GAPSS Analysis:
The center of Georgia’s data driven system of school improvement and support
The Historical Perspective
The goal of the School Improvement Division is to design and implement a coherent and sustained statewide system of support and process for improvement, providing local education agencies and schools in Georgia with tools and resources as well as intensive support for schools not making Adequate Yearly Progress (AYP).
The Research Base

“Because the eleven Factors Affecting Student Achievement are based on a meta-analysis of 35 years of research and because they are ranked in order of effect size on student achievement, this body of research has been selected to serve as the backbone and research base of Georgia’s framework of support to systems and schools.”

- Dr. Jeanie Weathersby, Deputy Superintendent, Teacher & Student Support (November 2003 letter to system superintendents)
The Research

School
• Guaranteed and viable curriculum
• Challenging and effective feedback
• Parent and community involvement
• Safe and orderly environment
• Collegiality and professionalism

Teacher
• Instructional Strategies
• Classroom Management
• Classroom curriculum design

Student
• Home atmosphere
• Learned intelligence and background knowledge
• Motivation

What Works in Schools: Translating Research Into Action

Dr. Robert Marzano, ASCD 2003

We will lead the nation in improving student achievement.
The Georgia Standards for School Performance

Kathy Cox
State Superintendent of Schools

We will lead the nation in improving student achievement.
Georgia Standards for School Performance (GSSP)

- Effective schools have qualities that can be identified and replicated.

- Fundamental premise of the school improvement process is to determine the current status of eight strands of quality:
  - Curriculum, Instruction, Assessment, Organization and Planning, Student, Family, and Community Support, Professional Learning, School Culture, and Leadership

- Further developed and defined into performance standards, elements, and an implementation continuum to assist schools in the process of school improvement
GEORGIA STANDARDS FOR SCHOOL PERFORMANCE
EIGHT STRANDS OF QUALITY

Curriculum
Instruction
Assessment
Planning and Organization
Student, Family & Community Support
Professional Learning
Leadership
School Culture

We will lead the nation in improving student achievement.
Georgia Standards for School Performance

• Field-tested during the ’04-’05 school year

• Served as the summary document to identify a school’s level of implementation in each of the eight strands and correlating standards
**Curriculum Standard 1:** The school’s curriculum is sequenced and organized to ensure students are taught the essential content as outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan).

<table>
<thead>
<tr>
<th></th>
<th>Beginning Implementation</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to sequence and organize the curriculum are not evident.</td>
<td>Individual teachers or teams of teachers have begun to align curriculum and design units of study independent of a consistent school-wide approach.</td>
<td>The school curriculum reflects a planned, systematic alignment of content and skills across grade and content areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers and administrators have a clear, consistent, and shared understanding of what students are expected to know and understand at all grade levels, as evidenced by student work.</td>
</tr>
</tbody>
</table>

**Elements**

- **Curriculum alignment** - The QCC/GPS curriculum is aligned horizontally and vertically within the school. *(WWIS 1; SACS 3.1)*
- **Curriculum maps, or equivalent documents** - Curriculum maps exist for all core content areas, and there is evidence of school-wide use. *(WWIS 3; SACS 3.5)*
- **Curriculum units, or equivalent documents** - Curriculum units have been developed using a common framework, and there is evidence of school-wide use. *(WWIS 3, 64-68; SACS 3.2, 3.3, 3.5)*
External Validation/Verification by GPEE

- Independently correlated the Standards and Elements with the research frameworks on which they are based.
  - Marzano: *What Works in Schools*
  - Marzano, Waters, McNulty: *School Leadership that Works*
  - SACS Standards
  - NSDC Standards
External Validation/Verification by GPEE

- Verified acceptability of field test procedures used in the standards development process.
- Assessed the degree to which experts in the field of school improvement thought the GSSP were research based, reasonable, valid, and reliable.
UGA Review of Field Test of GSSP

• “Well written, understandable, supported and accepted by school administrators, faculty and staff,

• powerful tools to increase student achievement and improve schools in Georgia,

• based on a strong body of research and best practices as described in Marzano’s work which is changing the way schools in Georgia conduct the business of teaching and learning,
• making a positive difference in Georgia schools,
• an efficient, effective, non-threatening, non-punitive way to assess what is happening in schools and reporting that back to school personnel is a way that is understandable and believable and directs the work of school improvement, and
• valid and reliable as they are now and need little, if any, additional work.”
GSU Focus Groups

“There is agreement among those who participated in the focus groups that the GSSP are based on scientific research in school improvement. ... We also gathered data that suggest that there is support for the GSSP among the educators, educational organizations, business leaders, and governmental leaders that participated in the focus groups. These leaders recognized the effort that went into developing the GSSP and congratulated all who worked to conduct the field test in schools.”
We will lead the nation in improving student achievement.
TIER 1
STANDARDS-BASED CLASSROOM LEARNING:
All students participate in general education learning that includes:
• Implementation of the Georgia Performance Standards through research-based practices
• Use of flexible groups for differentiation of instruction
• Frequent progress monitoring

TIER 2
NEEDS BASED LEARNING:
Targeted students participate in learning that is in addition to Tier 1 and different by including:
• Formalized processes of intervention
• Greater frequency of progress monitoring

TIER 3
SST DRIVEN LEARNING
Targeted students participate in learning that is in addition to Tier 1 and Tier 2 and different by including:
• Individualized assessments
• Interventions tailored to individual needs
• Referral for specially designed instruction if needed

TIER 4
SPECIALLY DESIGNED LEARNING
Targeted students participate in learning that includes:
• Specialized programs
• Adapted content, methodology, or instructional delivery
• GPS access/extension

GEORGIA STUDENT ACHIEVEMENT PYRAMID OF INTERVENTION
The foundation for Georgia’s comprehensive, data-driven system of school improvement and support.
The first thing you will notice on each Standard is the definition of that standard.

**CURRICULUM - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.**

**Curriculum Standard 1:** The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan).

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*We will lead the nation in improving student achievement.*
An ID has been assigned to correspond to each Linguistic Rubric. For example, C1.1 tells us this is Curriculum Standard 1, the first rubric.

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**We will lead the nation in improving student achievement.**
The rubric describes evidence for each of the four stages of implementation.

### CURRICULUM - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.

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*We will lead the nation in improving student achievement.*
Elements are the Operational Descriptors and definitions related to the standards. They do not correspond with a particular rubric in the standard, but relate to the overall standard and provide consistency in operational definitions.

**ELEMENTS**
Operational Descriptors for This Standard

a) **Curriculum maps or equivalent documents** - Curriculum maps exist for all core content areas, and there is evidence of school-wide use.
b) **Curriculum alignment** - The QCC/GPS curriculum is aligned horizontally and vertically within the school.
c) **Curriculum units or equivalent documents** - Curriculum units have been developed using a common framework, and there is evidence of school-wide use.
d) **Integration** - Teachers use the curriculum design to make connections within and across subject areas.
e) **Rigor** - Curriculum that challenges all learners to demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.

*We will lead the nation in improving student achievement.*
Plan, Do, Study, Act

- Share a high impact practice you have in your system that has undergone a similar plan, do, study, act process.
Building Capacity to Make Research-Based Practice Common Practice in Georgia

We will lead the nation in improving student achievement.
Georgia School Standards

How do we use them?

How do they fit in the “big picture” of continuous school improvement planning??

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School Improvement Planning Process

Step #1 Collect Data

- Demographic Data
- Student Learning Data
- Perception Data
- Process Data

We will lead the nation in improving student achievement.
Process Data

How is it defined in Georgia?
GEORGIA STANDARDS FOR SCHOOL PERFORMANCE
EIGHT STRANDS OF QUALITY

Curriculum
Instruction
Assessment
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Student, Family & Community Support
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School Culture

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Georgia Assessment of Performance on School Standards (GAPSSS Analysis)

We will lead the nation in improving student achievement.
GAPSS Analysis

The Purpose

• With the accountability requirements of NCLB (ESEA 2001), schools must evaluate their programs through data-driven, research-based practices.

• The GAPSS provides a process of data collection and verification of a school’s implementation of the GSS and offers a specific direction for school improvement.
GAPSS Analysis

The Process

• correlates with the eight strands of the GSS
• has been developed for use by individuals or groups working with schools desiring a detailed needs assessment
GAPSS Analysis

The Process
- can be used for the review for the SACS-CASI accreditation process
- is mandated in the Georgia Statewide Accountability System for schools in year six of needs improvement
- can be used as a self-analysis tool

*We will lead the nation in improving student achievement.*
Principals will be asked to

• Meet with the faculty to inform them of the review
• Collect a variety of data to provide the review team
  – Test data
  – School map
  – Faculty roster with leadership team identified
  – Curriculum information
  – Policies and procedures
The GAPSS Team (for mandatory reviews)

• Comprised of two Atlanta staff members who serve as the team leaders

• Additional team members include the CI region core team member, RESA staff, DOE staff, GLRS staff
The Review

The GAPSS Team (for mandatory reviews)

- The team includes 6-8 members based on the number of certified staff members in the school being reviewed
- The review is conducted over 2-3 days
Components of the Review

The review will consist of

• Data collection and analysis
• Classroom observations
• Interviews
• Certified Staff Survey
• Summary process
• Follow up
What happens during the review?

Day One

• Team meets with faculty
• Team gathers to review data and procedures
• Classroom observations
• Interviews
• Collaborative discussion of the day
What happens during the review?

Days Two and Three

• Complete observations or interviews
• Compile, discuss, chart and share the data
• The team collaboratively determines the school’s implementation level for each element/row for the GSS
What happens during the review?

Days Two and Three

• The team identifies the areas of strengths and weaknesses for the school
• The team prepares the Commendations and Target Areas for the report
• The team includes connections to the tools and resources to support the target areas
• The team leader discusses initial findings of the review prior to departing the school
Components of the GAPSS Analysis

Certified Staff Survey

• All staff participate in the survey prior to the school visit

• Changes this year
  – Aligned to new GSS
  – Four response options instead of two
    • Never
    • Sometimes
    • Almost Always
    • Always
## Sample of Survey Data

### CURRICULUM:

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum maps are developed and used to guide instruction for all core content areas.</td>
<td>C-1.1</td>
</tr>
<tr>
<td>Teachers utilize a common framework to develop curriculum units.</td>
<td>C-1.1</td>
</tr>
<tr>
<td>Teachers use the curriculum design to make connections within and across subject areas.</td>
<td>C-1.1</td>
</tr>
<tr>
<td>The QCC/GPS curriculum has been aligned horizontally and vertically within the school.</td>
<td>C-1.2</td>
</tr>
<tr>
<td>Teachers place an emphasis on designing units that require depth of understanding and rigor.</td>
<td>C-1.3</td>
</tr>
<tr>
<td>On-going planning and discussion among teachers, within and across grade levels and content areas, occurs regularly and focuses on essential content and student performance.</td>
<td>C-2.1, C-2.2</td>
</tr>
<tr>
<td>A process is in place and is effectively used to monitor implementation of the curriculum.</td>
<td>C-3.1, C-3.2</td>
</tr>
<tr>
<td>Performance data, research, and assessment of student work are used in making decisions about implementation of the curriculum.</td>
<td>C-3.2</td>
</tr>
<tr>
<td>Teachers have access to and use resources to support and enhance the curriculum.</td>
<td>C-3.2</td>
</tr>
</tbody>
</table>

*We will lead the nation in improving student achievement.*
Components of the GAPSS Analysis

Classroom Observation Instrument

• All classrooms are observed
  – Core content areas = twice
  – Connections = at least once and twice if possible

• Observations are not teacher evaluations

• Data is collected about the instructional practices demonstrated most often by teachers in the school
<table>
<thead>
<tr>
<th>Instruction Strand</th>
<th>Examples</th>
<th>Observed</th>
</tr>
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<tbody>
<tr>
<td>I 1.1</td>
<td>An organizing framework is utilized to guide instruction.</td>
<td>Units of study and/or lesson plans are available.</td>
</tr>
<tr>
<td>I 1.3</td>
<td>Learning goals are aligned to the GPS/QCC. Students apply learning goals in performance tasks aligned to the standards.</td>
<td>Units of study, lesson plans, and/or commentary are clearly aligned to GPS/QCC. Standards, essential questions, etc. are explicit and referenced often during instruction. Performance tasks, student work, portfolios, etc. are clearly aligned to the GPS/QCC</td>
</tr>
<tr>
<td></td>
<td>Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.</td>
<td>Commentary uses the language of the standard providing specific feedback by describing the quality of the student work when compared to the desired learning goals. Commentary goes beyond “good job”, “great work”, etc.</td>
</tr>
<tr>
<td></td>
<td>Sequencing of the instructional period is predictable and logical.</td>
<td>Instruction begins by activating prior knowledge, including experienced-based activities, followed by spiraling and scaffolded tasks that move students toward conceptual understanding and independent use of what they are learning, and summarizes learning.</td>
</tr>
<tr>
<td></td>
<td>The lesson begins with a clearly defined opening to strengthen learning.</td>
<td>Instruction explicitly states learning goals and makes connections to prior knowledge, subject areas, and/or student experiences, incorporates modeling or demonstration, and/or assesses student understanding (such as questioning, informal written assessments, charting), etc.</td>
</tr>
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<td>Instruction has a defined work period.</td>
<td>The work period provides opportunities to practice, review, and apply new knowledge and receive feedback (for example: independent practice, guided practice, small group, conferencing, hands-on learning, problem solving, etc.).</td>
</tr>
<tr>
<td></td>
<td>Instruction ends with a summary activity that reinforces the learning.</td>
<td>The lesson closing summarizes the learning goal(s), clarifies concepts, and addresses misconceptions. Students may share their work that relates to the learning goal(s).</td>
</tr>
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<td>Content specific vocabulary is developed in context.</td>
<td>The instructor provides rich information about new vocabulary words and how the new words function. New vocabulary is presented and reinforced in the context of the standards being taught. Students are provided opportunities to use the new words in their writing, reading, and conversations.</td>
</tr>
</tbody>
</table>
Components of the GAPSS Analysis

Interviews are conducted with
- The principal/assistant principal
- The school leadership team
- Teachers
- Other certified/support staff
- Students
- Parents
- Classified employees
- Interviews validate data collected from other sources
Sample of Interview Questions

Interview Questions – School Principal, Assistant Principal(s)

*Questions are referenced to the GSS.*

Curriculum:

1. Do you have curriculum alignment documents and are they being effectively utilized for instruction? C1.1 & 1.2
2. What do you do to ensure rigor in the curriculum? C1.3 C2.1
3. Describe how you work together on curriculum design and implementation.
4. How do you reach consensus on what students, should know and be able to do? C2.2
5. Describe how you monitor the implementation of the curriculum? C3.1
What happens after the review?

Within two weeks

• The team leaders meet with the principal/leadership team to go over the summary report

• The regional Collaborative Implementation person identifies Next Steps for targeted areas
Components of the Summary Report

Summary reports include

• All data collected during the review
  – Summaries of classroom observations
  – Summary data from the CSS

• The GSS with level of implementation marked on each row

• Commendations
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:** A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

### A 1.1

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<td>A system for assessing student progress does not exist.</td>
<td>Although no formal or complete system for assessment is in place, some teachers do use assessment data to monitor student achievement relative to GPS.</td>
<td>A formal assessment system has been implemented with elements of collaboration between administrators and instructional personnel. However, greater evidence of shared analysis of data and related adjustment of the teaching-learning process would enhance overall and individual student achievement.</td>
<td>A cohesive and comprehensive system for assessing student progress toward the standards is in place. All administrators and instructional personnel collaborate to use assessment data to align and adjust instruction to maximize student achievement.</td>
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### A 1.2

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<td>Teachers are not able to articulate standards and do not utilize assessments to measure student progress toward the standards.</td>
<td>Some teachers demonstrate an understanding of the standards for which students are responsible and can adjust instruction to improve achievement. More extensive work in this area can improve overall and individual student performance.</td>
<td>Most teachers can articulate required standards and utilize assessments to measure student progress toward the standards, including identifying learning gaps and problems.</td>
<td>All teachers can describe and explain the standards for which their students are responsible. All teachers can also adjust instruction based upon assessment data to improve overall and individual student achievement and address all learning gaps and problems.</td>
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**We will lead the nation in improving student achievement.**
ELEMENTS
Operational Descriptors for This Standard

a) **Vision** – The school’s vision presents a picture of the desired future and ways stakeholders would like the school to be different in the future (e.g., five years from now). The principal and school administrators foster the development of the vision of the school, articulate the vision and share the vision as spokespeople for the school, as evidenced by the actions of all stakeholders.

b) **School mission** – The school’s mission represents a written synthesis of what the purpose of the organization is, individuals and groups responsible for achieving its articulated goals, and the client(s) for whom the school functions as a unique learning organization. It 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 other stakeholders.

c) **Development of the vision and mission** – These documents are written and revised with input from stakeholders and reflect current district/system priorities, including its articulated vision and mission.

Data Sources:
- [x] Data and Document Review
- [ ] Survey(s)
- [x] Classroom Observations
- [x] Interview(s)
- [ ] Other

Comments:
Practice Activity

• Look at the Leadership Standard L.1.1 and thinking globally select the level of implementation you feel that principals and administrators demonstrate in your system.

• Think about what barriers principals and administrators face as they move towards fully operational.
**Target Areas Chart - Sample**

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<thead>
<tr>
<th>Curriculum</th>
<th>Instruction</th>
<th>Assessment</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>Fully implement the America's Choice design.</td>
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<tr>
<td>• Utilize coaches (literacy and math) as described in America’s Choice design.</td>
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<tr>
<td>• Utilize meetings and study groups as described in America’s Choice design.</td>
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<tr>
<td>• Utilizing available resources to support and enhance curriculum and instruction.</td>
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</tbody>
</table>

Develop science and social studies units using a backward design model.

Provide differentiated instruction to support students according to their instructional needs.

Provide high expectations and rigor of instruction for special education students.

IEP review of all students by regular education and special education teachers to make IEPs working documents that drive:
- individualized instruction,
- differentiated instruction
- effective grouping.

**Planning & Organization**

Use collaborative planning time (teacher meetings, study groups) to focus on student learning.

Identify professional learning necessary for full implementation of the recommendations listed in CAI.

**Professional Learning**

Leadership must lead, monitor and support the development of science and social studies units.

Leadership must lead, monitor and support providing high expectations and rigor of instruction for special education students.

**School Culture**

Fully implement the America’s Choice design by:
- Leadership must lead, monitor and support the America’s Choice design as outlined in America’s Choice Principal’s Guide.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Recommendations</th>
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</thead>
<tbody>
<tr>
<td>1c</td>
<td>Teachers must monitor and differentiate instruction as necessary to align with students’ learning needs.</td>
</tr>
<tr>
<td>2ac</td>
<td>Teachers must use research-based instruction as standard practice.</td>
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<tr>
<td></td>
<td>(1) Teachers must provide differentiated instruction to support students’ according to their instructional needs.</td>
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<td>(2) There is a need to increase the emphasis of higher order thinking skills for students.</td>
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<tr>
<td>4abc</td>
<td>There is a need for the instructional organization of the school and the classroom to support the achievement of all students.</td>
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<tr>
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<td>(1) Teachers must match instruction to the level of all learners (including students with disabilities) while maintaining the expectation to meet the standards.</td>
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<td>(2) There is a need for school wide instructional decision-making to be data-driven using multiple types of assessments, both formative and summative.</td>
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<tr>
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<td>(3) Teachers must utilize a variety of grouping strategies.</td>
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</tbody>
</table>

**We will lead the nation in improving student achievement.**
What happens after the review?

Within two weeks

- Follow up visits are made every 45-60 days

- Leadership Facilitators should be a part of the summary discussion so they will know how to assist with the implementation of the Next Steps
# School Improvement Next Steps Action Plan

<table>
<thead>
<tr>
<th>Date:</th>
<th>Present:</th>
<th>Next Meeting:</th>
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</table>

<table>
<thead>
<tr>
<th>GSS Strand</th>
<th>Topic</th>
<th>Actions Since ________</th>
<th>Next Action Steps</th>
<th>Timeline</th>
<th>Person (s) Responsible</th>
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*We will lead the nation in improving student achievement.*
Using the Data

Instruction Strand

• Differentiation of Instruction
• Higher Order Thinking Skills
• Instructional Strategies
• High Expectations
• Student Learning Needs

We will lead the nation in improving student achievement.
Future Utilization of the GAPSS Analysis

- Build capacity for Needs Improvement Systems
- Self-Analysis Tool
- Professional Learning Tool
Georgia Department of Education
Division of School Improvement

2006 - 2007 Tools and Resources

Newly Revised
Georgia School Standards (GSS)
The Georgia School Standards (formerly GSSP) are what schools need to know, understand and be able to do while implementing a continuous school improvement process. The Georgia School Standards (GSS) have recently undergone a validation study. As a result, the GSS have been revised. There are two versions available. The Georgia School Standards including the Linguistic Rubric and a Condensed version that contains the standards and the elements. Additionally, the GSS can be utilized as the standards for school level SACE/CASI accreditation.
Link to the GSS and the Condensed GSS.

Newly Revised
System Fieldbook
The 2006-2007 System Improvement Fieldbook includes the Comprehensive Plan for ALL System. Systems identified a Needs Improvement will receive additional supporting information from the Division of School Improvement regarding NCLE requirements.
Link to System Fieldbook.

Newly Revised
School Fieldbook
The 2006-2007 School Improvement Fieldbook is aligned with the System Fieldbook. This document is a great resource for schools to analyze data in their development of School Improvement Plans.
Link to School Fieldbook.

Newly Revised
Data Utilization Guide
The 2006-2007 Data Utilization Guide will contain the following:
- a new section on creating informative and effective classroom assessments
- a revised 'Data Driven Decision Making' section
- the most recent Interpretive Guides/Information on tests assessing the GPS revised/enhanced Student Level Data Analysis section
Link to Data Utilization Guide.

Implementation Resource (IR)
The Implementation Resource (IR) was developed as a companion tool to the GSS. The IR is intended to assist schools in their efforts to meet the standards by providing example performance actions, evidence, artifacts, and resources. The IR is continuously evolving and being enhanced with research-based practices and resources.
Link to the Implementation Resources.

GeorgiaStandards.Org
One Stop Shop for Educators
GeorgiaStandards.Org is a new instructional and professional Web-based resource that offers Georgia educators exceptional content and tools to support and enhance teaching and learning with the Georgia Performance Standards. All resources are designed to complement the high expectations and goals of the GSP.
Link to GeorgiaStandards.Org.

Georgia Assessment of Performance on School Standards (GAPSS)
The Georgia Assessment of Performance on School Standards (GAPSS) helps schools assess progress toward implementation of the Georgia School Standards. The GAPSS Analysis process may be utilized for the purpose of school level SACE/CASI accreditation.
Link to GAPSS Analysis.

Get ready for the 2006-2007 Tools and Resources brochure and related hyperlinks.

Visit our School Improvement website under Key Resources to access the 2006-2007 Tools and Resources brochure and related hyperlinks.
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