>Automatically Out of Field</strong></td>
</tr>
</tbody>
</table>
| 444444444 | For instruction where there is no teacher (vacancy), no long-term substitute teacher, and no contracted worker. Use this COURSE TEACHER CODE for any of the following:  
  - Online/distance learning/virtual courses that provide instruction for students. This could be self-directed or facilitated computer-based or digital learning. No direct instruction is provided by a teacher.  
  - Students that earn credit in lieu of taking the course. |
| 616161616 | Only valid for PK 90/10000 - PK Special Ed Literacy and PK 90/20000 - PK Special Ed Numeracy.  
**NOTE**: COURSE TEACHER CODE used when:  
1 - Daycare students report IEP services and has an enrollment record in the LEA.  
2 - The Head Start or GA PK teachers are hired by someone other than the LEA – EXAMPLE: GA PK teachers are employed by Kids R Kids not the LEA. Students have an enrollment in the LEA. The LEA sends the Special Education teacher to provide IEP services. |
| 77000xxx | For PSO courses, the COURSE TEACHER CODE should be a nine-digit number with format: 7700xxxxx, where ‘xxxx’ is the four-digit number identifying the college/university where the student is taking the PSO course. When a Dual Enrollment course number is reported with a ‘4’ in the 5th digit past the decimal then ALTERNATE SYSTEM CODE = 770 and ALTERNATE SCHOOL CODE = XXXX (college 4 digit number used for the COURSE TEACHER CODE). |
| 888888888 | Transfer from Out of State |
| 999999999 | Transfer from In State |
| xxxxxxxxx | Long Term Subs – Use the SS# of the Long Term Sub (LTS) when reporting. LTS are reported in CPI. Where xxx-xx-xxxx is the 9 digit social security number. |
| 555555555 | 77700xxx | NOT VALID |
In-Field and CPI

FY2022 CPI Data Collection
DATA ELEMENTS
## ESSA In-Field Reporting Updates

### Charter Waiver Codes

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<tr>
<th>Certificate Field Code</th>
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<th>Comments</th>
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<th>Suggested Documentation</th>
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<tr>
<td>101</td>
<td>Academic Major</td>
<td>LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>Degree, Transcripts</td>
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<tr>
<td>102</td>
<td>Course Work (Minimum 21 semester hrs/35 quarter hrs at C or Higher)</td>
<td>LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>Transcripts</td>
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<tr>
<td>103</td>
<td>GACE</td>
<td>LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>GACE Assessment Report, Certificate, GaPSC In-Field Report</td>
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<tr>
<td>105</td>
<td>In-Field by CTAE Equivalent Requirements</td>
<td>LEA Uses GaDOE Charter/SWSS Waiver to Meet ESSA In-Field and LEA PQ Requirements</td>
<td>In-Field</td>
<td>ESSA PQ and In-Field Implementation Guides (pages 45-57)</td>
</tr>
<tr>
<td>104</td>
<td>Meets LEA PQ Requirements Does Not Meet ESSA In-Field Requirements</td>
<td>LEA Uses GaDOE Charter/SWSS Waiver to Meet LEA PQ Requirements; However, the Teacher Does Not Hold GaDOE In-Field Equivalent Credentials</td>
<td>Out-of-Field</td>
<td>LEA CLIP Support the LEA's PQ</td>
</tr>
<tr>
<td>106</td>
<td>Does Not Meet LEA PQ Requirements Does Not Meet ESSA In-Field Requirements</td>
<td>LEA Hires/Assigns the Best Available Teacher Who Does Not Meet LEA PQ Requirements. The Teacher Does Not Hold GaDOE In-Field Equivalent Credentials</td>
<td>Out-of-Field</td>
<td></td>
</tr>
</tbody>
</table>

**101-105 Fully Funded. 106 Not Funded.**
Required Notifications
Right to Know

- Notification to all parents that they have a right to know and request the professional qualifications of their child’s teacher or paraprofessional
- Should be sent within 30 calendar days from the start of school or upon enrollment
- Notifications should include:
  - Name of LEA/school
  - Contact name, including position and location
  - Month/year of dissemination
  - Contain the ESSA language of the law from sample on PQ webpage
PQ & ESSA In-Field
20 Day Notifications

• Notification sent to parents when a student has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet State certification requirements or professional qualifications.
• Should be sent 10 business days after the 4 consecutive weeks.
• Should contain:
  o Day/month/year of notification
  o Name of teacher
  o Grade level and subject
  o LEA, school/program
  o Contain appropriate language from GaDOE website sample
• 20-Day Notifications are not required for paraprofessionals and substitutes, including long-term substitutes.
ESSA In-Field Reporting Updates
Right to Know Quick Guide

Federal Requirement – Parents’ Right to Know

THE REQUIREMENT
ESSA Section 1112(e)(1)(A)
In Georgia, all LEA schools are required to notify parents at the beginning of the school year of their 'right to know' the professional qualifications of the student's classroom teacher(s) and paraprofessional(s).

THE NOTIFICATION/LANGUAGE OF THE LAW
In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

1. Whether the student’s teacher -
   • has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   • is teaching under emergency or other provisional status through which State qualification licensing criteria have been waived; and
   • is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

GUIDANCE AND SAMPLE
Parents’ Right to Know guidance and sample notifications are available on the Professional Qualifications & ESSA In-Field Reporting page of the Georgia Department of Education website.

Parents’ Right to Know Notification and Best Practices
ESSA Section 1112(g)(1)(A)
In Georgia, parents’ right to know notification requirements apply to all LEAs and schools/programs within each LEA. Notification best practices:

1. All parents must be notified within 30 calendar days of the start of school or upon enrollment.
2. The notification must:
   • Include the name of the LEA and school
   • Use the language of the law
   • Contain the month/year of dissemination - if included in another document, the primary document must contain a date
3. Records must be maintained

In Georgia, the following are considered best practices when notifying parents: (1) develop written procedures for compliance, (2) notify parents in multiple formats (websites, handbooks, notifications, etc.) to ensure accessibility, (3) notify parents, to the extent practicable, in a language they may understand, and (4) ensure notification contains school/program/LEA name and point of contact by position.
ESSA In-Field Reporting Updates
20 Day Notification Quick Guide

Federal Requirement – 20 Day Notification

**The Requirement**
ESSA Section 1112(e)(1)(A)

In Georgia, all LEA schools are required to provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable licensure requirements (including professional qualifications developed by the LEA in alignment with approved charter or strategic waiver application) at the grade level and subject area in which they have been assigned.

1. **Regular Education Teachers in Traditional LEAs – Applicable ESSA 'in-field' state certification requirements at the grade level and subject area in which the teacher has been assigned.**
2. **Special Education Teachers in Traditional LEAs – Special education service certification requirements (General or Adapted) in alignment with the student’s IEP and/or content of the subject and grade level assigned if the teacher is assigning grades.**
3. **Regular Education Teachers in Charter/Strategic Waiver LEAs – LEA professional qualifications requirements (in alignment with approved Charter/Strategic Waiver application) at the grade level and subject area in which the teacher has been assigned.**
4. **Special Education Teachers for Service in Charter/Strategic Waiver LEAs – Special education certification requirements for service (General or Adapted) in alignment with the student’s IEP and/or content of the subject and grade level assigned if the teacher is assigning grades.**
5. **Special Education Teachers for Content (issuing grades) in Charter/Strategic Waiver LEAs – Special education certification requirements for special education teachers (in alignment with approved Charter/Strategic Waiver application) at the grade level and subject area in which the teacher has been assigned.**

**Timeline**
In Georgia, notification must be made within 10 business days following the four consecutive weeks.

**Notifications Not Required**
20 Day Notifications are not required for clearance certificates, paraprofessionals, or substitute teachers.

**Decision Guide, Guidance, and Sample Notifications**

**20 Day Notification Verification and Best Practices**
In Georgia, 20 Day Notifications apply to ALL teachers in LEA schools/programs. For verification purposes, notifications must contain:
1. **Day/Month/Year of notification.**
2. **Name of the teacher who has not met professional qualification requirements.**
3. **Name of the LEA and/or school/program.**
4. **Statement that the teacher has not met state certification OR LEA charter/strategic waiver professional qualifications requirements for the grade level(s) and/or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.**
5. **Maintain records for all notifications, and**
6. **Respond to notification requests in a timely manner.**

In Georgia, the following are considered best practices when notifying parents: (1) develop written procedures for compliance, which include a timeline and person, by position, responsible for verifying notification content, verifying dissemination of notification, and maintaining notification documentation, (2) notify parents in a format that will ensure all parents have the opportunity to receive the information, (3) notify parents, to the extend practicable, in a language they may understand, and (4) ensure notification contains school/program/LEA name and point of contact by position.
Resources
ESSA In-Field Reporting Updates
PQ & In-Field Webpage

Professional Qualifications & ESSA In-Field Reporting

Under ESSA, Title I, Part A, the state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements. In Georgia, under the Official Code of Georgia Annotated (O.C.G.A.), state certification requirements are established by the Georgia Professional Standards Commission (GaPSC). However, Georgia law also allows LEAs to waive certification requirements in Title 20 if the LEA has an approved Charter or Strategic Waiver Application. LEAs that waive state certification must establish professional qualifications (PQ) for their teachers and report the requirements in their annual ESSA application - the Consolidated LEA Improvement Plan (CLIP). Professional qualification requirements apply to all teachers in all local education agencies. If certification is waived, teachers may meet in-field requirements using equivalent qualifications (degree, coursework, or content area assessment). ESSA also requires SEAs and LEAs to report annually the qualifications of teachers including those teachers who are out-of-field.

PQ and In-Field Documents

Implementation Guide
Monthly Calendar

Contacts

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In-Field Questions
professionalsqualifications@gadoe.k12.ga.us
## ESSA In-Field Reporting Updates Calendar

**PQ/ESSA In-Field Month by Month Calendar**  
August 2021 – July 2022

<table>
<thead>
<tr>
<th>Training Dates</th>
<th>Programmatic Dates</th>
<th>Monthly Task</th>
<th>Data Collection Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 2021</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/11 - 8/31</td>
<td>Communicate the Right to Know Notifications to parents within the first 30 Days of school or upon enrollment</td>
<td>Send home 20 Day Notifications for students who have been assigned for 4 or more consecutive weeks by a teacher not meeting state licensure and/or PQ requirements. <em>20 Day Notifications only have to be sent one time for the student. They are not required to be sent again unless there is a change in the schedule of teacher and the teacher does not hold state certification or licensure.</em></td>
<td>Ongoing communication between RESA, GNETS and LEAs to ensure coding is correct for Student Class and CPI. Review teacher schedules and compare against professional qualifications, CPI and Student Class.</td>
</tr>
<tr>
<td>8/27</td>
<td>Attend the PQ and In-Field Back to the Basics 101 Webinar <a href="#">Registration Link</a></td>
<td>Review the PQ established in the FY22 CLIP.</td>
<td>Review the <a href="#">Data Collections Delivery Models</a> for Student Class.</td>
</tr>
<tr>
<td>8/11 - 8/31</td>
<td>Meet with the PQ and In-Field Team in your LEA to review the In-Field Portal Data Record coding errors, if applicable, to be corrected in Cycle 1 Data Submission in October. Contact GaDOE with questions and concerns about the In-Field data. Request Technical Assistance from GaDOE, if applicable.</td>
<td>Review the PQ and In-Field Team in your LEA to review the In-Field Portal Data Record coding errors (when Portal opens), if applicable, to be corrected in Cycle 2 Data Submission in March.</td>
<td>Review the <a href="#">Professional Qualifications website</a> for new resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 2021</th>
<th>December 2021</th>
<th>January 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1 – 11/30</td>
<td>Communicate the Right to Know Notifications to parents upon enrollment</td>
<td>Communicate the Right to Know Notifications to parents upon enrollment</td>
</tr>
<tr>
<td>Send home 20 Day Notifications for students who have been assigned for 4 or more consecutive weeks by a teacher not meeting state licensure and/or PQ, if applicable</td>
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</tr>
<tr>
<td>Review the <a href="#">Professional Qualifications website</a> for new resources.</td>
<td>Review teacher schedules and compare against professional qualifications, CPI and Student Class. Review the professional qualifications established in the FY22 CLIP.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: PQ and In-Field are abbreviated for ease of reading.*
ESSA In-Field Reporting Updates
PQ & In-Field Resources

Overview Documents

- Professional Qualifications & In-Field
  - Charter Access Codes Quick Guide
  - In-Field Reporting Quick Guide
  - PQ and In-Field Decision Guide
  - Professional Qualifications Quick Guide

- Data Collections
  - Summary of Collection Dates
  - CPI Data Element Detail
  - Student Class Delivery Models
  - Student Class Data Element Detail
  - Student Record Data Element Detail

- Right to Know
  - Parents Right to Know Quick Guide
  - Parents Right to Know Notification - (English & Spanish Translation)

- 20 Day Notifications
  - 20 Day Notification Quick Guide
  - 20 Day Notification Decision Guide
  - 20 Day Notification - (English and Spanish Translation)

- Special Education
  - PQ ESSA Fiscal Agent GNETS
  - PQ ESSA In-Field Special Education Guide

- Cross Functional Monitoring
  - Indicator 7 CFM Document
  - Indicator 7 CFM Fact Sheet

Technical Assistance

- August 27, 2021
  - Professional Qualifications & In-Field
  - Back to the Basics 101
  - PowerPoint, Webinar

- September 1, 2021
  - ESSA In-Field Reporting Updates & Professional Qualifications for FY22
  - PowerPoint, Audio Only
ESSA In-Field Reporting Updates
New & Updated Resources

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
What Questions Do You Have?
ESSA In-Field Reporting Updates

Next Steps

Accurate data is key! Use the systems in place to check the accuracy of data that is reported to the state. **This should be done collaboratively across departments and schools.**

- Work internally together as a **TEAM**:
  - Review the data including the reports.
  - Check employee credentials against assignment (use CAPS). If they don’t have the credentials and you want the individual to have the credentials, work with GaPSC to make it happen. In-Field is a reporting requirement not a mandate for employing teachers.
  - Review the Student Class Delivery Models with an emphasis on teachers, descriptions, and course numbers
  - Ensure reporting accurately reflects what is happening. Do not change reporting if it is accurate.

Reach Out if you have questions
# ESSA In-Field Reporting Updates

## Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
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