



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY SECRETARY

September 26, 2012

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 August 30, and September 21, 2012, the State submitted requests and held conversations with the U.S. Department of Education (Department) staff in the Implementation and Support Unit (ISU) and Office of Elementary and Secondary Education (OESE) to support amendment requests to its approved Race to the Top plan and performance measures to align with the State's request for Elementary and Secondary Education Act (ESEA) flexibility. 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.

The Georgia Department of Education requested and was approved on February 9, 2012, for ESEA flexibility. As part of its approved request, the State set targets -- Annual Measurable Objectives (AMOs) -- for increasing student achievement. It is the State's intent to align its Race to the Top targets to its approved AMOs for SY 2012-2013 and SY 2013-2014. Based on conversations between the State and the Department in summer 2012, I approve the State's request to revise its student outcomes targets to align with those approved under ESEA flexibility.

The State will amend its Race to the Top student achievement, high school proficiency, and high school graduation rate goals to align with those in its approved ESEA flexibility request. See appendices 1-6 for the new targets.

[www.ed.gov](http://www.ed.gov)

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

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

In addition, Georgia has set targets for the required performance measures in application sub-criterion (D)(3): Ensuring Equitable Distribution of Effective Teachers and Principals that were not included in its original application. To set targets, the State utilized preliminary analyses from the Teacher Assessment on Performance Standards (TAPS) observation component of the SY 2011-12 pilot of the teacher and leader evaluation systems. Based on that analysis, the State set targets for SY 2012-2013 and 2013-2014. The State notes that since the data is from only one of the multiple components in the system, this analysis is insufficient to serve as a baseline for SY 2011-2012. See appendix 7 for the new targets.

Finally, Georgia reported newly-collected baseline data and established performance targets for several optional performance measures related to application criteria (B)(3): Standards and Assessments and (C)(3):Using Data to Improve Instruction. See appendices 8 and 9 for the new targets.

If you need any assistance or have any questions regarding Race to the Top, please do not hesitate to contact me. As is our practice with all Race to the Top amendments, this letter will be posted on the Department's website.

Sincerely,

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

Cc: Superintendent John Barge  
Teresa MacCartney  
Kristin Bernhardt  
Erin Hames

**Appendix 1: Elementary and Middle School Student Achievement Targets Approved for ESEA Flexibility and Race to the Top**

Test Type	Baseline			Targets			
	2008-2009	2009-2010	2010-2011	2011-2012 (ESEA Only)	2012-2013	2013-2014	Change (2013-14 vs. 2008-09)
<b>Reading</b>							
CRCT 3 <sup>rd</sup> grade	93	95	96	95	95	96	NA*
CRCT 5 <sup>th</sup> grade	93	95	96	95	95	96	NA*
CRCT 8 <sup>th</sup> grade	96	96	97	97	98	98	NA*
<b>Mathematics</b>							
CRCT 3 <sup>rd</sup> grade	78	80	82	82	84	86	NA*
CRCT 5 <sup>th</sup> grade	87	88	89	92	93	94	NA*
CRCT 8 <sup>th</sup> grade	80	81	82	87	88	90	NA*
<b>Science</b>							
CRCT 3 <sup>rd</sup> grade	80	82	84	82	84	85	NA*
CRCT 5 <sup>th</sup> grade	76	78	80	79	81	83	NA*
CRCT 8 <sup>th</sup> grade	64	66	68	70	73	76	NA*
<b>Language Arts</b>							
CRCT 3 <sup>rd</sup> grade	87	88	90	90	90	91	NA*
CRCT 5 <sup>th</sup> grade	91	92	93	93	94	94	NA*
CRCT 8 <sup>th</sup> grade	92	92	93	93	94	94	NA*
<b>CRCT 3<sup>rd</sup> Grade Reading</b>							
All Students	93	95	96	95	95	96	NA*
Male	91	93	94	93	94	94	NA*
Female	95	95	95	96	96	97	NA*
White	97	97	97	98	98	98	NA*
Black	89	90	92	91	91	92	NA*
Hispanic	91	92	93	95	95	96	NA*
Asian	96	96	96	97	98	98	NA*
Native American/Alaskan Indian	95	95	95	96	96	97	NA*
Multiracial	94	95	95	96	97	97	NA*
Students with Disabilities	77	80	81	85	86	88	NA*
Students without Disabilities	95	95	95	96	96	97	NA*
Limited English Proficiency	89	90	91	93	94	94	NA*
Economically Disadvantaged	90	91	92	92	93	94	NA*
Not Economically Disadvantaged	98	98	98	98	99	99	NA*
Migrant	89	90	91	91	92	93	NA*

Test Type	Baseline			Targets			Change (2013-14 vs. 2008-09)
	2008- 2009	2009- 2010	2010- 2011	2011- 2012 (ESEA Only)	2012- 2013	2013- 2014	
<b>CRCT 5<sup>th</sup> Grade Reading</b>							
All Students	<b>94</b>	95	96	95	95	96	NA*
Male	<b>92</b>	93	94	93	94	95	NA*
Female	<b>95</b>	95	95	96	97	97	NA*
White	<b>96</b>	96	96	97	98	98	NA*
Black	<b>90</b>	91	93	92	92	93	NA*
Hispanic	<b>91</b>	92	93	94	95	95	NA*
Asian	<b>96</b>	96	96	97	97	97	NA*
Native American/Alaskan Indian	<b>98</b>	98	98	95	95	96	NA*
Multiracial	<b>95</b>	95	95	97	97	98	NA*
Students with Disabilities	<b>73</b>	75	76	81	83	85	NA*
Students without Disabilities	<b>96</b>	96	96	97	97	97	NA*
Limited English Proficiency	<b>84</b>	85	86	90	91	92	NA*
Economically Disadvantaged	<b>90</b>	91	92	93	93	94	NA*
Not Economically Disadvantaged	<b>97</b>	97	97	98	99	99	NA*
Migrant	<b>86</b>	86	86	94	94	95	NA*
<b>CRCT 8<sup>th</sup> Grade Reading</b>							
All Students	<b>96</b>	96	97	97	98	98	NA*
Male	<b>94</b>	94	94	96	97	97	NA*
Female	<b>97</b>	97	97	98	98	99	NA*
White	<b>98</b>	98	98	99	99	99	NA*
Black	<b>94</b>	94	95	96	96	97	NA*
Hispanic	<b>92</b>	93	94	96	96	97	NA*
Asian	<b>97</b>	97	97	96	96	96	NA*
Native American/Alaskan Indian	<b>96</b>	96	96	97	97	97	NA*
Multiracial	<b>97</b>	97	97	99	99	99	NA*
Students with Disabilities	<b>78</b>	80	81	86	87	89	NA*
Students without Disabilities	<b>97</b>	97	97	99	99	99	NA*
Limited English Proficiency	<b>79</b>	80	81	84	85	87	NA*
Economically Disadvantaged	<b>93</b>	94	95	96	96	97	NA*
Not Economically Disadvantaged	<b>98</b>	98	98	99	99	99	NA*
Migrant	<b>81</b>	82	83	90	90	91	NA*

Test Type	Baseline			Targets			Change (2013-14 vs. 2008-09)
	2008- 2009	2009- 2010	2010- 2011	2011- 2012 (ESEA Only)	2012- 2013	2013- 2014	
<b>CRCT 3<sup>rd</sup> Grade Language Arts</b>							
All Students	<b>87</b>	88	90	90	91	91	NA*
Male	<b>83</b>	84	85	87	88	89	NA*
Female	<b>90</b>	91	92	92	93	94	NA*
White	<b>91</b>	91	92	94	95	95	NA*
Black	<b>81</b>	83	85	84	85	87	NA*
Hispanic	<b>84</b>	85	87	88	89	90	NA*
Asian	<b>95</b>	95	95	96	96	96	NA*
Native American/Alaskan Indian	<b>84</b>	85	87	92	92	93	NA*
Multiracial	<b>89</b>	90	91	92	92	93	NA*
Students with Disabilities	<b>64</b>	66	67	73	76	78	NA*
Students without Disabilities	<b>89</b>	90	91	92	93	93	NA*
Limited English Proficiency	<b>81</b>	82	84	85	86	88	NA*
Economically Disadvantaged	<b>81</b>	82	84	85	87	88	NA*
Not Economically Disadvantaged	<b>92</b>	93	94	96	97	97	NA*
Migrant	<b>78</b>	80	82	84	86	87	NA*
<b>CRCT 5<sup>th</sup> Grade Language Arts</b>							
All Students	<b>91</b>	92	93	93	94	94	NA*
Male	<b>88</b>	89	91	91	92	92	NA*
Female	<b>94</b>	94	94	95	96	96	NA*
White	<b>94</b>	94	94	96	96	97	NA*
Black	<b>88</b>	89	91	89	90	91	NA*
Hispanic	<b>89</b>	90	91	92	93	93	NA*
Asian	<b>96</b>	96	96	96	97	97	NA*
Native American/Alaskan Indian	<b>95</b>	95	95	93	93	94	NA*
Multiracial	<b>92</b>	92	93	95	95	96	NA*
Students with Disabilities	<b>66</b>	68	70	76	78	81	NA*
Students without Disabilities	<b>95</b>	95	95	95	96	96	NA*
Limited English Proficiency	<b>78</b>	80	82	86	88	89	NA*
Economically Disadvantaged	<b>88</b>	89	91	90	91	92	NA*
Not Economically Disadvantaged	<b>96</b>	96	96	97	98	98	NA*

Test Type	Baseline			Targets			Change (2013-14 vs. 2008-09)
	2008- 2009	2009- 2010	2010- 2011	2011- 2012 (ESEA Only)	2012- 2013	2013- 2014	
Migrant	82	83	85	89	90	91	NA*
<b>CRCT 8<sup>th</sup> Grade Language Arts</b>							
All Students	92	92	93	93	94	94	NA*
Male	89	90	91	91	92	93	NA*
Female	95	95	95	96	96	96	NA*
White	94	94	95	96	96	96	NA*
Black	89	90	91	91	91	92	NA*
Hispanic	88	89	90	91	92	93	NA*
Asian	96	96	96	94	95	95	NA*
Native American/Alaskan Indian	94	94	95	92	93	94	NA*
Multiracial	94	94	95	96	96	97	NA*
Students with Disabilities	65	67	69	75	77	79	NA*
Students without Disabilities	95	95	95	96	96	96	NA*
Limited English Proficiency	72	74	76	74	76	79	NA*
Economically Disadvantaged	88	89	90	90	91	92	NA*
Not Economically Disadvantaged	96	96	96	97	97	98	NA*
Migrant	71	73	75	83	85	86	NA*
<b>CRCT 3<sup>rd</sup> Grade Mathematics</b>							
All Students	78	80	82	82	84	86	NA*
Male	77	78	80	81	82	84	NA*
Female	79	81	82	84	86	87	NA*
White	86	87	88	89	90	91	NA*
Black	67	69	71	73	75	78	NA*
Hispanic	75	77	78	82	84	85	NA*
Asian	92	93	93	93	94	95	NA*
Native American/Alaskan Indian	79	81	82	82	84	85	NA*
Multiracial	80	82	83	85	86	87	NA*
Students with Disabilities	52	54	56	64	67	70	NA*
Students without Disabilities	81	83	84	85	86	88	NA*
Limited English Proficiency	72	74	76	78	80	82	NA*
Economically Disadvantaged	69	71	72	76	78	80	NA*
Not Economically Disadvantaged	89	91	92	92	93	94	NA*

Test Type	Baseline			Targets			Change (2013-14 vs. 2008-09)
	2008- 2009	2009- 2010	2010- 2011	2011- 2012 (ESEA Only)	2012- 2013	2013- 2014	
Migrant	71	73	75	77	79	81	NA*
<b>CRCT 5<sup>th</sup> Grade Mathematics</b>							
All Students	87	88	89	92	93	94	NA*
Male	86	87	88	91	92	92	NA*
Female	89	90	91	94	94	95	NA*
White	92	93	94	95	96	96	NA*
Black	82	84	85	88	89	90	NA*
Hispanic	86	88	89	93	93	94	NA*
Asian	96	96	96	97	97	97	NA*
Native American/Alaskan Indian	90	91	92	94	94	95	NA*
Multiracial	89	90	91	94	95	95	NA*
Students with Disabilities	58	60	62	77	79	81	NA*
Students without Disabilities	91	92	93	94	95	95	NA*
Limited English Proficiency	78	80	81	88	89	90	NA*
Economically Disadvantaged	83	84	85	89	90	91	NA*
Not Economically Disadvantaged	94	95	95	97	97	98	NA*
Migrant	83	85	86	89	90	91	NA*
<b>CRCT 8<sup>th</sup> Grade Mathematics</b>							
All Students	80	81	82	87	88	90	NA*
Male	78	79	80	86	87	88	NA*
Female	83	85	86	89	90	91	NA*
White	87	89	90	92	93	93	NA*
Black	71	73	74	82	83	85	NA*
Hispanic	75	77	78	85	87	88	NA*
Asian	95	95	95	94	95	95	NA*
Native American/Alaskan Indian	83	85	86	90	91	91	NA*
Multiracial	83	85	86	91	92	92	NA*
Students with Disabilities	44	46	48	67	70	73	NA*
Students without Disabilities	84	86	87	90	91	92	NA*
Limited English Proficiency	62	64	65	70	73	75	NA*
Economically Disadvantaged	71	73	74	82	84	85	NA*
Not Economically Disadvantaged	89	91	92	94	95	95	NA*

Test Type	Baseline			Targets			Change (2013-14 vs. 2008-09)
	2008- 2009	2009- 2010	2010- 2011	2011- 2012 (ESEA Only)	2012- 2013	2013- 2014	
Migrant	65	67	68	76	78	80	NA*
* Change from 2008-2009 to 2013-2014 is not appropriate due to the differences in calculations and target setting associated with targets for ESEA Flex.							



## Appendix 2: Elementary and Middle School Student Achievement Established in Race to the Top Application

Test Type	Baseline	Targets					Change (2013-14 vs. 2008-09)
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
<b>Reading</b>							
CRCT 3rd grade	<b>93</b>	95	96	96	96	96	<b>3</b>
CRCT 5th grade	<b>93</b>	95	96	96	96	96	<b>3</b>
CRCT 8th grade	<b>96</b>	96	97	97	97	97	<b>1</b>
<b>Math</b>							
CRCT 3rd grade	<b>78</b>	80	82	84	85	86	<b>8</b>
CRCT 5th grade	<b>87</b>	88	89	90	91	92	<b>5</b>
CRCT 8th grade	<b>80</b>	81	82	83	84	85	<b>5</b>
<b>Science</b>							
CRCT 3rd grade	<b>80</b>	82	84	86	88	89	<b>9</b>
CRCT 5th grade	<b>76</b>	78	80	82	84	85	<b>9</b>
CRCT 8th grade	<b>64</b>	66	68	70	72	75	<b>11</b>
<b>Language Arts</b>							
CRCT 3rd grade	<b>87</b>	88	90	91	93	94	<b>7</b>
CRCT 5th grade	<b>91</b>	92	93	93	94	95	<b>4</b>
CRCT 8th grade	<b>92</b>	92	93	93	94	95	<b>3</b>
<b>CRCT 3rd grade Reading</b>							
All Students	<b>93</b>	95	96	96	96	96	<b>3</b>
Male	<b>91</b>	93	94	94	95	96	<b>5</b>
Female	<b>95</b>	95	95	95	95	96	<b>1</b>
White	<b>97</b>	97	97	97	97	97	<b>0</b>
Black	<b>89</b>	90	92	93	95	97	<b>8</b>
Hispanic	<b>91</b>	92	93	95	96	97	<b>6</b>
Asian	<b>96</b>	96	96	96	96	97	<b>1</b>
Native American/Alaskan Indian	<b>95</b>	95	95	95	96	97	<b>2</b>
Multiracial	<b>94</b>	95	95	95	96	97	<b>3</b>
Students with Disabilities	<b>77</b>	80	81	83	84	86	<b>9</b>
Students without Disabilities	<b>95</b>	95	95	95	95	95	<b>0</b>
Limited English Proficiency	<b>89</b>	90	91	92	93	93	<b>4</b>
Economically Disadvantaged	<b>90</b>	91	92	93	94	95	<b>5</b>
Not Economically Disadvantaged	<b>98</b>	98	98	98	98	98	<b>0</b>
Migrant	<b>89</b>	90	91	91	92	92	<b>3</b>
<b>CRCT 5th grade Reading</b>							
All Students	<b>94</b>	95	96	96	96	96	<b>2</b>
Male	<b>92</b>	93	94	94	95	96	<b>4</b>
Female	<b>95</b>	95	95	95	96	96	<b>1</b>
White	<b>96</b>	96	96	96	96	96	<b>0</b>
Black	<b>90</b>	91	93	94	95	96	<b>6</b>

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-14 vs. 2008-09)
Hispanic	<b>91</b>	92	93	94	95	96	<b>5</b>
Asian	<b>96</b>	96	96	96	96	96	<b>0</b>
Native American/Alaskan Indian	<b>98</b>	98	98	98	98	98	<b>0</b>
Multiracial	<b>95</b>	95	95	95	96	96	<b>1</b>
Students with Disabilities	<b>73</b>	75	76	77	78	80	<b>7</b>
Students without Disabilities	<b>96</b>	96	96	96	96	96	<b>0</b>
Limited English Proficiency	<b>84</b>	85	86	86	87	88	<b>4</b>
Economically Disadvantaged	<b>90</b>	91	92	93	94	95	<b>5</b>
Not Economically Disadvantaged	<b>97</b>	97	97	97	97	97	<b>0</b>
Migrant	<b>86</b>	86	86	87	88	89	<b>3</b>
<b>CRCT 8th grade Reading</b>							
All Students	<b>96</b>	96	97	97	97	97	<b>1</b>
Male	<b>94</b>	94	94	95	96	97	<b>3</b>
Female	<b>97</b>	97	97	97	97	97	<b>0</b>
White	<b>98</b>	98	98	98	98	98	<b>0</b>
Black	<b>94</b>	94	95	96	97	97	<b>3</b>
Hispanic	<b>92</b>	93	94	95	96	97	<b>5</b>
Asian	<b>97</b>	97	97	97	97	97	<b>0</b>
Native American/Alaskan Indian	<b>96</b>	96	96	96	96	97	<b>1</b>
Multiracial	<b>97</b>	97	97	97	97	97	<b>0</b>
Students with Disabilities	<b>78</b>	80	81	82	83	84	<b>6</b>
Students without Disabilities	<b>97</b>	97	97	97	97	97	<b>0</b>
Limited English Proficiency	<b>79</b>	80	81	82	82	83	<b>4</b>
Economically Disadvantaged	<b>93</b>	94	95	96	97	97	<b>4</b>
Not Economically Disadvantaged	<b>98</b>	98	98	98	98	98	<b>0</b>
Migrant	<b>81</b>	82	83	84	84	85	<b>4</b>
<b>CRCT 3rd grade Language Arts</b>							
All Students	<b>87</b>	88	90	91	93	94	<b>7</b>
Male	<b>83</b>	84	85	87	89	91	<b>8</b>
Female	<b>90</b>	91	92	93	94	94	<b>4</b>
White	<b>91</b>	91	92	92	93	94	<b>3</b>
Black	<b>81</b>	83	85	87	89	91	<b>10</b>
Hispanic	<b>84</b>	85	87	88	90	91	<b>7</b>
Asian	<b>95</b>	95	95	95	95	95	<b>0</b>
Native American/Alaskan Indian	<b>84</b>	85	87	88	90	91	<b>7</b>
Multiracial	<b>89</b>	90	91	92	93	94	<b>5</b>
Students with Disabilities	<b>64</b>	66	67	69	71	74	<b>10</b>
Students without Disabilities	<b>89</b>	90	91	92	93	94	<b>5</b>
Limited English Proficiency	<b>81</b>	82	84	85	87	89	<b>8</b>
Economically Disadvantaged	<b>81</b>	82	84	85	87	89	<b>8</b>
Not Economically Disadvantaged	<b>92</b>	93	94	94	94	94	<b>2</b>

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-14 vs. 2008-09)
Migrant	78	80	82	84	86	88	10
<b>CRCT 5th grade Language Arts</b>							
All Students	91	92	93	93	94	95	4
Male	88	89	91	92	94	95	7
Female	94	94	94	94	95	95	1
White	94	94	94	94	95	95	1
Black	88	89	91	92	94	95	7
Hispanic	89	90	91	92	93	94	5
Asian	96	96	96	96	96	96	0
Native American/Alaskan Indian	95	95	95	95	95	95	0
Multiracial	92	92	93	94	95	95	3
Students with Disabilities	66	68	70	72	73	75	9
Students without Disabilities	95	95	95	95	95	95	0
Limited English Proficiency	78	80	82	84	85	86	8
Economically Disadvantaged	88	89	91	92	94	95	7
Not Economically Disadvantaged	96	96	96	96	96	96	0
Migrant	82	83	85	87	88	89	7
<b>CRCT 8th grade Language Arts</b>							
All Students	92	92	93	93	94	95	3
Male	89	90	91	92	93	95	6
Female	95	95	95	95	95	95	0
White	94	94	95	95	95	95	1
Black	89	90	91	92	93	95	6
Hispanic	88	89	90	91	92	93	5
Asian	96	96	96	96	96	96	0
Native American/Alaskan Indian	94	94	95	95	95	95	1
Multiracial	94	94	95	95	95	95	1
Students with Disabilities	65	67	69	71	73	75	10
Students without Disabilities	95	95	95	95	95	95	0
Limited English Proficiency	72	74	76	78	80	81	9
Economically Disadvantaged	88	89	90	91	92	93	5
Not Economically Disadvantaged	96	96	96	96	96	96	0
Migrant	71	73	75	77	79	80	9
<b>CRCT 3rd grade Math</b>							
All Students	78	80	82	84	85	86	8
Male	77	78	80	82	84	85	8
Female	79	81	82	84	86	87	8
White	86	87	88	89	90	91	5
Black	67	69	71	73	74	75	8
Hispanic	75	77	78	80	82	84	9
Asian	92	93	93	93	93	94	2

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-14 vs. 2008-09)
Native American/Alaskan Indian	79	81	82	83	84	85	6
Multiracial	80	82	83	84	85	86	6
Students with Disabilities	52	54	56	58	60	62	10
Students without Disabilities	81	83	84	85	86	87	6
Limited English Proficiency	72	74	76	77	79	80	8
Economically Disadvantaged	69	71	72	74	76	78	9
Not Economically Disadvantaged	89	91	92	93	94	95	6
Migrant	71	73	75	77	78	79	8
<b>CRCT 5th grade Math</b>							
All Students	87	88	89	90	91	92	5
Male	86	87	88	89	90	91	5
Female	89	90	91	92	93	94	5
White	92	93	94	95	95	95	3
Black	82	84	85	87	88	89	7
Hispanic	86	88	89	90	91	92	6
Asian	96	96	96	96	96	96	0
Native American/Alaskan Indian	90	91	92	93	94	95	5
Multiracial	89	90	91	92	93	94	5
Students with Disabilities	58	60	62	63	65	67	9
Students without Disabilities	91	92	93	94	95	95	4
Limited English Proficiency	78	80	81	82	84	85	7
Economically Disadvantaged	83	84	85	86	88	89	6
Not Economically Disadvantaged	94	95	95	95	95	95	1
Migrant	83	85	86	87	88	89	6
<b>CRCT 8th grade Math</b>							
All Students	80	81	82	83	84	85	4
Male	78	79	80	81	82	84	6
Female	83	85	86	87	88	89	6
White	87	89	90	91	92	93	6
Black	71	73	74	75	77	79	8
Hispanic	75	77	78	79	81	83	8
Asian	95	95	95	95	95	95	0
Native American/Alaskan Indian	83	85	86	87	88	89	6
Multiracial	83	85	86	87	88	89	6
Students with Disabilities	44	46	48	50	52	54	10
Students without Disabilities	84	86	87	88	89	90	6
Limited English Proficiency	62	64	65	67	69	71	9
Economically Disadvantaged	71	73	74	76	78	79	8
Not Economically Disadvantaged	89	91	92	93	94	95	6
Migrant	65	67	68	70	72	73	8

### Appendix 3: High School Student Achievement Targets Approved for ESEA Flexibility and Race to the Top

Test Type	Baseline			Targets			Change (2013-14 vs. 2011- 12)
	2008-2009	2009- 2010	2010-2011	2011-2012 (ESEA only)	2012-2013	2013-2014	
<b>EOCT - Ninth Grade Literature &amp; Composition</b>							
All Students				83.6	85.1	86.6	<b>3.0</b>
White				90.6	91.4	92.3	<b>1.7</b>
Black				76.2	78.4	80.5	<b>4.3</b>
Hispanic				78.3	80.3	82.3	<b>4.0</b>
Asian / Pacific Islander				87.5	88.7	89.8	<b>2.3</b>
American Indian				84.5	85.9	87.3	<b>2.8</b>
Multiracial				89.9	90.8	91.8	<b>1.9</b>
Students with Disabilities				50.0	54.5	59.1	<b>9.1</b>
Limited English Proficiency				50.2	54.7	59.3	<b>9.1</b>
Economically Disadvantaged				76.2	78.3	80.5	<b>4.3</b>
<b>EOCT - American Literature &amp; Composition</b>							
All Students				88.7	89.7	90.7	<b>2.0</b>
White				93.6	94.2	94.8	<b>1.2</b>
Black				83.6	85.1	86.6	<b>3.0</b>
Hispanic				84.0	85.4	86.9	<b>2.9</b>
Asian / Pacific Islander				92.6	93.3	94.0	<b>1.4</b>
American Indian				91.3	92.1	92.8	<b>1.5</b>
Multiracial				91.8	92.6	93.3	<b>1.5</b>
Students with Disabilities				58.9	62.7	66.4	<b>7.5</b>
Limited English Proficiency				59.0	62.8	66.5	<b>7.5</b>
Economically Disadvantaged				83.3	84.8	86.4	<b>3.1</b>
<b>EOCT - Algebra (prior to 2009-2010), Math I (2009-2010)</b>							
All Students				64.3	67.6	70.9	<b>6.6</b>
White				75.1	77.3	79.6	<b>4.5</b>
Black				50.9	55.3	59.8	<b>8.9</b>
Hispanic				59.4	63.1	66.8	<b>7.4</b>
Asian / Pacific Islander				85.1	86.4	87.8	<b>2.7</b>
American Indian				65.3	68.4	71.6	<b>6.3</b>
Multiracial				70.0	72.7	75.4	<b>5.4</b>
Students with Disabilities				31.1	37.4	43.6	<b>12.5</b>
Limited English Proficiency				43.7	48.8	53.9	<b>10.2</b>
Economically Disadvantaged				52.6	56.9	61.2	<b>8.6</b>
<b>EOCT - Geometry (prior to 2009-2010), Math II (2009-2010)</b>							
All Students				60.8	64.4	68.0	<b>7.2</b>
White				72.2	74.7	77.3	<b>5.1</b>
Black				45.7	50.6	55.6	<b>9.9</b>
Hispanic				56.2	60.2	64.2	<b>8.0</b>
Asian / Pacific Islander				83.8	85.3	86.7	<b>2.9</b>
American Indian				63.5	66.8	70.2	<b>6.7</b>
Multiracial				65.9	69.0	72.1	<b>6.2</b>

Test Type	Baseline			Targets			Change (2013-14 vs. 2011- 12)
	2008-2009	2009- 2010	2010-2011	2011-2012 (ESEA only)	2012-2013	2013-2014	
Students with Disabilities				31.5	37.7	43.9	<b>12.4</b>
Limited English Proficiency				47.4	52.2	56.9	<b>9.5</b>
Economically Disadvantaged				48.3	53.0	57.7	<b>9.4</b>
<b>EOCT – Physical Science</b>							
All Students				77.1	79.2	81.3	<b>4.2</b>
White				87.1	88.3	89.4	<b>2.3</b>
Black				66.3	69.4	72.4	<b>6.1</b>
Hispanic				74.1	76.4	78.8	<b>4.7</b>
Asian / Pacific Islander				88.0	89.1	90.2	<b>2.2</b>
American Indian				79.5	81.4	83.2	<b>3.7</b>
Multiracial				84.4	85.8	87.2	<b>2.8</b>
Students with Disabilities				50.3	54.8	59.3	<b>9.0</b>
Limited English Proficiency				55.6	59.6	63.7	<b>8.1</b>
Economically Disadvantaged				70.1	72.9	75.6	<b>5.5</b>
<b>EOCT – Biology</b>							
All Students				71.7	74.3	76.9	<b>5.2</b>
White				83.9	85.4	86.8	<b>2.9</b>
Black				57.7	61.5	65.4	<b>7.7</b>
Hispanic				65.8	68.9	72.0	<b>6.2</b>
Asian / Pacific Islander				84.1	85.6	87.0	<b>2.9</b>
American Indian				74.2	76.5	78.9	<b>4.7</b>
Multiracial				78.4	80.3	82.3	<b>3.9</b>
Students with Disabilities				40.4	45.8	51.2	<b>10.8</b>
Limited English Proficiency				42.5	47.7	52.9	<b>10.4</b>
Economically Disadvantaged				60.7	64.2	67.8	<b>7.1</b>

### Appendix 4: High School Student Achievement Targets Established in Race to the Top Application

Georgia High School Graduation Test (GHSGT)*								
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-14 vs. 2008-09)
<b>GHSGT - ELA</b>								
	All Students	<b>92</b>	93	94	95	95	95	<b>3.0</b>
	Male	<b>90</b>	91	92	93	94	94	<b>4.0</b>
	Female	<b>94</b>	95	95	95	95	95	<b>1.0</b>
	White	<b>96</b>	98	98	98	98	98	<b>2.0</b>
	Black	<b>88</b>	90	91	92	93	93	<b>5.0</b>
	Hispanic	<b>88</b>	90	91	92	93	93	<b>5.0</b>
	Students with Disabilities	<b>60</b>	62	63	64	66	68	<b>8.0</b>
	Students without Disabilities	<b>95</b>	95	95	95	96	96	<b>1.0</b>
	Limited English Proficiency	<b>68</b>	70	71	72	74	76	<b>8.0</b>
	Economically Disadvantaged	<b>87</b>	89	90	91	92	93	<b>6.0</b>
	Not Economically Disadvantaged	<b>96</b>	96	96	96	96	96	<b>0.0</b>
<b>GHSGT – Math</b>								
	All Students	<b>95</b>	95	TBD	TBD	TBD	TBD	
	Male	<b>95</b>	95	TBD	TBD	TBD	TBD	
	Female	<b>95</b>	95	TBD	TBD	TBD	TBD	
	White	<b>98</b>	98	TBD	TBD	TBD	TBD	
	Black	<b>91</b>	92	TBD	TBD	TBD	TBD	
	Hispanic	<b>94</b>	94	TBD	TBD	TBD	TBD	
	Students with Disabilities	<b>66</b>	67	TBD	TBD	TBD	TBD	
	Students without Disabilities	<b>97</b>	97	TBD	TBD	TBD	TBD	
	Limited English Proficiency	<b>88</b>	89	TBD	TBD	TBD	TBD	
	Economically Disadvantaged	<b>91</b>	92	TBD	TBD	TBD	TBD	
	Not Economically Disadvantaged	<b>97</b>	97	TBD	TBD	TBD	TBD	
<b>GHSGT – Science</b>								
	All Students	<b>90</b>	92	93	94	95	95	<b>5.0</b>
	Male	<b>91</b>	92	93	94	95	95	<b>4.0</b>
	Female	<b>90</b>	91	92	93	94	95	<b>5.0</b>
	White	<b>95</b>	95	95	95	95	95	<b>0.0</b>
	Black	<b>84</b>	86	87	88	90	91	<b>7.0</b>
	Hispanic	<b>85</b>	87	88	89	91	92	<b>7.0</b>
	Students with Disabilities	<b>59</b>	61	63	64	66	68	<b>9.0</b>
	Students without Disabilities	<b>93</b>	94	95	95	95	95	<b>2.0</b>
	Limited English Proficiency	<b>71</b>	73	74	76	78	80	<b>9.0</b>
	Economically Disadvantaged	<b>84</b>	86	87	88	90	91	<b>7.0</b>
	Not Economically Disadvantaged	<b>95</b>	95	95	95	95	95	<b>0.0</b>
* State of Georgia will need to provide revised baselines/targets for GHSGT based on phasing out the test starting in Fall 2011. GHSGT will be replaced with the EOCT.								

### Appendix 5: High School Graduation Targets Approved for ESEA Flexibility and Race to the Top

	<b>2011 Graduation Rate</b>	<b>2012 Graduation Target</b> <i>(ESEA Only)</i>	<b>2013 Graduation Target</b>	<b>2014 Graduation Target</b>	<b>2015 Graduation Target</b>
All Students	67.4	70.1	72.8	75.6	78.3
American Indian / Alaskan	67.8	70.5	73.2	75.9	78.5
Asian / Pacific Islander	79.1	80.8	82.6	84.3	86.1
Black	59.8	63.2	66.5	69.9	73.2
Economically Disadvantaged	59.3	62.7	66.1	69.5	72.9
English Learners	32.0	37.7	43.3	49.0	54.7
Females	71.8	74.2	76.5	78.9	81.2
Hispanic	57.6	61.1	64.7	68.2	71.7
Male	63.3	66.4	69.4	72.5	75.5
Migrant	50.0	54.2	58.3	62.5	66.7
Multi-Racial	69.1	71.7	74.3	76.8	79.4
Students with Disabilities	29.8	35.7	41.5	47.4	53.2
White	75.5	77.5	79.6	81.6	83.7



### Appendix 6: High School Graduation Targets Established in Race to the Top Application

<b>High School Graduation Rates*</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
All Students	<b>79</b>	80	82	83	84	85
Male	<b>76</b>	77	79	80	82	83
Female	<b>82</b>	83	85	86	87	88
White	<b>83</b>	84	86	87	88	89
Black	<b>74</b>	75	77	78	80	82
Hispanic	<b>71</b>	72	74	75	77	79
Students with Disabilities	<b>41</b>	42	44	46	48	50
Students without Disabilities*	<b>83</b>	84	86	87	88	89
Limited English Proficiency	<b>55</b>	56	58	60	62	64
Economically Disadvantaged	<b>73</b>	74	76	77	79	81
Not Economically Disadvantaged*	<b>83</b>	84	86	87	88	89

## Appendix 7: (D)(3) Required Performance Measures

Performance Measures		Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>						
(D)(3)(i)	Percentage of teachers in schools that are high-poverty, high-minority, or both who are highly effective			N/A	10%	12%
(D)(3)(i)	Percentage of teachers in schools that are low-poverty, low-minority, or both who are highly effective			N/A	10%	12%
(D)(3)(i)	Percentage of teachers in schools that are high-poverty, high-minority, or both who are ineffective.			N/A	10%	8%
(D)(3)(i)	Percentage of teachers in schools that are low-poverty, low-minority, or both who are ineffective.			N/A	10%	8%
(D)(3)(i)	Percentage of principals leading schools that are high-poverty, high-minority, or both who are highly effective			N/A	10%	12%
(D)(3)(i)	Percentage of principals leading schools that are low-poverty, low-minority, or both who are highly effective			N/A	10%	12%
(D)(3)(i)	Percentage of principals leading schools that are high-poverty, high-minority, or both who are ineffective.			N/A	10%	8%
(D)(3)(i)	Percentage of principals leading schools that are low-poverty, low-minority, or both who are ineffective.			N/A	10%	8%
(D)(3)(ii)	Percentage of mathematics teachers who were evaluated as effective or better.			N/A	70%	72%
(D)(3)(ii)	Percentage of science teachers who were evaluated as effective or better.			N/A	70%	72%
(D)(3)(ii)	Percentage of special education teachers who were evaluated as effective or better.			N/A	70%	72%
(D)(3)(ii)	Percentage of teachers in language instruction educational programs who were evaluated as effective or better.			N/A	70%	72%
* Georgia piloted the initial evaluation system 2011-2012. Final results of the Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM) will be finalized fall of 2012. For these purposes, “effective of better” means those educators with a rating of Proficient or exemplary.						

### Appendix 8: (B)(3) Optional Performance Measures

Performance Measures	Actual Data: Baseline (Current school year or most recent)	2010-2011 End of SY	2011-2012 End of SY	2012-2013 End of SY	2013-2014 End of SY
1. Percent of teachers, by content area and overall, in Participating LEAs who score above threshold score on those strands in the new evaluation tool that pertains to knowledge of standards, delivery of standards, and development/ use of assessments to boost student learning	N/A <sup>(2)</sup>	N/A <sup>(2)</sup>	N/A <sup>(2)</sup>	70%	72%
2. Percent of teachers, by content area and overall, in Participating LEAs, using formative assessments in their classrooms	N/A <sup>(3)</sup>	N/A <sup>(3)</sup>	N/A <sup>(3)</sup>	N/A <sup>(3)</sup>	80%
3. Usage of www.georgiastandards.org site: Number of unique visitors to teacher resource pages per year	N/A <sup>(4)</sup>	N/A <sup>(4)</sup>	95,930	97,848	99,805
Usage of www.georgiastandards.org site: Number of unique visitors to administrator resource pages per year			6,674	6,874	7080
4. Usage of www.georgiaoas.org site: Number of teacher-generated tests per year	N/A <sup>(4)</sup>	N/A <sup>(4)</sup>	2,145,969	2,167,429	2,210,778
Usage of www.georgiaoas.org site: Number of administrator-generated tests per year			876,398	885,162	902,865

(2) Georgia is currently not able to develop a baseline for percent of teachers who score above threshold score on the standards in the evaluation tool that pertain to knowledge and delivery of standards since the evaluation tool will be implemented and validated in 2011-12. The first year that Georgia will have data to establish a baseline is at the end of 2011-12 and will establish targets for 2012-13 and 2013-14.

(3) The baseline data will be collected through surveys to participating LEAs in 2012-13, and then targets will be established for 2013-14.

(4) These data are not currently tracked at this level of granularity. GaDOE will begin to track number of unique visitors (teachers vs. non-teachers) in 2010-11, and then establish targets for 2011-12 through 2013-14

### Appendix 9: (C)(3) Optional Performance Measures

C)(3)(iii) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers.					
Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
1. Percent of LEAs with instructional improvement systems (IIS)	N/A*	N/A*	100%	100%	100%

\* IIS data not available for baseline year. Survey of participating LEAs conducted in 2011-12, and a baseline was established for 2011-12.