



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

August 19, 2013

Superintendent Maurice O. Green
Guilford County Schools
712 North Eugene Street
Greensboro, NC 27401

Dear Superintendent Green:

I am writing in response to Guilford County School's (GCS) request to amend its approved Race to the Top - District grant project. Starting April 25, 2013 GCS submitted documentation to and held conversations with the U.S. Department of Education (Department) staff in the Implementation and Support Unit to support the amendment request. On March 27, 2013, the Department provided the "Scope of Work Grant Amendment Submission Process" document to grantee Local Educational Agencies (LEAs) indicating the process by which amendments would be reviewed and approved or denied during the Race to the Top - District Scope of Work review process. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top - District Principles, which are also included in that document.

I approve the following amendments to GCS's Scope of Work and performance measures:

- In the (A)(4) Student Outcome Measures, GCS added subgroup targets that were either missing from the application or not aligned with North Carolina's Elementary and Secondary Education (ESEA) Flexibility Plan. See Appendix A for added subgroup targets.
- In accordance with the April 5, 2013 amendment approval letter, GCS made revisions and updates to some of its (E)(3) performance measure baseline numbers and targets to account for the additional two Phase I schools in Year 1. See Appendix B for revised baseline and targets.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- GCS added performance measure baseline information and targets for competitive preference priority results that were not included in its approved application. See Appendix C for revised baseline and targets.
- Remove 8th grade science assessment (E)(3) performance measure. The infrequent nature of the science assessment, conducted in the 5th and 8th grade led GCS to conclude the science assessment would be a poor measure of student growth. GCS will rely on the math and reading assessment results which are conducted in 6th, 7th, and 8th grade for information on student growth.

It is our understanding that these amendments will not substantially change the goals in the approved plan. Please note that this letter will be posted on the Department's website as a record of the amendments.

If you need any assistance or have any questions regarding Race to the Top - District, please do not hesitate to contact Guilford County School's Race to the Top - District Program Officer, Patrick Carr, at 202-708-8196 or patrick.carr@ed.gov.

Sincerely,

//s//

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Terrence Young, Chief Information Officer
Jocelyn Becoats, Chief Curriculum and Organizational Development Officer

Appendix A: GCS Student Outcome Measures

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Performance on summative assessments (English Language Arts: Grades 3-8)	Total (All students)	68.4%	68.4%	75.4%	77.9%	80.3%	82.8%	85.2%
	Native American	61.6%	60.4%	65.2%	68.7%	72.2%	75.7%	79.2%
	Asian	67.3%	67.0%	82.6%	84.3%	86.1%	87.8%	89.5%
	Black	55.4%	55.2%	61.7%	65.5%	69.3%	73.2%	77.0%
	Hispanic	58.4%	57.7%	64.7%	68.2%	71.7%	75.3%	78.8%
	Multiracial	72.2%	70.9%	77.8%	80.0%	82.2%	84.4%	86.7%
	White	84.9%	85.0%	85.8%	86.3%	87.8%	89.3%	90.8%
	Economically Disadvantaged	54.9%	54.9%	64.9%	68.4%	71.9%	75.4%	79.0%
	Limited English Proficient	36.6%	33.6%	47.7%	52.9%	58.1%	63.4%	68.6%
Students With Disabilities	40.4%	38.8%	49.6%	54.6%	59.7%	64.7%	69.8%	
Performance on summative assessments (Mathematics: Grades 3-8)	Total (All students)	81.9%	82.1%	85.2%	86.7%	88.1%	89.6%	91.1%
	Native American	76.3%	76.0%	79.5%	81.6%	83.6%	85.7%	87.7%
	Asian	84.7%	84.4%	93.1%	93.8%	94.5%	95.2%	95.8%
	Black	72.5%	72.6%	74.0%	76.6%	79.2%	81.8%	84.4%
	Hispanic	79.5%	80.2%	82.0%	83.8%	85.6%	87.4%	89.2%
	Multiracial	85.6%	84.4%	86.2%	87.6%	89.0%	90.4%	91.8%
	White	91.9%	92.2%	92.1%	92.3%	93.0%	93.9%	94.8%
	Economically Disadvantaged	73.5%	73.9%	78.3%	80.5%	82.7%	84.8%	87.0%
	Limited English Proficient	67.7%	67.6%	73.8%	76.4%	79.0%	81.6%	84.2%
Students With Disabilities	59.5%	58.7%	63.6%	67.2%	70.9%	74.5%	78.2%	
Performance on summative assessments (English II: Grade 10)	Total (All students)	79.3%	80.8%	88.3%	89.5%	90.7%	91.8%	93.0%
	Native American	72.5%	75.6%	77.8%	80.0%	82.2%	84.4%	86.7%
	Asian	72.0%	78.8%	89.4%	90.5%	91.5%	92.6%	93.7%
	Black	69.6%	70.5%	79.8%	81.8%	83.9%	85.9%	87.9%
	Hispanic	71.7%	77.0%	82.0%	83.8%	85.6%	87.4%	89.2%
	Multiracial	87.3%	85.5%	90.5%	91.4%	92.4%	93.3%	94.3%
	White	92.2%	92.7%	93.7%	94.3%	94.9%	95.6%	96.2%
	Economically Disadvantaged	67.2%	69.3%	80.8%	82.8%	84.7%	86.6%	88.5%
	Limited English Proficient	41.3%	44.9%	47.2%	52.5%	57.8%	63.1%	68.3%
Students With Disabilities	36.3%	36.1%	55.3%	59.8%	64.3%	68.7%	73.2%	
Performance on summative assessments (Algebra I/Integrated Math I: Grade 10)	Total (All students)	72.6%	78.2%	85.4%	86.9%	88.3%	89.8%	91.2%
	Native American	56.6%	74.4%	78.1%	80.3%	82.5%	84.7%	86.8%
	Asian	83.5%	79.5%	92.9%	93.6%	94.3%	95.0%	95.8%
	Black	59.6%	68.7%	74.6%	77.1%	79.7%	82.2%	84.8%
	Hispanic	71.9%	77.4%	82.6%	84.3%	86.1%	87.8%	89.5%
	Multiracial	75.0%	84.9%	86.1%	87.5%	88.9%	90.3%	91.7%
	White	86.5%	88.6%	91.0%	91.9%	92.8%	93.7%	94.6%
	Economically Disadvantaged	62.0%	69.3%	77.9%	80.1%	82.3%	84.5%	86.8%

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Limited English Proficient	57.1%	57.3%	60.2%	64.2%	68.1%	72.1%	76.1%
	Students With Disabilities	35.4%	38.7%	55.5%	60.0%	64.4%	68.8%	73.3%
Difference between subgroup reading performance composite (using White as comparison subgroup) (English Language Arts: Grades 3-8)	Native American	23.3	24.6	20.6	17.6	15.6	13.6	11.6
	Asian	17.6	18.0	3.2	2.0	1.7	1.5	1.3
	Black	29.5	29.8	24.1	20.8	18.5	16.1	13.8
	Hispanic	26.5	27.3	21.1	18.1	16.1	14.0	12.0
	Multiracial	12.7	14.1	8.0	6.3	5.6	4.9	4.1
	White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	30.0	30.1	20.9	17.9	15.9	13.9	11.8
	Limited English Proficient	30.0	30.1	20.9	17.9	15.9	13.9	11.8
	Students With Disabilities	44.5	46.2	36.2	31.7	28.1	24.6	21.0
Difference between subgroup mathematics performance composite (using White as comparison subgroup) (Mathematics: Grades 3-8)	Native American	15.6	16.2	12.6	10.7	9.4	8.2	7.1
	Asian	7.2	7.8	5.9	4.7	4.0	3.5	3.0
	Black	19.4	19.6	18.1	15.7	13.8	12.1	10.4
	Hispanic	12.4	12.0	10.1	8.5	7.4	6.5	5.6
	Multiracial	6.3	7.8	5.9	4.7	4.0	3.5	3.0
	White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	18.4	18.3	13.8	11.8	10.3	9.1	7.8
	Limited English Proficient	24.2	24.6	18.3	15.9	14.0	12.3	10.6
	Students With Disabilities	32.4	33.5	28.5	25.1	22.1	19.4	16.6
Difference between subgroup reading performance composite (using White as comparison subgroup) (English II: Grade 10)	Native American	19.7	17.1	15.9	14.3	12.7	11.2	9.5
	Asian	20.2	13.9	4.3	3.8	3.4	3.0	2.5
	Black	22.6	22.2	13.9	12.5	11.0	9.7	8.3
	Hispanic	20.5	15.7	11.7	10.5	9.3	8.2	7.0
	Multiracial	4.9	7.2	3.2	2.9	2.5	2.3	1.9
	White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	25.0	23.4	12.9	11.5	10.2	9.0	7.7
	Limited English Proficient	25.0	23.4	12.9	11.5	10.2	9.0	7.7
	Students With Disabilities	55.9	56.6	38.4	34.5	30.6	26.9	23.0
Difference between subgroup mathematics performance composite (using White as comparison subgroup) (Algebra I/Integrated Math I: Grade 10)	Native American	29.9	14.2	12.9	11.6	10.3	9.0	7.8
	Asian	3.0	9.1	7.1	5.1	3.1	1.1	0.0
	Black	26.9	19.9	16.4	14.8	13.1	11.5	9.8
	Hispanic	14.6	11.2	8.4	7.6	6.7	5.9	5.1
	Multiracial	11.5	3.7	4.9	4.4	3.9	3.4	2.9
	White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economically Disadvantaged	24.5	19.3	13.1	11.8	10.5	9.2	7.8
	Limited English Proficient	29.4	31.3	30.8	27.7	24.7	21.6	18.5
	Students With Disabilities	51.1	49.9	35.5	31.9	28.4	24.9	21.3
College Enrollment College enrollment SY 2010-11 = Number of SY 2008-09 graduates enrolled in a higher-	Total (All students)		72%	73%	74%	75%	76%	77%
	Native American		88%	89%	90%	91%	92%	93%
	Asian		74%	75%	76%	77%	78%	79%

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
education institution during the 16 months after graduation.	Black		68%	69%	70%	71%	72%	73%
	Hispanic		49%	50%	51%	52%	53%	54%
	Multiracial		70%	71%	72%	73%	74%	75%
	White		79%	80%	81%	82%	83%	84%
	Economically Disadvantaged		62%	63%	64%	65%	66%	67%
	Limited English Proficient		50%	51%	52%	53%	54%	55%
	Students With Disabilities		47%	48%	49%	50%	51%	52%

Appendix B: GCS (E3) Performance Measure Targets

** Bold italic numbers and percentages indicate revised targets for that SY.

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number of participating students whose teacher (t) and principal (p) of record are highly effective (All Applicants-a)	All	15,466 (p) (33.1%) 16,944 (p) (30.2%)	15,466 (p) (33.8%) 16,944 (p) (30.8%)	15,466 (p) (34.5%) 16,944 (p) (31.5%)	15,466 (p) (35.1%) 16,944 (p) (32.0%)	15,466 (p) (35.8%) 16,944 (p) (32.6%)	15,466 (p) (36.4%) 16,944 (p) (33.2%)	15,466 (p) (37.0%) 16,944 (p) (33.8%)
Number of participating students whose teacher (t) and principal (p) of record are effective (All Applicants-b)	All	15,466 (p) (51.1%) 16,944 (p) (46.6%)	15,466 (p) (51.6%) 16,944 (p) (47.1%)	15,466 (p) (52.1%) 16,944 (p) (47.5%)	15,466 (p) (52.5%) 16,944 (p) (48.0%)	15,466 (p) (53.0%) 16,944 (p) (48.4%)	15,466 (p) (53.5%) 16,944 (p) (48.8%)	15,466 (p) (53.9%) 16,944 (p) (49.2%)
The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness (Grades 4-8-a)	All		16,778 (83.3%) 16,944 (82.5%)	16,778 (84.7%) 16,944 (83.9%)	16,778 (86.1%) 16,944 (85.3%)	16,778 (87.5%) 16,944 (86.6%)	16,778 (88.9%) 16,944 (88.0%)	16,778 (90.3%) 16,944 (89.4%)
	American Indian		6,946 (74.7%) 925 (82.2%)	6,946 (76.8%) 925 (83.6%)	6,946 (78.9%) 925 (85.1%)	6,946 (81%) 925 (86.6%)	6,946 (83.1%) 925 (88.1%)	6,946 (85.2%) 925 (89.6%)
	Black		925 (82.2%) 6,946 (74.7%)	925 (83.6%) 6,946 (76.8%)	925 (85.1%) 6,946 (78.9%)	925 (86.6%) 6,946 (81%)	925 (88.1%) 6,946 (83.1%)	925 (89.6%) 6,946 (85.2%)

Appendix C: GCS Competitive Preference Priority Targets

* ***Bold italics percentages indicate revised targets for that SY.***

Goal Area	Subgroup	Baseline SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Competitive Preference Priority Desired Results	7th Grade: Educational/ Proficiency	<i>72%</i>	<i>74%</i>	<i>76%</i>	<i>78%</i>	<i>80%</i>	<i>82%</i>
	7th Grade: Social-Educational/ Social and Academic	<i>80%</i>	<i>82%</i>	<i>84%</i>	<i>86%</i>	<i>88%</i>	<i>90%</i>
	7th Grade: Social-Emotional/ School Safety	<i>81%</i>	<i>83%</i>	<i>85%</i>	<i>87%</i>	<i>89%</i>	<i>91%</i>
	Parents: School Safety	<i>75%</i>	<i>77%</i>	<i>79%</i>	<i>81%</i>	<i>83%</i>	<i>85%</i>
	Community: School Safety	<i>64%</i>	<i>66%</i>	<i>68%</i>	<i>70%</i>	<i>72%</i>	<i>74%</i>