



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

May 14, 2014

The Honorable Nathan Deal
Office of the Governor
State of Georgia
203 State Capitol
Atlanta, Georgia 30334

Dear Governor Deal:

I am writing in response to Georgia's request to amend its approved Race to the Top grant project. Between January and April 2014, the State submitted amendment requests to the U.S. Department of Education (Department). As you are aware, the Department has the authority to approve amendments to your plan and budget, provided that such a change does not alter the scope or objectives of the approved proposal. On October 4, 2011, the Department sent a letter and revised "Grant Amendment Submission Process" document to Governors of grantee States indicating the process by which amendments would be reviewed and approved or denied. 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 program *Principles*, which are also included in that document.

Amendments

I approve the following amendment:

- Use the College and Career Ready Performance Index (CCRPI) as a measure of district effectiveness rather than the district effectiveness measure (DEM) articulated in the State's application. In the State's application and under Goal 1C of the State's Great Teachers and Leaders Scope of Work, Georgia committed to calculate a DEM as part of a vertically aligned effectiveness system within the State. Rather than create a DEM, the State will use the CCRPI as a measure of district effectiveness. The Department approved the use of Georgia's CCRPI in August 2013 under its Elementary and Secondary Education Act (ESEA) flexibility request. As described in the State's application, the DEM would

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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.

include district value-added student growth, achievement gap reduction data, college and career readiness assessment data and governance and leadership data. The CCRPI includes the same data elements as the DEM, as well as additional ones. In addition to the CCRPI, the State will provide star ratings for financial efficiency and school climate. Appendix B shows the components for the CCRPI score for elementary, middle and high schools.

I approve the following amendment with the condition described below:

- Shift \$1,678,948 from unexpended Year 3 funds from across the State's grant to Project 29 to support supplemental funding for participating LEAs in Year 4. These funds are available due to lower than expected alternative certification cohort sizes in Year 3 and anticipated reductions in Year 4. In Year 4 these funds will support a participating LEA in meeting its commitments related to implementing the Common Core Georgia Performance Standards, induction programs, and educator evaluation systems.

Approval of this budget shift is conditioned on the State providing an assurance that no State funds associated with this amendment are spent on LEA implementation of performance-based compensation. As stated in a January 15, 2014, amendment letter, the Department is withholding funds from Georgia's Race to the Top grant associated with performance-based compensation due to the State's failure to develop and implement the performance-based compensation system it committed to in its approved application and Scope of Work.

It is our understanding that these amendments will not result in a change in your State's performance measures and outcomes, nor will they substantially change the scope and objectives of the work.

In addition, the Department acknowledges the State's targets for performance measures in the science, technology, engineering and math (STEM) project area for school year (SY) 2013-2014. The first target measures the number of students taking courses developed by the Center for Education Integrating Science, Mathematics and Computing (CEISMC). The second measure relates to the number of teachers participating in the Georgia Intern-Fellowships for Teachers. Appendix A shows actual data for these measures in SYs 2010-2011, 2011-2012 and 2012-2013, and the SY 2013-2014 target.

Preparation Program Effectiveness Measures and Tiered Certification Conditions

With regard to the documentation Georgia submitted on April 23, 2014, in response to the condition included in the Department's October 25, 2013, amendment approval related to teacher and leader preparation program effectiveness measures (TPPEM and LPPEM) and tiered certification, Georgia has satisfied the condition. The Georgia Professional Standards Commission (GaPSC) passed regulations to create the TPPEM

and LPPEM, effective May 15, 2014. In addition, GaPSC passed regulations creating a tiered certification system with the Pre-Service, Induction, Professional, Advanced Professional certificates effective July 1, 2014; the Lead Professional certificate will take effect June 1, 2015. These effective dates are consistent with the State's plan to phase in implementation of the new certification levels, with full implementation in SY 2016-2017.

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, please do not hesitate to contact Georgia's Race to the Top Program Officer, Monika Bandyopadhyay, at 202-260-2531 or monika.bandyopadhyay@ed.gov.

Sincerely,

//s//

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

cc: Superintendent John Barge
Dr. Susan Andrews
Erin Hames

Appendix A.

Performance Measure	SY 10-11 actual	SY 11-12 actual	SY 12-13 actual	SY 13-14 target
Number of students taking advanced STEM courses developed through CEISMC	N/A	598	1,076	1,291
Number of teachers that participate in the GA intern-fellowships for teachers	10	23	32	35



2014 College and Career Ready Performance Index, High School, Grades 9 - 12

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds on the Coordinate Algebra (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds on the Analytic Geometry/GPS Geometry/Mathematics II End of Course Test (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate \geq 95%)
6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate \geq 95%)
7. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate \geq 95%)
8. Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate \geq 95%)

POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT
15. Percent of EOCT assessments scoring at the Exceeds level
16. Student Attendance Rate (%)

GRADUATION RATE

17. 4-Year Cohort Graduation Rate (%)
18. 5-Year Extended Cohort Graduation Rate (%)



2014 College and Career Ready Performance Index, *Exceeding the Bar Indicators*

In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates earning credit in a physics course
2. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
3. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
6. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
7. Percent of graduates earning 3 or more high school credits in the same world language
8. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
9. School or LEA-defined **innovative practice** accompanied by data supporting improved student achievement: **examples include but are not limited to** Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
10. School or LEA-defined interventions or practices designed to facilitate a **personalized climate** in the school: **examples include but are not limited to** Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

Percent of tested students scoring at a proficient level on a Soft Skills Assessment

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



2014 College and Career Ready Performance Index, Middle School, Grades 6 - 8

Dr. John D. Barge, State School Superintendent
"Making Education Work for All of Georgia's Students"

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate \geq 95%)

POST MIDDLE SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate \geq 95%)
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
10. Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8
11. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT
13. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)



2014 College and Career Ready Performance Index, *Exceeding the Bar Indicators*

In addition to the thirteen (13) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)
2. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Meets or Exceeds on all CRCT and required EOCT
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
6. School or LEA-defined **innovative practice** accompanied by data supporting improved student achievement: **examples include but are not limited to** Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a **personalized climate** in the school: **examples include but are not limited to** Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



2014 College and Career Ready Performance Index, Elementary School, Grades K - 5

Dr. John D. Barge, State School Superintendent
"Making Education Work for All of Georgia's Students"

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate \geq 95%)

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate \geq 95%)
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850
11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
14. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

Exceeding the Bar Indicators

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
6. School or LEA-defined **innovative practice** accompanied by data supporting improved student achievement: **examples include but are not limited to** Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a **personalized climate** in the school: **examples include but are not limited to** Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement