



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

September 16, 2013

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

Dear Governor Deal:

The purpose of this letter is to inform you of my intent to withhold, pursuant to sections 454(a)(1) and 455 of the General Education Provisions Act (GEPA) (20 U.S.C. § § 1234c(a)(1) and 1234d)¹, \$9,904,629 of Georgia's Race to the Top grant award. This determination is based on Georgia's failure to comply substantially with fundamental requirements governing that award. In particular, as a condition of receiving Race to the Top funds, Georgia committed to developing and implementing a performance-based teacher and leader compensation system. *See* Georgia's Race to the Top application, Section D (2), "Improving teacher and leader effectiveness based on performance," at page 101. Now, instead of implementing such a system, Georgia intends to pay a one-time bonus to teachers and principals. This change in strategy will significantly undermine Georgia's commitment to achieve essential reform in one of the core areas of the Race to the Top program – increasing teacher and principal effectiveness and achieving equity in the distribution of highly effective teachers. I intend to withhold those funds associated with performance-based compensation in Project 17: Performance-based pay for teachers (\$3,820,462) and Project 18: Additional bonuses for high-need schools to reduce the achievement gap (\$6,084,167). These projects are detailed on page 81 of Georgia's Race to the Top Scope of Work.

The U.S. Department of Education (Department) has worked extensively with Georgia to help the State implement this portion of its plan successfully and to avoid the withholding of funds. On July 2, 2012, the Department designated Georgia a "high-risk grantee" under 34 C.F.R. § 80.12 for its failure to implement its teacher and leader evaluation system as outlined in Section D of its application and approved Scope of Work. Since that time, Georgia has continued to fail to implement this section of its grant; this failure is inconsistent with the plans in its application and Scope of Work. On July 30, 2013, the Department sent Georgia a letter addressing our concerns about Georgia's performance related to implementation of its teacher and leader evaluation system, amendments to Georgia's approved plans, and changes to

¹ The relevant portions of GEPA are included as Attachment 1.

Georgia's application commitments related to its performance-based compensation system. Our letter indicated that the Department would initiate withholding proceedings if Georgia did not submit a plan to implement its performance-based compensation system. To date, Georgia has not responded to that letter.

As Director of Policy and Program Implementation of the Department's Implementation and Support Unit, I hereby notify Georgia of my intent to withhold \$9,904,629 of Georgia's Race to the Top grant award. I plan to withhold these funds until Georgia submits a credible plan, as described below, detailing its strategy for coming into compliance with this section of its Race to the Top grant before the September 23, 2014, end of the four-year Race to the Top grant period. Georgia has the opportunity, pursuant to sections 455(b)(3) and (c) of GEPA (20 U.S.C. §§ 1234d(b)(3) and (c)), to request a hearing before the Department's Office of Administrative Law Judges ("OALJ") to contest my withholding determination. To do so, Georgia must file an application for a hearing that is received by the OALJ no later than November 15, 2013. Additional information regarding such a hearing request is provided at the end of this letter.

In addition, I intend to suspend, under the authority in section 455(d) of GEPA (20 U.S.C. § 1234d(d)), Georgia's authority to obligate \$9,904,629 of its Race to the Top funds pending the outcome of a hearing on the withholding determination. As detailed below, if Georgia wishes to show cause why I should not suspend its authority to obligate these funds, it must file written reasons with me by October 15, 2013.

If Georgia determines that it will not develop and implement the performance-based teacher and leader compensation system in Section D of its application and approved Scope of Work, it may avoid any withholding and suspension proceedings by voluntarily agreeing to terminate \$9,904,629 of its Race to the Top grant under 34 C.F.R. § 80.44, as described below.

RELEVANT STATUTORY AND REGULATORY AUTHORITIES

Race to the Top is a competitive grant program authorized under the Sections 14005 and 14006 of the American Recovery and Reinvestment Act ("ARRA") (Pub. L. 111-5), as amended by section 1832(b) of Division B of the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (Pub. L. 112-10), and the Department of Education Appropriations Act, 2012 (Title III of Division F of Pub. L. 112-74, the Consolidated Appropriations Act, 2012). The ARRA authorized the Department to conduct a competition among States that would provide incentives to implement reforms in four core areas: (a) increasing teacher and principal effectiveness and achieving equity in their distribution; (b) building data systems that measure student success and inform teachers and principals about how they can improve their practices; (c) adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace; and (d) turning around their lowest-achieving schools. *See* section 14005 of ARRA.

On November 18, 2009, after notice and comment rulemaking, the Department established the final priorities, definitions, requirements, and selection criteria that apply to the Race to the Top program (referred to in the ARRA as the State Incentive Grant Fund). *See* Notice of final priorities, requirements, definitions, and selection criteria ("NFP"), 74 FR 59688.

On that date, the Department also announced the first round of the Race to the Top competition. *See* Notice inviting applications for new awards, 74 FR 59836. On March 29, 2010, the Department announced the two winning states. On April 2, 2010, the Department announced a slight amendment to the rules governing the Race to the Top competition, *see* Notice of interim final requirements, 75 FR 16668, and on April 14, 2010, the Department announced the second phase of the competition, *see* Notice inviting applications for new awards, 75 FR 19496.

On June 1, 2010, Georgia submitted its application in the second phase of the competition. The Department conducted a peer review process in which independent experts evaluated state Race to the Top applications. Georgia was one of the ten Phase 2 winners and was awarded \$399,952,650 in Race to the Top funds on September 24, 2010.

Under Grant Condition (B)(2) of Georgia's Race to the Top grant, the State was required to submit to the Department a Scope of Work that would translate the commitments, goals, and projects described in its application into an actionable plan. The grant condition required that the Scope of Work be "consistent with the Grantee's application," and that it "include the State Grantee's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures related to the State's 50 percent share of the grant funds." Georgia submitted the initial draft of its Scope of Work on November 22, 2010 and subsequently submitted several revised iterations based on feedback from the Department. On July 20, 2011, the Department approved Georgia's Scope of Work.

Race to the Top grantees are held accountable to the commitments they made in their applications and Scopes of Work. Under Grant Condition (A), grantees are permitted to amend their plans as long as the revisions do not result in the grantee's failure to comply with the terms and conditions of the award and the program's statutory and regulatory provisions, the revisions do not change the overall scope and objectives of the approved proposal, and the Department and grantee mutually agree in writing to the revisions. Georgia has in fact amended portions of its plan with the approval of the Department. *See* Georgia Amendment/Decision Letters, available at: <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.² The Department has notified grantees that if it determines that a grantee is not meeting the commitments of its application or is failing to meeting goals, activities, timelines, budget, or annual targets, the Department will take appropriate enforcement actions, including withholding funds. *See* Grant Condition (A) and **Grant Amendment Submission Process** (Revised October 4, 2011), available at <http://www2.ed.gov/programs/racetothetop/grant-amendment-submission-process-oct-4-2011.pdf>.

The commitments at issue arise from Georgia's response to selection criterion (D), Great Teachers and Leaders, specifically sub-criterion (D)(2). Under selection criterion (D), States described their plans for increasing the effectiveness of their teachers and principals and for ensuring the equitable distribution of such teachers and principals. Under sub-criterion (D)(2), peer reviewers evaluated the extent to which the State applicant and the local educational agencies (LEAs) participating in its plan had a:

² For example, in April 2012, the Department approved Georgia's request to add additional personnel to its Teacher and Leader evaluation team to support implementation and in July 2013, the Department approved Georgia's request to remove the student survey component of the evaluation system for students in kindergarten through second grade.

High-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)³—

- (i) Establish clear approaches to measuring student growth (as defined in this notice)⁴ and measure it for each individual student;
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that
 - (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and
 - (b) are designed and developed with teacher and principal involvement;
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding—
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice)⁵ to obtain additional

³ “Participating LEAs” are defined as “LEAs that choose to work with the State to implement all or significant portions of the State’s Race to the Top plan, as specified in each LEA’s agreement with the State”. Each participating LEA that receives funding under Title I, Part A received “a share of the 50 percent of a State’s grant award that the State must subgrant to LEAs, based on the LEA’s relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State’s other 50 percent of the grant award, in accordance with the State’s plan.” NFP, 74 FR 59688, 59805.

⁴ “Student growth” is defined as “the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.” NFP, 74 FR 59688, 59806. “Student achievement” is defined as, “(a) For tested grades and subjects: (1) A student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms. (b) For non-tested grades and subjects: Alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms. NFP, 74 FR 59688, 59806.

⁵ “Highly effective principal” is defined as “a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.” NFP, 74 FR 59688, 59804. “Highly effective teacher” is defined as “a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.” NFP, 74 FR 59688, 59804.

- compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

GEORGIA'S IMPLEMENTATION OF ITS PERFORMANCE-BASED COMPENSATION SYSTEM

A. Georgia's High-Risk Status in Section D

On July 2, 2012, the Department placed Georgia on high-risk status because of its failure to meet its commitments under Section D of Georgia's approved Scope of Work. 34 C.F.R. § 80.12. In its letter placing Georgia on high-risk status, the Department stated that it took such action because of Georgia's weak strategic planning, evaluation, and project management for its teacher and leader evaluation systems, including decisions regarding the quality of the tools and measures used during the educator evaluation pilot and the scalability of the supports the State offered to participating districts. Georgia had not demonstrated that it was developing and implementing the required teacher and leader evaluation systems in a comprehensive and deliberate manner that included consideration of dependent deliverables, a structured process for evaluating and incorporating formative feedback, and a communications strategy including all relevant stakeholders. Georgia continues to demonstrate weak project planning in this area.

The Department continued to work extensively with Georgia on this area of its plan throughout the next year. For example, the Department provided technical assistance to Georgia through the Reform Support Network ("RSN"), the technical assistance arm of the Implementation and Support Unit at the Department. Between September 2012 and May 2013, representatives from the RSN provided on-site technical support to Georgia. Despite these efforts, Georgia has continued to demonstrate weak strategic planning, evaluation, and project management for its teacher and leader evaluation systems. In our July 30, 2013, letter, the Department notified Georgia that it had not addressed the problems that led to its high-risk status. The Department further warned Georgia that if it continued to demonstrate an unwillingness to implement the performance-based compensation system as it committed in its application, the Department would initiate withholding proceedings on this portion of the State's Race to the Top grant.

Georgia's delays in implementing the required teacher and leader compensation system have implications on other projects across the State's Race to the Top plan, and may result in

some other commitments being implemented outside of the Race to the Top grant period. Through amendment requests, conversations with the Department, and the Department's program review process, the State has indicated that it will no longer implement a performance-based compensation system as described in its approved application and Scope of Work.

B. Georgia's Commitments Regarding Performance-Based Compensation System

Under selection criterion (D), Great Teachers and Leaders, of the NFP, States described their plans for increasing the effectiveness of their teachers and principals and for ensuring the equitable distribution of such teachers and principals. Under sub-criterion (D)(2), States were judged on their plans for improving teacher and principal effectiveness. As described above on pages 2-3, peer reviewers rated State plans to, among other things, use qualifying evaluation systems to inform decisions regarding developing compensating, promoting, retaining granting tenure and/or full certification to, and removing teachers and principals.

In response to sub-criterion (D)(2), Georgia committed to redefining its compensation system for teachers and principals. In its application, Georgia stated that in school year 2013-2014, participating LEAs would:

- “Tie step increases for teachers to teachers’ performance on the rubrics-based evaluation tool
- Tie annual salary increases for principals to each principal’s LEM [Leader Effectiveness Measure]. . . .
- Work with the State to develop career ladder opportunities for all teachers . . . that allow teachers to take on additional responsibilities for additional pay, while remaining in the classroom. . . .
- Award individual performance bonuses to all teachers on the basis of TEM [Teacher Effectiveness Measure], and to school leaders on the basis of LEM. . . .
- Make additional individual bonuses available to core teachers in high-need schools if they reduce the student achievement gap defined as the difference in achievement between any subgroup ($n \geq 15$) in a given teacher’s classroom (or roster of students) and the highest performing subgroup in the State. . . .”

Georgia’s Application, pages 110-111. Additionally, Georgia stated that it “is committed to making the performance-based compensation system . . . a lasting and sustainable reform, not just in the LEAs that sign MOUs with the State, but statewide.” *Id.* at 116.⁶

To support the commitments outlined above, Georgia included two projects utilizing

⁶ Georgia’s description of its plans under selection criterion (D)(2) can be found on pages 101-126 of its application. Its plans regarding its performance-based compensation system can be found on pages 110-114. Georgia made additional references to its performance-based compensation system on pages 43-44, 116, 129, and 133-134, and 533-535 of its application appendix. These excerpts from its application are included as Attachment 2. Georgia’s commitments related to performance-based compensation can be found in its Scope of Work on pages 72-74, 81, and 88. These excerpts from its Scope of Work are included as Attachment 3.

Race to the Top funds in its approved application, Scope of Work, and budget. The purpose of Project 17, Performance-based pay for teachers (\$3,820,462), is to provide additional funding to three LEAs to help offset the cost of the individual bonuses described above for teachers and principals. Project 18, Additional bonuses for high-need schools to reduce the achievement gap (\$6,084,167), would support additional bonuses to principals and teachers in high-need schools for reducing the achievement gap each year. This would be a retention-type bonus targeted at high-need schools where the achievement gaps are the largest.

C. Failure to Fulfill Essential Commitments

Georgia is not fulfilling the fundamental commitments in its application and Scope of Work regarding the development and implementation of a performance-based compensation system. Instead, in SY 2013-2014, the State intends to provide one-time bonuses to teachers and leaders for reducing the achievement gap, and in SY 2014-2015, it intends to provide one-time bonuses to teachers and leaders based on its evaluation system.

This change in scope to the State's plan significantly undermines the State's ability to achieve reform in one of the core areas of the Race to the Top program. Instead of restructuring its teacher and principal compensation system as it described in its application, Georgia instead plans to pay teachers and principals a one-time bonus.

DETERMINATION OF THE DIRECTOR OF IMPLEMENTATION AND SUPPORT UNIT

Because of Georgia's failure and unwillingness to implement the performance-based compensation system it committed to implement in its application and Scope of Work, it is my determination that Georgia has failed to comply substantially with sub-criterion (D)(2) of its Race to the Top approved application and Scope of Work. Specifically, Georgia is failing to develop and implement a performance-based teacher and leader compensation system. Georgia's change in strategy will significantly decrease or eliminate reform in one of the reform areas specified in the ARRA and the NFP. Therefore, I intend to exercise my authority under sections 454(a)(1) and 455 of GEPA (20 U.S.C. § § 1234c(a)(1) and 1234d) to withhold \$9,904,629 of Georgia's Race to the Top grant award. These funds are those associated with performance-based compensation in Project 17: Performance-based pay for teachers (\$3,820,462) and Project 18: Additional bonuses for high-need schools to reduce the achievement gap (\$6,084,167).

Under the authority in section 455(d) of GEPA (20 U.S.C. § 1234d(d)), I also intend to suspend Georgia's authority to obligate the \$9,904,629 of Race to the Top funds associated with projects 17 and 18.

APPEAL RIGHTS

A. Opportunity for a Hearing on the Determination of the Director of the Implementation and Support Unit to Withhold Funds

Georgia may request a hearing on my determination to withhold \$9,904,629 of its Race to

the Top grant award. To do so, the State must file an application for a hearing with the OALJ in accordance with the applicable requirements in 34 C.F.R. Part 81. The application for a hearing must be received by the OALJ no later than November 15, 2013. This hearing is to be held “on a date at least 30 days after the notification has been sent to the recipient” and is to be conducted in accordance with the rules and procedures prescribed by sections 451(f) and (g) of GEPA (20 U.S.C. § 1234(f) and (g)). 20 U.S.C. § 1234d. You may mail your application to the OALJ at the following address:

Office of Administrative Law Judges
c/o Docket Clerk
Office of Hearings and Appeals
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4615

If you wish to file the application by hand, private messenger, or other private carrier, the appropriate address is as follows:

Office of Administrative Law Judges
c/o Docket Clerk
Office of Hearings and Appeals
U.S. Department of Education
490 L'Enfant Plaza, SW
Suite 2100A, 2nd Floor
Washington, DC 20024

If you wish to file the application by facsimile transmission, the Office of Administrative Law Judges fax number is (202) 619-9726.

Any Department official whose determinations that are appealed to the OALJ becomes a “party” under the regulations in 34 C.F.R. Part 81. Therefore, a copy of the application must also be sent by email to me at ann.whalen@ed.gov as a PDF attachment. Please also mail a hard copy to:

Ann Whalen
Director of Policy and Program Implementation, Implementation and Support Unit
Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

An application for a hearing should contain the following information:

- A copy of this notice; and
- A short and plain statement of the disputed issues of law and fact and your position with respect to those issues.

If Georgia does not file such an application, the withholding of \$9,904,629 of Race to the Top funds will take effect.

B. Opportunity to Show Cause on Why Funds Should Not Be Suspended

Georgia is entitled to “an opportunity to show cause why future payments or authority to obligate Federal funds should not be suspended.” See section 455(d) of GEPA (20 U.S.C. § 1234d(d)). If it wishes to show cause why its authority to obligate \$9,904,629 of Race to the Top funds should not be suspended, Georgia should file a written statement, including supporting legal arguments and evidence, with me setting out the reasons why. Supporting documentation can be appended to this statement if Georgia so chooses. I must receive this written statement by October 15, 2013, by email to ann.whalen@ed.gov as a PDF attachment. If a written statement from Georgia is not received by that date, the suspension of obligational authority will take effect. If a written statement is received, I will issue a determination on whether the suspension will take effect.

C. Duration of Withholding

I plan to withhold the funds associated with Projects 17 and 18 until Georgia comes into compliance with this portion of its Race to the Top grant. Georgia can come into compliance by submitting for approval a credible and realistic plan and evidence, including details about sufficient legal authority, to implement the performance-based compensation system it committed to implement in its approved application. Georgia may submit its plan at any point during the remainder of the four-year Race to the Top grant period.

VOLUNTARY TERMINATION OF GRANT FUNDS

I have indicated my intent to suspend Georgia’s authority to obligate \$9,904,629 of Race to the Top funds pending the outcome of any hearing held on the withholding issue, pursuant to sections 455(b)(3) and (c) of GEPA (20 U.S.C. §§ 1234d(b)(3) and (c)). If Georgia chooses not to proceed with the suspension and withholding proceedings, Georgia may at any point voluntarily terminate the \$9,904,629 of the Race to the Top grant funds associated with its performance-based compensation system. See 34 CFR § 80.44. To do so, you should file written notification to me by email to ann.whalen@ed.gov, setting forth the reasons for the termination, the effective date, and clearly describing the portion of the grant to be terminated.

Please note that this action does not preclude the Department from taking other appropriate enforcement actions related to Georgia’s Race to the Top grant.

Thank you for your cooperation in the resolution of this matter.

Sincerely,

//s//

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

Enclosures

cc: Superintendent John Barge
Dr. Susan Andrews
Erin Hames

Attachment 1: Relevant Portions of the General Education Provisions Act

Section 451 (f) and (g) (20 U.S.C. § 1234 (f) and (g)): Office of Administrative Law Judges

(f) Conduct of proceedings; costs and fees of parties

(1) The proceedings of the Office shall be conducted according to such rules as the Secretary shall prescribe by regulation in conformance with the rules relating to hearings in Title 5, sections 554, 556, and 557.

(2) The provisions of Title 5, section 504, relating to costs and fees of parties, shall apply to the proceedings before the Department.

(g) Discovery; scope, time, etc.; issue and enforcement of subpoenas

(1) In order to secure a fair, expeditious, and economical resolution of cases and where the judge determines that the discovered information is likely to elicit relevant information with respect to an issue in the case, is not sought primarily for the purposes of delay or harassment, and would serve the ends of justice, the judge may order a party to—

- (A) produce relevant documents;
- (B) answer written interrogatories that inquire into relevant matters; and
- (C) have depositions taken.

The judge shall set a time limit of 90 days on the discovery period. The judge may extend this period for good cause shown. At the request of any party, the judge may establish a specific schedule for the conduct of discovery.

(2) In order to carry out the provisions of subsections (f)(1) and (g)(1) of this section, the judge is authorized to issue subpoenas and apply to the appropriate court of the United States for enforcement of a subpoena. The court may enforce the subpoena as if it pertained to a proceeding before that court.

Section 454 (20 U.S.C. § 1234c): Remedies for Existing Violations

(a) Whenever the Secretary has reason to believe that any recipient of funds under any applicable program is failing to comply substantially with any requirement of law applicable to such funds the Secretary may--

(1) withhold further payments under that program, as authorized by section 1234d of this title;

(2) issue a complaint to compel compliance through a cease and desist order of the Office, as authorized by section 1234c of this title;

(3) enter into a compliance agreement with a recipient to bring it into compliance, as authorized by section 1234f of this title; or

(4) take any other action authorized by law with respect to the recipient.

(b) Any action, or failure to take such action, by the Secretary under this section shall not preclude the Secretary from seeking a recovery of funds under section 1234a of this title.

Section 455 (20 U.S.C. § 1234d): Withholding

(a) Discretionary authority over further payments under applicable program

In accordance with section 1234c of this title, the Secretary may withhold from a recipient, in whole or in part, further payments (including payments for administrative costs) under an applicable program.

(b) Notice Requirements

Before withholding funds payments, the Secretary shall notify the recipient, in writing, of--

(1) the intent to withhold payments;

(2) the factual and legal basis for the Secretary's belief that the recipient has failed to comply substantially with a requirement of law; and

(3) an opportunity for a hearing to be held on a date at least 30 days after the notification has been sent to the recipient.

(c) Hearing

The hearing shall be held before the Office and shall be conducted in accordance with the rules prescribed pursuant to subsections (f) and (g) of section 1234 of this title.

(d) Suspension of payments, authorities, etc.

Pending the outcome of any hearing under this section, the Secretary may suspend payments to a recipient, suspend the authority of the recipient to obligate Federal funds, or both, after such recipient has been given reasonable notice and an opportunity to show cause why future payments or authority to obligate Federal fund should not be suspended.

(e) Findings of fact

Upon review of a decision of the Office by the Secretary, the findings of fact by the Office, if supported by substantial evidence, shall be conclusive. However, the Secretary, for good cause shown, may remand the case to the Office to take further evidence, and the Office may thereupon make new or modified findings of

fact and may modify its previous action. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(f) Final agency action

The decision of the Office in any hearing under this section shall become final agency action 60 days after the recipient receives written notice of the decision unless the Secretary either—

- (1) modifies or sets aside the decision, in whole or in part, in which case the decision of the Secretary shall become final agency action when the recipient receives written notice of the Secretary's action; or
- (2) remands the decision of the Office.

Attachment 2: Excerpts from Georgia's Race to the Top Application

- **Local Sources:** The State is using a small portion of RT3 funds to invest in strategic resource reallocation review and will make this expertise available to a select number of participating LEAs. The technical assistance partner will help the State develop frameworks, processes and tools that the State will then deploy in other districts as part of the overall effort to 1) optimize use of financial resources in the service of instruction, and 2) facilitate the sustainability of those reforms that prove most valuable beyond the lifetime of the RT3 grant. OPB will lead the resource reallocation effort within participating LEAs, with support from FBO.
- **Private Sources:** Of particular note is the State's plan to establish an **Innovation Fund** which will be available for participating LEAs to seed innovative partnerships with higher education, informal education and non-profit organizations, or businesses for the purpose of increasing student achievement. There are three types of possible activities that will be funded by the Innovation Fund: (1) activities targeted at increasing applied learning opportunities for students (especially in STEM fields); (2) activities targeted at increasing teacher and leader effectiveness (such as innovative teacher and leader induction programs where K-12 school systems and preparation programs take mutual responsibility for the success of a new teacher or leader and successfully bridge the gap between pre-service and in-service); and (3) activities related to expanding the pipeline of effective teachers (e.g., local Grow Your Own Teacher programs). Priority will be given to LEAs with lowest-achieving schools, and the RT3 Steering Committee will encourage philanthropic organizations, non-profits, and businesses, many of which have indicated their support for the State's RT3 application [See Section A (2)(ii)(b) below], to contribute to the Innovation Fund as a continuing source of start-up capital for promising innovations. Once private funds flow to the Innovation Fund to leverage public funds, the State will look into setting up a separate 501 c(3) to manage the mix of private and public funds.

(A)(2)(i)(e) Using the Fiscal, Political, and Human Capital Resources of the State to Continue Reforms

Georgia is fully committed to using its fiscal, political, and human capital resources to continue, after the funding period has ended, those reforms funded under the grant for which there is evidence of success. As mentioned above, over the next several years, Georgia will undertake

a strategic resource reallocation review of K-12 state education agency funds to identify potential efficiency and reallocation opportunities that could help fund initiatives at the State level identified as successful by RT3. In areas such as performance-based compensation for teachers [see Section (D)(2) for details], which is one of the more expensive elements of RT3 reform, Georgia is confident that it will be able to support a statewide performance-based compensation proposal after the use of the RT3 funding ends. Historically, the State of Georgia provides pay raises to teachers (independent of step increases); it is not unusual for the State to provide Cost of Living Adjustment (COLA) increases in the range of 2-4% (amounting to \$120-\$240 million), except during times of budget stress. The Governor and Legislature will have the option to use COLA as one of the funding sources to offset the cost of sustaining a performance-based compensation system within partnering RT3 districts and expanding the system to additional districts.

(A)(2)(ii) Support from a Broad Group of Stakeholders to Help the State Better Implement its Plan

a) Support from the State's Teachers and Principals. As part of overall RT3 communication and recommendation development process, Georgia posted all RT3 information online and invited educators and the broader public to review this information and submit ideas/suggestions to a dedicated email address. In addition, the Governor's Office and the State Superintendent's Office held a webinar session to which all LEA superintendents were invited. Finally, GOSA developed and launched two surveys at the end of November 2009, one targeted at K-12 educators and one targeted at general education stakeholders (non-educators). The surveys focused primarily on questions related to teacher and principal effectiveness. **The response rate on the Educator Survey was very impressive: over 20,000 educators responded, 15,300 of whom were teachers (over 13% of the overall teacher population in Georgia).** Approximately 70% of teacher respondents taught core subjects, and approximately 55% had more than 10 years of teaching experience. Most teachers (80-85%) agreed that there are clear expectations for what constitutes effective teaching but many disagreed that these expectations are being implemented effectively through the evaluation and compensation process. **More than three-fourths of teacher respondents support a common, statewide evaluation system which includes both qualitative and quantitative inputs and peer reviewers.** More than 70% of respondents believe that such an evaluation system should serve as the basis for recertification, new career advancement opportunities, and additional

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(2) Improving teacher and principal effectiveness based on performance

Within the last decade, Georgia has made significant strides in addressing the issues of teacher quantity by implementing an extensive variety of alternative certification options, described in detail in Section (D) (1). **Georgia has also begun to lay important groundwork in the area**

of teacher and principal quality, recognizing that the most important factors driving school success are principal and teacher effectiveness.¹² Increased effectiveness of teachers and increased effectiveness of principals represent two of the five statewide goals of the Alliance and the GaDOE (see *Appendix A2: GaDOE Strategic Plan*). In support of those goals, **Georgia has developed and begun to pilot new research-based evaluation instruments for teachers and leaders, and is now poised to make its most significant changes yet in the areas of measuring and improving educator effectiveness.** Additionally, through participation in the Gates Foundation's Teacher-Student Data Link Project, the State will be better prepared to leverage improved policies, processes, and technologies in support of linking high quality teacher, student and assessment data to be used for teacher and administrator evaluation systems, professional development planning, evaluating and identifying effective instructional practices and using data at the classroom level to guide and inform instruction. The ability to link educator and student data via class enrollment will assist policymakers and educators in developing methods for identifying and aligning effective educators, teaching practices, and strong teacher preparation programs with student learning and achievement. To accomplish this most important goal, GaDOE and its participating LEAs will work together to define teacher-of-record, and draft the policies, processes, and technologies necessary to create and sustain a valid educator-student data link.

The section below describes the approach that Georgia will take as part of its RT3 reforms to finalize a fair, transparent and rigorous evaluation system for educators which prioritizes student growth in the definition of teacher and leader effectiveness, and ties compensation, certification, and employment decisions to teacher and leader effectiveness.

12) Augustine, Gonzalez, et.al. (2009). *The Promise of Cohesive Leadership Systems*. NY:RAND.

(D)(2)(i)(a) Establish clear approaches to measuring student growth and measure it for each individual student

Georgia has an ambitious plan to establish a vertically aligned system-wide approach to effectiveness and accountability. The plan creates tight vertical alignment for both accountability and supports across the entire spectrum of education providers: teachers, principals, districts (superintendents and school boards), and educator preparation programs. **At the heart of the new measurement system will be student achievement and student growth.** Specifically, Georgia will create a single Teacher Effectiveness Measure (TEM) for each teacher, a single Leader Effectiveness Measure (LEM) for each school building leader, and a single District Effectiveness Measure (DEM) for each district. In addition, TEMs and LEMs will feed into a Teacher Preparation Program Effectiveness Measure (TPPEM) and a Leadership Preparation Program Effectiveness Measure (LPPEM), which will be used to improve the effectiveness of educator preparation programs. See *Appendices D6-D10* for visual illustrations of the five effectiveness measures.

Figures D1 and D2 below emphasize that **accountability at each step of the system-wide effectiveness measurement system must be accompanied by appropriate levels of support.** For example, teachers are responsible for ensuring that students in their classrooms learn and achieve, but must have professional development supports from their school leaders to enable them to be successful in this task. School leaders are accountable for school-wide performance (overall student achievement and growth; reduction in achievement gaps; graduation rates; etc.), but must in turn have appropriate support from their districts' central offices (professional development; recruiting/hiring supports; etc.). Districts are accountable for district-wide student achievement and academic growth, but rely on the State for appropriate supports (state-level funding; statewide professional development/training associated with rollout of new standards and assessments; etc.). Educator preparation programs are accountable for ensuring that the teachers they produce have the content and pedagogical skills to boost student learning and that the principals they produce have the leadership and management skills to change culture, motivate staff, increase student learning, and manage schools in a fiscally responsible way. Preparation programs in turn rely on the State for funding and appropriate regulation. Effectiveness measures for teachers, principals, districts, and educator preparation programs are provided in *Appendices D6: TEM, D7: LEM, D8: DEM, D9: TPPEM, and D10: LPPEM.*

Figure D1: SYSTEM-wide Approach to Effectiveness and Accountability (Within K-12)

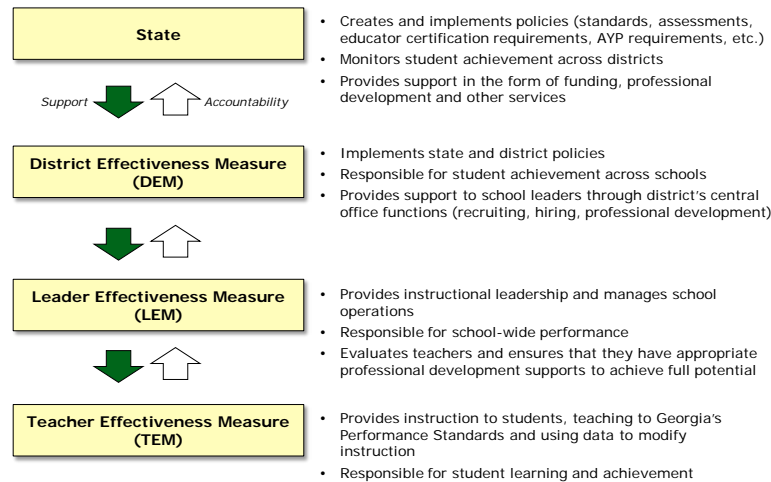
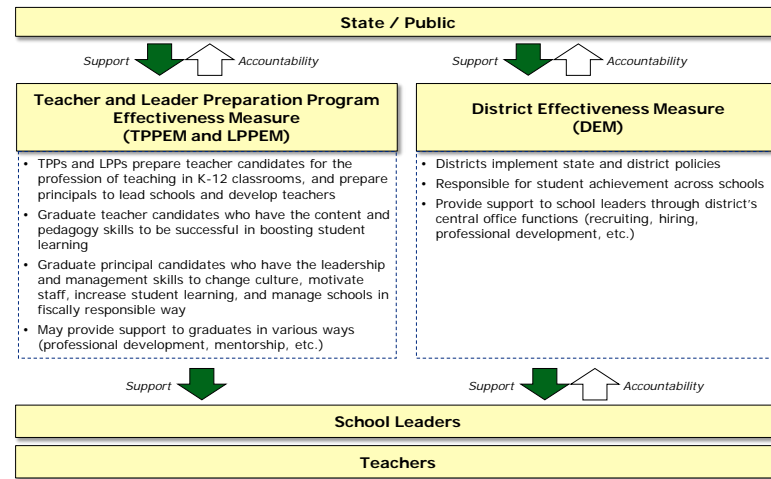


Figure D2: SYSTEM-wide Approach to Effectiveness and Accountability (Across K-12 and Teacher Preparation Programs)



All the measures listed above will have a significant student growth component, which requires the State to establish a clear and transparent approach to measuring student growth. **Georgia proposes to use a portion of RT3 resources, if awarded, to contract with a Value-Added Model (VAM) provider to develop a statewide VAM** that is capable of calculating value-added scores at the teacher level (thanks to teacher-student linkages in the State's SLDS), the principal (school-wide) level, and the district level. VAMs are “a collection of complex statistical techniques that use multiple years of students’ test score data to estimate the effects of individual schools or teachers”¹³ on student learning. Georgia recognizes that this complex approach needs to be explained and communicated thoroughly and carefully, and plans to dedicate an appropriate amount of resources (state trainer staff time and VAM provider time) to develop appropriate communication vehicles and training on this topic (to district central staff in HR functions, to evaluators/principals, and to teachers). **Communication/rollout details are captured in the action plan at the end of this section.**

¹³ McCaffrey, Daniel F., *Evaluating Value-Added Models for Teacher Accountability*. Research described in report was conducted by RAND Education for the Carnegie Corporation of New York.

(D)(2)(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that:

a) Differentiate effectiveness using multiple rating categories that take into account student growth data as a significant factor. The Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM) will include four key components described below. Also see Table D1 further down for weightings assigned to each component (the student growth component is shaded). The RT3 working groups have agreed to these preliminary weightings. They will be finalized by OESI and GOSA in collaboration with participating LEAs. Furthermore, a panel of measurement experts comprising a Technical Advisory Committee (TAC) will be established to work closely with GOSA to study the instruments used for each component of TEM and LEM on which high-stakes (promotion, dismissal, compensation) decisions will be made. The TAC will look for evidence that the instruments are a) developed and refined based on sound principles; b) appropriately implemented; and c) yield reliable and valid indicators of effectiveness:

- (1) **Qualitative, rubric-based evaluation tool with multiple rating categories** (not just satisfactory vs. unsatisfactory) and based on a number of inputs. The CLASS Keys teacher evaluation system, which is rubrics-based across multiple categories, provides a strong starting point for further development. In the case of teachers, inputs could be classroom observations (conducted by either principals or other administrators eligible to carry out this responsibility, and peer reviewers—where LEAs are interested in creating peer reviewer positions); walkthroughs; and/or teacher artifacts (e.g., lesson plans and portfolios). In the case of principals, these inputs could be the quality of the school improvement plan and student/staff/parental feedback. See *Appendix D6: TEM* and *Appendix D7: LEM*.
- (2) **Value-added score, which measures the effect of a teacher or a school on student learning.** Value-added scores will be calculated on the basis of standardized tests currently available in Georgia (CRCTs in Reading, Language Arts, Math, Social Studies, and Science and End-of-Course Tests in High School). This means that only teachers in tested subject areas (approximately 30% of teachers) will have value-added scores, a constraint that all VAMs have in common. Georgia does not plan to create new summative tests in non-core areas. Because such tests must be developed across multiple courses and subject areas, they are not cost-effective. Instead, Georgia plans to invest in the development, testing and evaluation of alternative quantitative measures to assess student engagement and student

achievement – see (4) below.

The quantitative value-added component will constitute at least 50% of the overall TEM for teachers in “core” areas (tested subjects) and at least 50% of the overall LEM for all building leaders. The VAM will be based on all of an individual student’s previous performance data. The measure will use at least three prior test scores to determine the teacher, school (principal), or district’s estimated impact on its students’ academic progress. This measure will a) accommodate students with missing test scores; b) use all test data over grades and subjects for each student in the analyses; c) not require that test scores be vertically linked or make assumptions about the overall shape of the growth curve (so that policymakers have flexibility in the future as to testing options); and d) accommodate different classroom practices such as team-teaching and self-contained classrooms. “Effective” teachers, schools (principals), and districts will be defined as those whose students gain one grade level within an academic year. “Highly Effective” teachers, schools (principals), and districts will be defined as those whose students gain one and a half grade levels within an academic year.

(3) **Reduction of the student achievement gap at the classroom/student roster level (for teachers) and the school level (for principals).**

Georgia is defining the student achievement gap as the difference in achievement between any student subgroup ($n \geq 15$) in a given teacher’s classroom (or overall roster of that teacher’s students) and the highest performing subgroup in the State (based on aggregated performance, by student subgroup, at the State level). For principals, student achievement will be aggregated, by subgroup, at the school level and the differences in achievement between the school’s subgroups and the highest performing subgroup will be used as a basis for determining size of gap reduction. **GOSA will work closely with the TAC to identify a) the specific method for calculating the reduction and b) the level of gap reduction needed to be deemed significant.**

(4) **Other quantitative measures, to be developed, tested and evaluated by the State in collaboration with participating LEAs.** Georgia

anticipates that it will, at a minimum, contract with a provider to develop a number of teacher-focused surveys (e.g., student surveys starting in grade 4—based on research pointing to student surveys being reliable instruments starting at this grade level¹⁴; parent surveys in grades pre-K through 3; as well as peer surveys) and principal/school-focused surveys. GOSA and participating LEAs and a potential

¹⁴ *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis*, National Comprehensive Center for Teacher Quality, June 2008.

external provider will look at best practices of climate surveys targeted at students, staff and parents, with the goal of measuring a principal's effectiveness in creating a favorable school environment and working conditions.

Table D1: Preliminary weightings, by effectiveness component

[Dark shading represents the student growth component of each effectiveness measure]

TEACHERS (TEM)	Qualitative, rubrics-based evaluation	Value-added Score	Student achievement gap reduction	Other quantitative measures
Core Teachers	30%	50%	10%	10%
Non-core Teachers	60%	0%	0%	40%
PRINCIPALS (LEM)	Qualitative, rubrics-based evaluation	School-wide value-added score	School-level student achievement gap reduction	Governance and leadership measures
All Principals	20%	50%	20%	10%
DISTRICTS (DEM)	District-wide value-added score	District-wide student achievement gap reduction	College and career-readiness assessment	Governance and leadership
All Districts	40%	20%	20%	20%
TEACHER PREPARATION PROGRAMS (TPPEM)	Student achievement of graduates	Success rate of "Induction" teachers	Content knowledge of graduates	Persistence of graduates in teaching profession
All Programs *	50%	20%	20%	10%
PRINCIPAL PREPARATION PROGRAMS (LPPEM)	Student achievement of graduates	Talent development	Content knowledge of graduates	Persistence of graduates in K-12 leadership
All Programs *	50%	30%	10%	10%

* Includes alternative certification routes

b) Designed and developed with teacher and principal involvement. As illustrated in Table D1, student growth is at the heart of each effectiveness measure **designed by the RT3 working groups, which included superintendents, principals, teachers and higher education faculty**. Significant weight is also placed on closing achievement gaps. Going forward, the qualitative evaluation instruments (for teachers and principals), the weights assigned to effectiveness components, and any new quantitative measures will be **finalized (or, in the case of other quantitative measures, designed and developed) through close collaboration with participating LEAs**. A standing Educator Effectiveness Committee (EEC), comprising heads of agencies responsible for carrying out key activities related to teacher and principal reforms, will convene regularly to drive implementation of RT3 recommendations and will report out regularly to the RT3 Implementation Director. The EEC will consult regularly with an **LEA Critical Feedback Group, comprised of participating LEAs' superintendents or their designees, and including principal and teacher representatives from among the participating LEAs**. The LEA Critical Feedback Group will be able to weigh in on all aspects of evaluation instruments, effectiveness measures and processes to implement the new system.

(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback, and provide teachers and principals with data on student growth

Annual evaluations of teachers and principals are already mandatory in Georgia, but there is a wide range in the quality of the evaluations and teacher ratings tend to be binary (satisfactory vs. unsatisfactory), not allowing any room for meaningful differentiation among teachers on the basis of effectiveness. As part of RT3 reforms, Georgia will take additional steps to ensure that annual evaluations of teachers and principals are timely, meaningful and constructive. The RT3 MOU (see *Appendix A16: Participating LEA Model MOU and Exhibit 1*), which has been signed by all participating LEAs, includes strong evaluation commitments. Specifically, LEAs will:

- (1) Conduct face-to-face annual evaluations of teachers and principals using the jointly developed evaluation system described above.
- (2) Provide timely and constructive feedback to all teachers and principals as part of the evaluation process.

- (3) **Share all data with teachers relevant to their summative annual evaluations** (rubrics-based evaluation; value-added student academic growth data in those core content areas where value-added data will be available; and any other quantitative measures that are being designed, developed and tested by participating LEAs).
- (4) **Share all data with principals relevant to their summative annual evaluations** (rubrics-based evaluation; value-added student academic growth data across core content areas; and other quantitative measures such student attendance and student graduation rate).
- (5) Work collaboratively with the State and other participating LEAs to **develop a simple survey tool to be administered to all teachers and principals to assess how well the evaluation process is meeting core objectives** (e.g., setting clear expectations; providing timely and constructive feedback, etc.).
- (6) Conduct this survey regularly (e.g., annually) and share results with the State.
- (7) Use survey results to modify the evaluation process within LEAs, as needed.

For its part, the **State will, through OESI (GaDOE), invest in building State training capacity**, and will provide appropriate training to evaluators in participating LEAs (see action plan at the end of this section for more detail) thereby building LEA capacity. Training will include components such as: overview of all components of the new evaluation system; content of the new qualitative evaluation instrument; value-added model; how to evaluate new teachers against new rubrics; and best practices for providing ongoing and end-of-year feedback to teachers. In larger districts, which have professional development capacity, OESI will also train key central office personnel on the new evaluation system (e.g., HR officers). The evaluation system will be piloted in the 26 participating LEAs in 2010-11, and then made available (along with accompanying training and communication) to approximately 60 LEAs per year, starting in 2011-12.

Also, since the State will manage the new SLDS (which houses all the teacher, student and standardized test data) as well as the contract with the VAM provider, **the State will take responsibility for developing and disseminating to LEAs district-level, school-level, and teacher-level value-added reports** (along with appropriate communication and training provided by OESI and the VAM provider). Finally, the State

will put in place and support, through GOSA and OESI, a **continuous evaluation and feedback mechanism**—by developing a uniform survey of teachers and principals to gauge whether the evaluation process is meeting its core objectives (timely, constructive and actionable feedback), the State will provide the LEAs with a tool to evaluate and tweak their evaluation processes and the training they provide to evaluators.

(D)(2)(iv) Use these evaluations to inform key talent development and talent management decisions

Based on recommendations from RT3 working groups, MOUs with participating LEAs require LEAs to commit to using TEM /LEM to inform talent management decisions such as: professional development supports, compensation, promotion, retention, recertification, interventions, and dismissals. Participating LEAs will use annual evaluations, at a minimum, to inform decisions regarding:

- (a) **Developing teachers and principals**, including by providing relevant coaching, induction support, and/or professional development (PD). LEAs will: (a) Develop clear professional development (PD) priorities at the LEA level to provide an overall framework within which targeted PD programs for teachers and principals can be delivered; (b) LEA central office staff will work with principals to ensure that they have a strong understanding of the portfolio of PD options available at the district level, and to ensure that they have the information on how to translate evaluation data into targeted PD recommendations for teachers; and (c) LEA central office staff will work with teachers to ensure that they understand the portfolio of PD options at the district level, and know what kind of PD they may need to take as they conduct self-reflection / self-evaluation.
- (b) **Compensating, promoting, and retaining teachers and principals**, including by providing opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities. According to the terms of the MOU (*Appendix A16: Participating LEA Model MOU and Exhibit 1*), LEAs will:
 - **Tie step increases for teachers to teachers' performance on the rubrics-based evaluation tool**, which will have multiple strands (including teacher's impact on student growth) and multiple rating categories (beyond a simple satisfactory / unsatisfactory

rating). A threshold overall rating score, to qualify a teacher for a step increase, will be established collaboratively by participating LEAs and the State in consultation with the TAC.

- **Tie annual salary increases for principals to each principal's LEM.** A threshold LEM will be established by Participating LEAs and State, in consultation with the TAC, to qualify a principal for an annual salary increase.
- Work with the State to **develop career ladder opportunities for all teachers** (e.g., at the master teacher and teacher leader level) that allow teachers to take on additional responsibilities for additional pay, while remaining in the classroom. One potential example of a teacher leader's responsibilities might be "peer review" or participation in the teacher evaluation process as an evaluator (additional voice in the evaluation process). Sample guidelines, with illustrative threshold effectiveness requirements for each step on the career ladder, are provided in *Appendix D11: Career Ladder High-Level Guidelines*.
- **Award individual performance bonuses to all teachers on the basis of TEM, and to school leaders on the basis of LEM.** The State will place a priority on core areas by providing higher individual incentives to teachers in "core" (tested) subjects. Threshold TEM will be established for each tier of performance by participating LEAs and State, in consultation with the TAC, to qualify teachers for bonuses at the various levels/tiers of performance. See *Appendix D12: Performance-based Compensation Guidelines*.
- **Make additional individual bonuses available to core teachers in high-need schools if they reduce the student achievement gap** defined as the difference in achievement between any student subgroup ($n \geq 15$) in a given teacher's classroom (or roster of students) and the highest performing subgroup in the State. GOSA will work closely with the TAC to identify: a) the specific method for calculating the reduction and b) the level of gap reduction needed to be deemed significant to merit additional performance pay.
- **The new teacher compensation model will be an opt-in system.** Current teachers who choose not to opt in will be grandfathered into their current salary structure while new teachers will automatically be placed in the new compensation system.

- Under the new system, effective teachers as determined by threshold TEM values will have equal or greater earning potential as under the current salary schedule.

Table D2 below provides an illustration of what teacher compensation looks in the current compensation system. Table D3 on the next page provides an illustration of what teacher compensation might look like in partnering districts and beyond.

Table D2: Illustrative Example of Teacher Compensation under Current State Salary Schedule

Starting Salary (Bachelor’s)	\$33,424	
Value of steps by Yr. 5	\$3,100	<i>3 steps</i>
Salary at Yr 5	\$36,524	
Move to Master’s at Yr 5	\$5,478	
Additional Steps by Yr 10	\$6,426	<i>4 additional steps</i>
Salary at Yr 10 (Master’s)	\$48,428	
Additional Steps by Yr 20	\$7,713	<i>5 additional steps</i>
Salary at Year 20	\$56,141	<i>12 total steps</i>

As Table D3 illustrates, within partnering districts, **a highly effective teacher holding a bachelor’s degree (with the same years of experience) will have a higher earning potential under the new/proposed performance-based compensation system.** Using the figures provided for illustrative purposes, at the 5-year mark, that teacher would make \$36,524 on the current state salary schedule vs. a potential \$53,524 on the new salary schedule (or 47% more). At the 10-year mark, that same teacher (now holding a master’s degree) would make \$48,428 vs. a potential \$66,108 (or 37% more). At the 20-year mark, that same teacher would make \$56,141 vs. a potential \$72,656 (or 29% more). **The performance-based compensation system made available first to partnering districts and then to others will allow effective teachers to reach higher earning potential earlier on** and therefore to increase the value of their lifetime earnings over the course of their teaching careers.

Another critical point highlighted by Table D3 is that **the portion of total teacher compensation that is based on performance under the performance-based compensation system is significant and may range from 38% to 54%** (depending on levels of teacher effectiveness and bonus amounts). In the case of an effective teacher who chooses to continue as a Career Teacher rather than take on the additional responsibilities of a Master Teacher in return for higher pay, the performance-related pay might be 45% of the total compensation. In the case of a highly effective teacher who chooses to take on the additional responsibilities of a Master Teacher, the performance-related pay might be 54% of the total compensation. **And within the performance-based portion of the total compensation, anywhere between 48% and 64% is tied to quantitative measures of student growth (e.g., value-added scores which are a significant part of TEM).** The remainder of the performance-based portion of total compensation is based on a teacher's performance on the research-based evaluation tool. This tool will be much more rigorous than the existing evaluation tools as it will have multiple dimensions of performance, a much broader range of ratings, and will rely on multiple inputs /voices in the evaluation process.

Table D3: Illustrative Example of Teacher Compensation within RT3 Performance-Based System
Amounts shown are for Illustrative Purposes Only

	Ineffective	Effective - chooses to remain at Career Teacher Level	Effective - chooses to advance to Master Teacher Level	Highly Effective - chooses to remain at Career Teacher Level	Highly Effective - chooses to advance to Master Teacher Level
BA Starting Salary	\$33,424	\$33,424	\$33,424	\$33,424	\$33,424
Individual performance bonus (1)		\$8,000	\$8,000	\$12,000	\$12,000
Student achievement gap reduction bonus (2)		\$5,000	\$5,000	\$5,000	\$5,000
Value of steps by Yr. 5		\$3,100	\$3,100	\$3,100	\$3,100
Potential salary at Yr. 5	N/A (3)	\$49,524	\$49,524	\$53,524	\$53,524
Salary increase with Master Teacher promotion (4)		\$ -	\$8,000	\$ -	\$8,000
Additional steps by Yr 10		\$4,584	\$4,584	\$4,584	\$4,584
Potential Salary at Yr 10		\$54,108	\$62,108	\$58,108	\$66,108
Additional steps by Yr 20		\$6,547	\$6,547	\$6,547	\$6,547
Potential Salary at Yr 20		\$60,656	\$68,656	\$64,656	\$72,656
Incremental Pay –Steps		\$14,232	\$14,232	\$14,232	\$14,232
Incremental Pay – Bonuses		\$13,000	\$21,000	\$17,000	\$25,000
Steps as % of Incremental Pay		52%	40%	46%	36%

Bonuses as % of Incremental Pay		48%	60%	54%	64%
Performance-based portion as % of Total Comp		45%	51%	38%	54%

- (1) In any given year, after year 2 (requires 2 years of effective or highly effective teaching, as demonstrated by TEM scores)
- (2) For teachers in tested subject areas in high-need schools only
- (3) Contract not renewed after Year 3
- (4) Has to be at least a Career Teacher (so requires min. of 3 years of experience). The most recent 2 years have to qualify as effective or highly effective teaching, as demonstrated by TEM

Participating LEAs will also use annual evaluations, at a minimum, to inform decisions regarding:

(c) **Whether to renew contracts to teachers and principals** using rigorous standards and streamlined, transparent, and fair procedures.

- The LEA will base decisions to award employment contracts to teachers and principals on TEM /LEM.
- The State will revise its certification rules to create an **Induction Certificate**, which will be a three year, non-renewable certificate issued to those who have completed an initial preparation program or been accepted into a GaTAPP program. A teacher who does not reach clear, rigorous standards, including a threshold TEM and recommendation by the employing district by the end of his/her third year (threshold TEM to be developed by State and Participating LEAs in consultation with the TAC) will not be able to advance to a Career Teacher Certificate, and will not be able to continue teaching in school systems in Georgia. Formalized, targeted professional development will help effective teachers, and teachers who are potentially effective to meet such standards.

(d) **Removing ineffective teachers and principals** after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

- The State will revise the certification rules pertaining to the **Career (Clear Renewable) Teacher Certificate**. Teachers holding the Career Certificate will need to be recertified every five years to be able to continue teaching. To qualify for recertification, a Career Teacher must not only complete the requisite number of Professional Learning Units (PLUs) within the five year period, but most importantly, must also achieve a required threshold TEM (as developed by State and Participating

LEAs in consultation with the TAC). If a Career Teacher’s average TEM (e.g., over the last two years of teaching) is above the threshold, the teacher will be able to renew his/her certificate. If a Career Teacher’s average TEM is below the threshold, the teacher will become ineligible for recertification and will therefore not be able to continue teaching. If a Career Teacher’s average TEM is “borderline” (e.g., right at the threshold), the teacher will be placed on a one-year probation and given the opportunity to improve his/her TEM with supports provided by the schools and district. The TAC will assist the State and Participating LEAs in determining the appropriate ranges of TEM. Table D4 on the next page illustrates Georgia’s approach to promotion, retention and dismissals.

Table D4: Promotion, retention and dismissal approach

	Induction Certificate Teacher	Career Certificate Teacher
Promotion	A teacher who reaches a threshold TEM by the end of his/her third year (threshold TEM to be developed by State and Participating LEAs in consultation with the TAC) is eligible for a Career Certificate.	If a Career Teacher’s average TEM (e.g., over the last two years of teaching) is above the threshold, the teacher will be able to renew his/her certificate.
Dismissal	A teacher who does not reach a threshold TEM by the end of his/her third year will not be able to advance to the Career Teacher Certificate level.	If a Career Teacher’s average TEM is below the threshold, the teacher will become ineligible for recertification and will therefore not be able to continue teaching. If a Career Teacher’s average TEM is “borderline” (e.g., right at the threshold), the teacher will be placed on a one-year probation and given the opportunity to improve his/her TEM with supports provided by the schools and district.
Retention	Tracking teachers’ TEM will allow principals and district leadership to identify rising stars and invest in the retention of these teachers.	Tracking teachers’ TEM over the course of their careers will allow principals and district leadership to identify teachers who are high performers and invest in the retention of these teachers.

- (e) **Ensuring the equitable distribution of teachers and principals** by developing a plan to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.

- LEAs will develop a plan to use TEM/LEM scores to make strategic placement and transfer decisions within the LEA, to ensure students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals.
- It should be noted that RT3 equitable distribution initiatives are closely aligned with the State's Teacher Equity Plan (TEP). Effectiveness of RT3 initiatives will be monitored for possible inclusion in the State's TEP.
- LEAs may also utilize effectiveness measures that will become available on teacher and leader preparation programs to guide and refine their recruiting and hiring practices, to target candidates from the most effective programs to the highest-poverty and/or highest-minority schools.
- LEAs may also consider compensation incentives to attract effective teachers to teach in high-poverty and/or high-minority schools (additional funds will be available from the State on a competitive application basis – see Section (D)(3) for more details).

Support to LEAs in implementing teacher and leader effectiveness reforms. In addition to the evaluation system training mentioned above, the State will also have access to the technical expertise of external organizations which have significant experience in implementing teacher and leader effectiveness reforms across districts. This technical expertise can be made available to individual districts (the State has set aside a small amount of funds as part of its RT3 budget to offer initial assistance to districts in this area—e.g., share best practice toolkits—but any “deep dives” and deeper technical assistance support to districts would need to be covered by the LEAs’ share of the RT3 funds).

Plans to scale. Georgia is committed to making the **performance-based compensation program** (as outlined above) a lasting and sustainable reform, not just in the LEAs that sign MOUs with the State, but statewide.

First, Georgia will **leverage current law**, which supports the principles on which the compensation system is based, to carry out initiatives statewide. Specifically, O.C.G.A. §20-2-210 requires that, “The state board shall develop a model annual evaluation instrument for each

classification of professional personnel certificated by the Professional Standards Commission”, while O.C.G.A. §20-2-210(a) provides that “annual teacher evaluations shall at a minimum take into consideration the following:

(1) the role of the teacher in meeting the school’s student achievement goals, including the academic gains of students assigned to the teacher;

(2) Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate;

(3) Participation in professional development opportunities and the application of concepts learned to classroom and school activities...”

In addition, O.C.G.A. §20-2-212(b) allows LEAs to “supplement the salaries of personnel subject to the schedule of minimum salaries under subsection (a) of this Code section and, in fixing the amount of those supplements, may take into consideration the nature of duties to be performed, the responsibility of the position held, the subject matter or grades to be taught, and the experience and performance of the particular employee whose salary is being supplemented.” O.C.G.A. §20-2-212.4 provides bonuses to be paid to teachers whose students make “significant increases” in test scores. Finally, O.C.G.A. §20-2-213 provides for the establishment of a career ladder program to pay teachers more for, among other things, outstanding student achievement. *(See Appendix D13: Georgia Teacher Evaluation Statute.)*

Second, in addition to the 26 LEAs who have signed the RT3 MOU, which includes using the proposed teacher evaluation system, 57 other LEAs have already begun working with the rubric-based evaluation instrument, CLASS Keys, on which TEMs will largely be based, **garnering momentum to scale the proposed evaluation system across the state.** (19 of Georgia’s 26 RT3 partners are also piloting CLASS Keys.)

Third, **many of the 26 partnering LEAs have demonstrated themselves to be trendsetters in education in Georgia.** For example, Gwinnett County’s Quality-Plus Leader Academy (see D3) puts its local leadership training ahead of other LEAs, while Gwinnett’s Academic Knowledge and Skills (AKS) curriculum was a locally-developed precursor to the Georgia Performance Standards. Atlanta Public Schools has been a leader in teacher evaluation, and in many other areas. Rockdale County has been a pioneer in Georgia

regarding the use of benchmarks assessments. 16 of Georgia's 26 partner districts are early-adopters of CLASS Keys, and many have embraced instructional improvement systems to improve classroom instruction. This is to say that promising practices adopted early by these districts tend to spread statewide quickly. Partnering with these districts for RT3 ensures a consistent, logical progression with historical precedent to scaling reforms statewide. They will continue their trailblazing as they work with the state to demonstrate to district leaders the value gained from incorporating a performance-based compensation system with robust requirements:

- (a) The performance-based compensation system which will have two core components: (1) a baseline starting salary (common for all teachers), and (2) a performance-based bonus portion which will be available to all teachers based on meeting effectiveness measure requirements.
- (b) The bonus portion of compensation will be included in the calculation of teachers' pensions and count toward retirement.
- (c) Teachers will also continue to receive step increases, but these increases will be tied to performance/effectiveness as well. While this is not a legislative change (current law already allows for tying step increases to teachers' evaluations), the practice and implementation of the law will be significantly more rigorous, as it will be based on a new rigorous evaluation system with multiple components (with student growth as a significant component).
- (d)

The results and learnings from the evaluation and performance-based pay work with the Participating LEAs will serve as a foundation for future legislation in this area.

Garnering Momentum for Value-Add Work. Through a grant from the Bill & Melinda Gates Foundation, Georgia this summer will begin to pilot value add measures of teacher effectiveness to include in its teacher evaluation system. Working with three RT3 districts that represent urban, suburban, and rural student populations, Georgia and a value-add provider will work to validate and verify student-teacher data linkages, provide training and support to educators, and develop web-based reporting applications of teacher effectiveness, all of which will pave the way for the implementation of the comprehensive teacher evaluation model described in this application.

Certification rule changes. As outlined earlier, some of the reforms described in this section require certification rule changes (creation of an Induction Certificate, adjusting the rules for a Career Teacher certificate). In subsequent D sections, we will also discuss additional rule changes: (1) change to the policy related to Georgia Assessments for the Certification of Educators (GACE) to discontinue any exemptions to GACE and require all licensing candidates to take the GACE; and (2) change to the rules governing principal preparation programs, to allow for a new alternative certification pathway for principals.

Policy actions. Georgia is already focused on changing its school culture from one currently based largely on compliance and inputs to one driven by performance and outcomes. As Georgia prepares to dramatically shift the criteria on which it makes compensation decisions so it may appropriately reward its most effective teachers and leaders, it becomes increasingly important to take **additional steps to ensure the integrity of the State's student achievement data.** To that end, GOSA commits to conducting annually a comprehensive, intense review of State assessment answer documents. Such a review will likely include: (1) erasure analysis to identify classrooms in which a statistically improbable number of student responses have been changed from wrong to right answers; and (2) response similarity analysis to algorithmically detect answer patterns that signal increased likelihood of test tampering in classrooms. Such a review of statewide 2009 CRCT data has been done, and results and recommendations were approved by the SBOE in February, 2010. The comprehensive review has been followed by a thorough investigation of the testing environment in classrooms where suspicion of intentional wrongdoing was raised.

Georgia's detailed action plan for implementing teacher and principal effectiveness reforms follows on the next page.

GOAL 1A: Establish a clear approach for measuring student growth by developing a value-added growth model (VAM)		
<i>Rationale: Use a proven method to measure student achievement in tested subjects for use in teacher evaluation.</i>		
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY
ACTIVITY (1): Establish vendor selection committee (VSC) to include Executive Director of GOSA, Chief of Staff to the State Superintendent, Executive Secretary of the PSC and other representatives, as appropriate.	March-June 2010	RT3 SC
ACTIVITY (2): Agree on selection criteria and process	May-June 2010	VSC
ACTIVITY (3): Issue formal RFP to vendors and select VAM vendor if necessary	June-Aug 2010	VSC
ACTIVITY (4): Build VAM with vendor and Participating LEAs	Sept 2010- Jun 2011	GOSA, OESI
ACTIVITY (5): Develop communications materials and brochures in preparation for VAM rollout (key messages, VAM rationale, VAM methodology)	April-June 2011	Vendor working with GOSA, OESI, PSC
ACTIVITY (6): Develop VAM training component of overall evaluation system training (how to read and interpret VAM; etc.)	April-June 2011	OESI GOSA VAM Vendor
ACTIVITY (7): Vendor to train OESI staff in VAM and in how to train districts	June-July 2011	VAM Vendor
ACTIVITY (8): Roll out VAM in Participating LEAs as part of overall new evaluation system for teachers – training for LEAs’ central office selected staff and for principals will be provided in the summer	July-Aug 2011	GOSA OESI VAM vendor
ACTIVITY (9): Offer workshops for teachers when they return to classrooms – through districts’ central office staff who have attended summer training	July-Aug 2011	Vendor Participating LEAs
ACTIVITY (10): Revise VAM as needed , based on results of phase 1 pilot	June-Aug 2012	GOSA , OESI, vendor
ACTIVITY (11): Roll out VAM in additional LEAs (up to 60 per year) starting with summer training of district office staff and principals	July-Aug 2012	OESI VAM Vendor
GOAL 1B: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.		
<i>Rationale: It is not realistic or financially feasible to develop tests for all subject areas (so as to have VAM scores for all subjects), but for a fraction of potential test development costs, Georgia will invest in developing and validating other quantitative measures that predict student learning.</i>		
ACTIVITY (12): Design and develop “other quantitative measures” of student achievement. Potential ideas include student, parent, and peer surveys and new ways of measuring student engagement.	August-Dec 2010	GOSA, OESI & Participating LEAs
ACTIVITY (13): Validate survey tools before use in high stakes evaluation	Jan 2011-April 2012	GOSA, OESI, Vendor
ACTIVITY (14): Field test new measures to determine degree of correlation between measures and growth in student learning	Jan 2011-April 2012	GOSA,OESI, Vendor, Participating LEAs

ACTIVITY (15): Revise measures as needed , based on field test results and feedback from key stakeholders (district office selected staff; leaders; teachers)	May-June 2012	GOSA,OESI, Vendor, Participating LEAs
ACTIVITY (16): Once measures have been validated, communicate measures (rationale, value) broadly to school leaders and to teachers via formal training and existing communication platforms, and include measures in calculations of overall teacher effectiveness in participating LEAs (Phase 1 LEAs)	Starting in Sept 2012	Participating LEAs
ACTIVITY (17): Roll out “other quantitative measures” to other districts as they come online (up to 60 per year) and in calculations of overall teacher effectiveness (Phase 2 LEAs)	Starting in July 2011 with training	OESI
GOAL 2: Develop Rigorous, Transparent, and Fair Evaluation Systems for Districts, Principals and Teachers in collaboration with LEAs, principals and teachers. Rationale: District, principal and teacher involvement in the process will provide valuable insights as well as built credibility and support for process.		
ACTIVITY (18): Establish collaborative process for development of evaluation system. Establish a standing committee—Educator Effectiveness Committee (EEC)—comprised of state agency representatives responsible for implementing RT3 reforms; a Critical Feedback Group (CFG) —comprised of participating LEA superintendents or their designees (including principals and teachers) and a Technical Advisory Committee (TAC)—comprised of measurement experts.	May-July 2010	GOSA, OESI, PSC, USG, Participating LEAs
ACTIVITY (19): In collaboration with districts, design two surveys to solicit feedback from sites currently piloting CLASS Keys and Leader Keys to assess level of satisfaction with tool and what changes may be needed. Finalize rubrics-based evaluation instrument for teachers (TEM) and for leaders (LEM), keeping within the parameters set by the Core Principles developed by the RTTT working groups and agreed to by participating LEAs.	June 2010	EEC CFG TAC
ACTIVITY (20): Launch survey to CLASS Keys users (principals and teachers) and to Leader Keys users (district central office staff and principals)	June 2010	EEC, CFG, TAC
ACTIVITY (21): Analyze survey results	July 2010	EEC, CFG, TAC
ACTIVITY (22): Modify evaluation tools as appropriate , based on survey results. Agree on performance standards and elements to be included in the evaluation tool, and designate a subset of those standards as “power strands”	July-Aug 2010	EEC, CFG, TAC
ACTIVITY (23): Select an external provider to validate the revised evaluation tools	July-Aug 2010	EEC, CFG, TAC
ACTIVITY (24): Conduct a validation study of the revised evaluation tools	Sept 2010-June 2011	EEC, CFG, TAC

ACTIVITY (25): Formalize a vertically aligned evaluation system with student achievement at its center. Finalize composition of the District Effectiveness Measure, Leader Effectiveness Measure, and Teacher Effectiveness Measure.	July 2010-Mar 2011	EEC, CFG, TAC
ACTIVITY (26): Conduct ongoing study of evaluation tools and effectiveness measures to allow for learning as part of the process. As the State and LEAs learn more from the pilots, there will be flexibility to tweak teacher evaluation inputs and metrics.	Starting in summer 2012 (1 year of data)	GOSA, GaDOE staff
ACTIVITY (27): Evaluate results each year to test correlation between rubric-based evaluation tool and student outcomes	Starting in summer 2012 (1 year of data)	GOSA, OESI
ACTIVITY (28): Make any necessary adjustments to evaluation tool and measures based on findings, and roll out evaluation system and DEM, LEM and TEM to additional districts that come online (up to 60 per year)	Starting in Jun-Aug 2012)	OESI, GOSA CFG, TAC
GOAL 3: Conduct annual evaluations of teachers and leaders that include timely and constructive feedback and provide data on student growth. <i>Rationale: LEAs must be closely involved in every step of the process and must have sufficient capacity, knowledge, and buy-in in order to execute effectively at the local level.</i>		
ACTIVITY (29): Get commitment from participating LEAs to conduct annual evaluations of their principals and teachers, and to make timely and constructive feedback a fundamental component of the evaluation system. Strengthen initial MOUs with strong action plans for teacher effectiveness for each Participating LEA.	August-September 2010	RT3 SC
ACTIVITY (30): Build capacity at the district level (to support evaluators in executing the new evaluation system). Develop communications and training materials that describe the entire evaluation system (rubrics-based tool; VAM; other quantitative metrics; purpose and use of DEM, LEM, TEM)	August-October 2010	GOSA OESI CFG
ACTIVITY (31): Ask Participating LEAs to appoint Master Teachers or Teacher Leaders to peer review positions (if LEA chooses this path; each LEA designs its own selection process, but it has to be rigorous and based on teacher performance)	June-September 2010	GOSA OESI Participating LEAs
ACTIVITY (32): Train 3-5 evaluators per school (including nominated peer reviewers) from Participating LEAs to conduct evaluations and provide timely and actionable feedback in a 3 day onsite training session. Also provide training to 1-2 central office representatives per Participating LEA (“train the trainer” model so that central office staff can later provide ongoing evaluation training to LEA evaluators).	Starting in July-Aug 2011	OESI CFG

ACTIVITY (33): Bring on LEA representatives over time (to subsequent summer sessions) as trainers, allowing them to share their experiences with evaluation system in their districts.	Starting in spring 2012 (Mar-June)	OESI
ACTIVITY (34): Train subsequent cohorts of districts (up to 60 per year) utilizing combination of OESI training staff and LEA trainers. Provide initial training for evaluators/principals and for central office staff in district	Summer, starting in July-Aug 2012	OESI
ACTIVITY (35): Offer regional workshop for teachers when they return to classroom--through districts' central office staff who have attended summer training	September 2011	OESI, RESAs Participating LEAs
ACTIVITY (36): Share key evaluation data with district leaders, school leaders and teachers to create transparency around metrics; provide guidance on how data should be used/interpreted; show connections between quantitative measures and qualitative (rubrics-based) inputs; highlight disconnects where they exist and identify ways to address disconnects]. Vendors and GOSA calculate VAM and TEM for teachers, VAM and LEM for schools / principals, and VAM and DEM for districts. GOSA will monitor / audit reported measures. The SLDS will capture VAM, TEM, LEM, and DEM statistics to allow for longitudinal analysis at the teacher, school and district level, and to create reports that can be accessed by teacher and administrators.	Starting in May-June 2012	GOSA SLDS staff VAM Vendor
ACTIVITY (37): Ensure that specifics of data trends are discussed in evaluation conversations.	Starting in May-June 2012	HR offices at participating LEAs
ACTIVITY (38): Share results of field tests for “other quantitative measures” with participants and more broadly with key stakeholders	Starting in May-June 2012	GOSA OESI
ACTIVITY (39): Ask for teachers’ input on the evaluation process. Teachers can provide valuable feedback on whether the new evaluation system is being implemented with fidelity by school leaders. Design annual survey for teachers to probe on evaluation-related questions (or utilize/tweak existing surveys – e.g., climate surveys)	June-August 2011	GOSA OESI Survey vendor
ACTIVITY (40): Administer survey annually within Participating LEAs and share summary results with LEA superintendent’s offices and GOSA/EWG	Starting in May 2012	GOSA OESI Survey vendor
ACTIVITY (41): Utilize feedback from surveys to adjust evaluation process within districts, as needed	Starting in Sept 2012	HR offices at participating LEAs

<p>ACTIVITY (42): Showcase best practices in appropriate forums. Facilitate dissemination of best practices and encourage LEAs to learn from one another about how best to support teachers and principals to drive student achievement. Best practices may be published or Participating LEAs may be asked to present their experience in settings such as the Summer Leadership Academies.</p>	<p>Data will be available starting in summer of 2012</p>	<p>OESI working with superintendent's offices in participating LEAs</p>
<p>GOAL 4: Use annual evaluations to inform talent development and talent management decisions. <i>Rationale: Formalize expectations and provide guidelines to ensure effective implementation.</i></p>		
<p>ACTIVITY (43): Agree, with Participating LEAs, on reporting requirements to be included in final MOU submitted to US ED. To include data on how LEAs utilize teacher and principal effectiveness data throughout their systems.</p>	<p>August-Oct 2010</p>	<p>RT3 SC EEC Participating LEAs</p>
<p>ACTIVITY (44): Monitor LEA's effectiveness in utilizing annual evaluations to inform the kind of talent development and talent management decisions outlined earlier in this section (through reporting requirements mentioned above).</p>	<p>Starting in Summer 2012 (after full year of teacher effectiveness data available).</p>	<p>GOSA OESI</p>
<p>ACTIVITY (45): Tie teacher and leader compensation in Participating LEAs and involved LEAs to effectiveness measures, as outlined earlier in this section, to formalize the performance-based system</p>	<p>Starting Fall 2013 (retro for SY 2012-13) once 2 years of effectiveness data available</p>	<p>GOSA GaDOE</p>
<p>ACTIVITY (46): Provide guidelines to participating LEAs on potential Career Ladder roles. Non-negotiable—access to a Career Ladder role is contingent on high and sustained performance.</p>	<p>Overview in fall 2010; Cannot go into effect until at least fall 2012 (need performance data)</p>	<p>EEC Critical Feedback Group</p>

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
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0%	50%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	0%	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	0%	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0%	0%	100%	100%	100%
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0%	0%	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0%	0%	0%	0%	80%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0%	0%	0%	0%	80%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0%	0%	100%	100%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0%	0%	0%	0%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0%	0%	0%	0%	80%

Explanations:

- In 2010-11, the State will pilot the Value-Added Model tools in the participating LEAs. Learnings from the pilot will be applied when VAM is rolled out to additional LEAs (up to 40 more) in SY 2011-12. Also in this year, the research-based evaluation tool will be finalized and validated. Finally, other quantitative measures (surveys) will be developed and validated.
- In 2011-12, the State will implement the research-based evaluation tool, the VAM and other quantitative measures in all Participating LEAs (and up to 40 additional LEAs).
- In 2012-13, the LEAs will continue implementation of the evaluation system (Year 2 of data gathering)
- In 2013-14, the LEAs will have 2 years' worth of data on teachers and principals, and will now be able to tie "high-stakes" decisions such as compensation, renewal of contracts or full certification, and dismissal of ineffective teachers and principals to the 2 years of collected data.

General data to be provided at time of application: (to be updated)		
Total number of participating LEAs.	26	14.4 % of State total
Total number of principals in participating LEAs.	884	39% of State total
Total number of teachers in participating LEAs.	47,146	40.1% of State total

Criterion:	Data to be requested of grantees in the future:
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.
(D)(2)(iii) ¹⁵	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

¹⁵ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

On the teacher and principal DEMAND side, Georgia proposes to establish a correspondence between teacher and principal effectiveness and compensation by providing two kinds of incentives: (1) incentives for effective teachers and principals to remain in the highest-need schools; and (2) incentives for effective teachers and principals to move to the highest-need schools.

- (1) Georgia will put in place a **performance-based compensation system which includes student growth as** a significant component in teacher and principal evaluation, and in teacher and principal pay—teachers and principals who meet high effectiveness standards will be eligible for varying levels of individual bonuses (tiered approach to performance). The compensation system will also **allow effective teachers and principals in high-need schools to access an additional bonus tied to the degree of reduction made in the student achievement gap every year**. See Section (D) (2) for details.
- (2) Georgia will put in place **“signing bonuses” for teachers who choose to move to rural high-need schools**. While there are approximately 920 schools in Georgia that qualify as high-need (designated as high-poverty, high-minority, or both), Georgia will cap the program at \$5 million over the lifetime of the RT3 grant (4 years). With this cap, roughly 50 schools across Georgia might benefit from additional resources provided by the State to cover the cost of signing bonuses to highly effective teachers who choose to move to high-need schools in rural parts of Georgia. Districts with eligible schools may apply for State funds in order to award bonuses of up to \$50,000 to candidates with a track record of effectiveness who choose to work in those schools. **Bonuses will vest over a period of three years (of service in the high-need school) and will be contingent on meeting a high threshold TEM during each year of service**. Funds will be awarded to districts/schools on a competitive basis, and will take into account the district's geographic context, historic pipeline, current recruiting plans, shortage areas, etc. **The disbursement of funds will be contingent on a district/school demonstrating that the high-need school hired an effective teacher (to prevent ineffective teachers from moving into high-need schools for the sake of financial rewards)**. At this time, Georgia is not considering offering these kinds of bonuses to principals, having experimented with significant bonuses for principals in the past and having found that these incentives were not effective in getting principals to relocate.

curriculum, a 60-day residency component, and mentoring/coaching supports built in for two years. The QPLA was seed funded by a Broad Foundation grant, but will be sustainable (fully paid for by the district) within one year. The program also benefits from a strong relationship with Teach for America on the recruiting front (QPLA has access to TFA teachers and alumni interested in school leadership careers). Gwinnett will scale the Academy to four other RT3 districts, which are large enough to have some internal capacity to implement aspects of the Academy, through its federal I3 application, by administering some of the program's content modules to these other systems, both in-person and online. Those four districts will provide additional, LEA-specific training. Gwinnett also plans to expand the Academy to two more relatively large RT3 districts (approximately 50,000 more students) with Race to the Top funds.

- (3) Introduce **School Administration Manager (SAM)** to lowest achieving schools to change the role of the principal from managerial leader to instructional leader, thereby freeing the principal to spend increased time on improving teaching and learning. (Detail provided in D5)
- (4) Refine Professional Learning Unit (PLU) requirements for recertification so that all professional development activity undertaken by educators between certification cycles is sharply aligned with potential weaknesses brought to light by TEMs and LEMs.

See below for key components of the Georgia equitable distribution plan:

GOAL 1: Ensure equitable access to highly effective teachers and principals			
GOAL 2: Increase number and percentage of effective teachers teaching hard-to-staff subjects and in hard-to-staff places			
<i>Rationale: Leverage effectiveness measures (TEM/LEM) to address both demand and supply.</i>			
IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	AFFECTED POPULATION
DEMAND SIDE – RETENTION BONUSES AND SIGNING BONUSES			
ACTIVITY (1): Pay individual bonuses to teachers and principals based on performance tied to student achievement. The TEM and LEM metrics described in detail in Section D (2) will measure teacher and principal effectiveness on a variety of dimensions (with student achievement as a significant component). Data collection begins	Starting in 2013-14	Data Collection and TEM/LEM Calculation = GaDOE	Teachers and Principals

in 2010-11 with VAM, in 2011-12 for qualitative evaluation ratings. Move to performance-based pay requires two full years of evaluation data.			
ACTIVITY (2): Pay additional bonuses in high-need schools for reducing the achievement gap each year. This is a retention-type bonus targeted at high-need schools where the achievement gaps are the largest.	Starting in 2011-12	Data Collection = GaDOE / LEAs	Teachers and Principals
ACTIVITY (3): Put in place a system of tax-exempt signing bonuses that vest over three years. This is an incentive for teachers to move to high-need schools and stay there for a period of at least three years. The bonus rewards effective performance, as it is contingent on meeting high threshold TEM in each of the three years.	Starting in 2011-12	GaDOE (FBO) OPB	Teachers
SUPPLY SIDE – IMPROVING EXISTING CAPACITY			
ACTIVITY (4): State provide targeted training to teachers through online PLUs. Focus on modules such as: standards; teaching to standards; analysis, interpretation and use of assessment data to improve instruction. See detail in Section B.	May-June 2011	OSIA, OESI	Teachers
ACTIVITY (5): State builds on existing Summer Leadership Academies, currently organized for lowest-achieving schools. A solid infrastructure and approach already exists, currently focused on NI-5 and higher schools, which can send up to 10 people per school to this leadership training. Over time, expand institutes to include all high-poverty or high-minority schools.	Starting in Summer 2010	OESI	Principals (primarily)

Appendix D12: Preliminary Performance-based Compensation Guidelines

I. Overview – Core Principles

The RT3 Teacher Effectiveness Working Group developed the following Core Principles which drive the preliminary performance-based compensation plan outlined further below:

1. Georgia will put in place a common statewide evaluation system that will allow the State to ensure consistency and comparability across districts (based on a common definition of teacher / principal effectiveness).
2. The evaluation system will allow the State to develop a single Teacher Effectiveness Measure (TEM) for each teacher and a single Leader Effectiveness Measure (LEM) for each principal. [An adjusted LEM may need to be developed to include assistant principals]. See *Appendices D6 and D7* for preliminary TEM and LEM measures.
3. The quantitative value-added component will constitute at least 50% of the overall TEM for teachers in “core” areas (tested subjects) and at least 50% of the overall LEM for all principals.
4. Clear expectations will be set for teachers and principals in terms of performance, and supports will be provided to teachers and principals to help them meet performance requirements.
5. TEM (LEM) will be used to inform talent management decisions such as promotion, recertification, professional development supports, interventions, and differentiated compensation.
6. Under the new system, effective teachers will have equal or greater earning potential as under the current salary schedule.
7. Step increases will be tied to the rubrics-based statewide evaluation tool. [A cut-off score will be established to determine whether a teacher is eligible for a step increase.]
8. The State will reduce graduate degrees as a direct basis for higher compensation for teachers. As more information becomes available over time about the effectiveness of different teacher preparation programs (i.e., through tying TEM to teacher preparation programs they attended), the State may decide to reimburse tuition for programs deemed to be significantly more effective than others.
9. Individual performance bonuses will be awarded to teachers on the basis of TEM, and to principals on the basis of LEM (and to assistant principals on the basis of an adjusted LEM, to be developed).
10. The State will place a priority on core areas by providing higher individual incentives to staff in “core” (tested) subjects.
11. Additional individual bonuses will be available to teachers in tested subject areas in high-need schools if they reduce the student achievement gap (defined as the difference between any student subgroup ($n \geq 15$) in a given teacher’s classroom and the highest performing subgroup in the State based on aggregated performance, by student subgroup, at the State level).
12. This will be an opt-in system for existing teachers. Teachers who choose not to opt in will be grandfathered in to their current salary levels and be eligible for step increases (if they meet the cut-off score on the rubrics-based evaluation tool). They will also be eligible for career ladder opportunities, but will not receive additional pay for these opportunities. They will not have access to individual merit bonus opportunities

Appendix D12: Preliminary Performance-based Compensation Guidelines

13. New teachers (starting in whatever year the merit pay system is launched) will be placed automatically in the performance-based pay system.

II. Preliminary Performance-based Compensation Model

In keeping with the Core Principles listed above, Georgia is proposing the following performance-based compensation system for teachers and leaders as part of its RT3 application (and beyond RT3).

Teachers:

1. A new state salary schedule for teachers will replace the current degree-based compensation system with a performance-based compensation system which will have two core components (see *Appendix D13: Legislation on Performance-based Compensation*):
 - A baseline starting salary (common for all teachers), and
 - A performance-based bonus portion which will be available to all teachers based on meeting effectiveness measure requirements (possible bonus ranges provided in Section III below).
2. Teachers will continue to earn step increases, but these increases will be tied to performance/effectiveness as well.
 - While this is not a legislative change (current law already allows for tying step increases to teachers' evaluations), the practice and implementation of the law will be significantly more rigorous, as the step increase decision will be based on a new rigorous evaluation system with multiple components (with student growth as a significant component) and a broader range of ratings (e.g., scale of 1-5 rather than Satisfactory/Unsatisfactory ratings).
3. Access to additional individual bonuses will be available for teachers in tested subject areas who teach in high-need schools and who significantly reduce the achievement gap.
 - Student achievement gap is defined as the difference in achievement between any student subgroup ($n \geq 15$) in a given teacher's classroom and the highest performing subgroup in the State (based on aggregated performance, by student subgroup, at the State level).
 - For principals, student achievement will be aggregated, by subgroup, at the school level and the differences in achievement between the school's subgroups and the highest performing subgroup in the State will be used as a basis for determining size of gap reduction.
 - GOSA, on behalf of the State will work closely with Participating LEAs and measurement experts (Technical Advisory Committee) to identify a) the specific method for calculating the reduction and b) the level of gap reduction needed to be deemed significant.
4. There will also be career advancement opportunities for teachers, e.g., in the form of Master Teachers or Teacher Leaders (see *Appendix D11: Preliminary Career Ladder Guidelines*). Guidelines will be finalized in collaboration with Participating LEAs. All teachers who meet agreed upon effectiveness (TEM) criteria will be eligible to apply for these roles. Preliminary guidelines are listed below:
 - Master Teacher: Minimum of 3 years of total teaching experience and within that 2 years of effective teaching experience (as demonstrated by TEM. Needs to

Appendix D12: Preliminary Performance-based Compensation Guidelines

meet agreed upon Master Teacher TEM eligibility levels). Examples of additional responsibilities for Master Teacher might include taking on much more intensive supervision of student teachers, more intensive participation in new teacher induction programs;

- Teacher Leader: In addition to experience and effectiveness requirements outlined under the Master Teacher role, a minimum of 2 years of effective teaching at the Master Teacher level (as demonstrated by TEM. Needs to meet agreed upon Teacher Leader TEM eligibility levels). Examples of additional responsibilities for Teacher Leaders might include taking on a peer review role as part of the new evaluation system for teachers
 - Master Teachers and Teacher Leaders will likely work an extended day or extended year schedule, given their additional responsibilities.
5. Performance-based bonuses will be included in pension calculations for teachers.
 6. Given that the State is allowing current teachers to opt into the new salary schedule (and grandfathering those teachers that choose not to opt in), the State will operate two salary schedules simultaneously, until the last teacher who has been grandfathered exits from the system.

Leaders (Principals and Assistant Principals)

1. Leaders will be eligible for individual bonuses based on effectiveness levels, as measured by LEM which includes ratings on a research-based evaluation tool with multiple rating categories, school-wide student growth, reduction in student achievement gap at the school level, and governance and leadership indicators. (See *Appendix D7: LEM* for description of components.)
2. Performance-based bonuses will be included in pension calculations for leaders.

III. Potential Ranges of Bonuses

Teachers in “Core” [Tested Subject] Areas

Individual performance bonuses: There will be tiers of bonuses tied to tiers of effectiveness levels, as measured by TEM:

- Tier 1: \$10,000-\$15,000 range
- Tier 2: \$5,000-\$10,000 range
- Tier 3: \$2,500-\$5,000 range
- Tier 4: \$1,000-\$2,500 range
- Tier 5: \$0K

Individual bonuses tied to student achievement gap reduction at high-need schools:

- Up to \$5,000

Career ladder role salary increases:

- Master Teacher level: up to \$10,000 increase
- Teacher Leader level: up to \$5,000 increase (on top of Master Teacher level)

Appendix D12: Preliminary Performance-based Compensation Guidelines

Teachers in “Non-Core” [Not Tested Subject] Areas

Individual performance bonuses: There will be tiers of bonuses tied to tiers of effectiveness levels, as measured by TEM:

- Tier 1: \$6,500-\$10,000 range
- Tier 2: \$3,000-\$6,500 range
- Tier 3: \$1,500-\$3,000 range
- Tier 4: \$600-\$1,500 range
- Tier 5: \$0K

Individual bonuses tied to student achievement gap reduction at high-need schools:

- N/A (subjects cannot be tested through standardized tests; gap cannot be measured)

Career ladder role salary increases:

- Master Teacher level: up to \$10,000 increase
- Teacher Leader level: up to \$5,000 increase (on top of Master Teacher level)

Principals

Individual performance bonuses: There will be tiers of bonuses tied to tiers of effectiveness levels, as measured by TEM:

- Tier 1: \$15,000-\$25,000 range
- Tier 2: \$7,500-\$15,000 range
- Tier 3: \$2,500-\$7,500 range
- Tier 4: \$0

Assistant Principals

Individual performance bonuses: There will be tiers of bonuses tied to tiers of effectiveness levels, as measured by TEM:

- Tier 1: \$7,500-\$10,000 range
- Tier 2: \$5,000-\$7,500 range
- Tier 3: \$2,500-\$5,000 range
- Tier 4: \$0

Attachment 3: Excerpts from Georgia's Scope of Work

D. GREAT TEACHERS AND LEADERS

Teacher and Leader Effectiveness

At the heart of Georgia's RT3 plan is increasing the overall effectiveness of teachers and leaders, recognizing that effective teachers and leaders are critical factors in raising student achievement. The State will develop Teacher Effectiveness and Leader Effectiveness Measures (TEMs and LEMs respectively) to accurately measure a teacher or leader's impact on students. At least 50% of the TEM and LEM scores will come from student progress, and these scores will be used in key talent management decisions in participating LEAs, including targeted professional development, compensation, promotion and career advancement opportunities, and dismissal decisions.

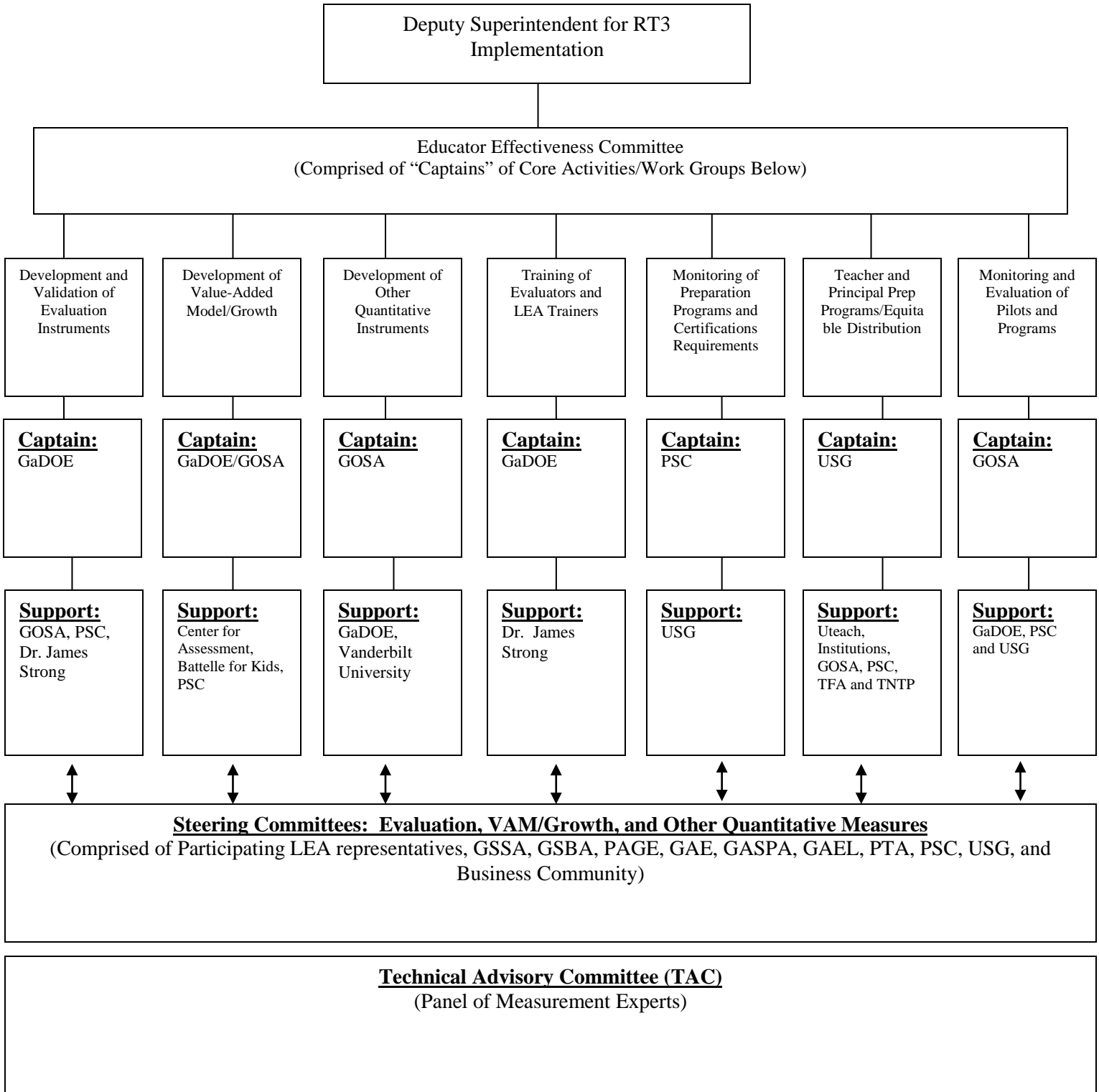
Quantitatively-Based Evaluation System and Performance Pay

Georgia's partnering LEAs will participate in the development of a more rigorous and quantitatively-based evaluation system as a basis for teacher and leader compensation. These LEAs will collaborate with the State to finalize the evaluation system in 2010-11, begin to implement the evaluation system in 2011-12, and will qualify for access to the new performance-based compensation system for their teachers in 2013-14 (LEAs will need two full years of reliable evaluation and effectiveness data on their teachers before they can tie compensation-related decisions to the data). LEAs will pay for the performance-based compensation program out of their portion of RT3 funding, per the MOU they signed with the State. A description of the performance-pay system is provided in Appendix D12: Performance-based Compensation Guidelines.

The State will roll out the new evaluation system (including the value-added model, the research-based evaluation tool, and new quantitative measures such as surveys) to all participating LEAs by 2011-2012 and then to 120 additional systems (up to 60 additional systems per year) over the remaining 2 year period of the RT3 grant (2012-2014).

Overall organization for Great Teachers and Leaders

The area of Great Teachers and Leaders will be co-led by the Deputy Superintendent for School Improvement and by the GOSA.



The key projects under this initiative are:

#	Project Name	Description	Application Reference
13	Value-Added / Growth Model	<ul style="list-style-type: none"> The State will develop the model used to analyze student assessment results in such a way as to measure the value that a school or teacher contributes to a student's learning during a particular time period Used as an input into Teacher Effectiveness Measure (TEM), Leader Effectiveness Measure (LEM) and other effectiveness measures Lead(s): Kathleen Mathers and Melissa Fincher	(D)(2)(i)
14	Development, testing and validation of other quantitative measures	<ul style="list-style-type: none"> Parent, student, peer (teacher) and climate surveys used as input into TEM, LEM and other effectiveness measures (see Section D2 in application) This project also includes personnel support at PSC to assist with implementation of changes Lead: Kathleen Mathers	(D)(2)(i)
15	Evaluation instrument and validation	<ul style="list-style-type: none"> The finalization of a research-based evaluation tool to provide both formative and summative feedback to teachers and leaders Lead(s): Avis King and Clara Keith	(D)(2)(i) and (D)(2)(ii)
16	Evaluation training and evaluation process feedback	<ul style="list-style-type: none"> Training for individuals who will conduct evaluations Feedback on the overall evaluation process and tools Lead(s): Avis King and Clara Keith	(D)(2)(i) and (D)(2)(ii)
17	Performance-based pay for teachers	<ul style="list-style-type: none"> Provide additional funding to implement of a performance-based compensation system based on a teacher's effectiveness in Cherokee County, Henry County and Pulaski County Lead(s): Avis King and Clara Keith	(D)(2)(iv)
18	Performance-based pay for leaders	<ul style="list-style-type: none"> Implementation a performance-based compensation system based on a leader's effectiveness Lead(s): Avis King and Clara Keith	(D)(2)(iv)
19	Equitable distribution incentives	<ul style="list-style-type: none"> Relocation incentives given to teachers based on a TEM threshold to encourage movement to high-need areas Incentives to teachers who reduce the achievement gap in science and math Lead(s): Avis King and Clara Keith	(D)(3)
20	Increasing supply of effective science and math teachers	<ul style="list-style-type: none"> Partner with UTeach to increasing the number of science and math majors who go into teaching Lead: Lauren Wright	(D)(3)
21	Focused professional development for teachers in math and science	<ul style="list-style-type: none"> Partner with the Center for Education Integrating Science, Mathematics, and Computing (CEISMC) to further develop existing teachers in math and science Lead: Juan-Carlos Aguilar	(D)(5) STEM Competitive Preference
22	Sharing of best practices	<ul style="list-style-type: none"> Expand Summer Leadership Academies to bring leadership teams from low achieving schools together for professional development Lead(s): Avis King and Clara Keith	(D)(5) (E)(2)

Project –Milestones		Start	End	Grant Year 2010-2011				Grant Year		
				Q1	Q2	Q3	Q4	2011-2012	2012-2013	2013-2014
(D)(3) Ensuring equitable distribution of effective teachers and principals										
GOAL 1: Ensure equitable access to highly effective teachers and principals										
GOAL 2: Increase number and percentage of effective educators teaching hard-to-staff subjects and hard-to-staff places.										
DEMAND SIDE –RETENTION BONUSES AND SIGNING BONUSES										
1	Pay individual bonuses to teachers and principals based on performance tied to student achievement. The TEM and LEM will measure teacher and principal effectiveness on four components. Data collection begins in 2011-12 and the 26 LEAs will provide performance based pay to teachers and leaders starting in school year 2013-2014.	9/13	9/14							X
2	Provide additional funding to three LEAs to help offset the cost of the individual bonuses to teachers and principals. Three Systems: Cherokee County - \$1,982,102 Henry County - \$1,678,948 Pulaski County - \$159,412 (Funding included in Project 17 for supplemental for LEAs: \$3,820,462)	9/13	9/14							X
3	Pay additional bonuses to principals and teachers in high-need schools for reducing the achievement gap each year. This is a retention-type bonus targeted at high-need schools where the achievement gaps are the largest. (Funding included in Project 18 for supplemental for LEAs: \$6,084,167)	9/13	9/14							x
4	Develop guidelines and provide a two year signing bonuses for teachers that move to high -need schools (give priority to rural schools). The bonus is contingent on meeting a high threshold TEM in each of the two years. (Funding included in Project 19 for supplemental for LEAs: \$3,600,000)	9/12	9/14						x	X
SUPPLY SIDE – IMPROVING EXISTING CAPACITY										
5	Provide targeted training to teachers through online PLUs. Focus on modules such as: standards; teaching to standards; analysis, interpretation and use of assessment data to improve instruction. See detail in Section B Goal 4a Activity 22 for dependency.	6/12	9/14					x	x	X
6	Expand the Summer Leadership Academies currently organized for lowest-achieving schools to include RT3 LAS. (Funding included in Project 22 for supplemental for LEAs: \$2,240,000)	7/11	9/14			x	x	x	x	X
7	Signed MOUs with participating LEAs to require participation in all teacher and leader effectiveness reforms.	8/10	10/10	x						

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
Great teachers and leaders - (D)(2) Improving teacher and principal effectiveness based on performance						
(D)(2)(i)	Percentage of participating LEAs that measure student growth	0%	0%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	0%	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems for principals	0%	0%	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	0%	0%	0%	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	0%	0%	0%	0%	80%
(D)(2)(iv)(b)	• Promoting teachers and principals.	0%	0%	0%	0%	80%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	0%	0%	0%	100%	100%
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	0%	0%	0%	0%	100%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	0%	0%	0%	0%	80%
In 2011-12, the State will pilot a growth/VAM model and evaluation system in participating LEAs. Roll out of evaluation system to additional LEAs (up to 60 more) in SY 2012-13 and SY 2013-14. The pilot is defined as a qualifying evaluation system.						
In 2013-14, the LEAs will continue implementation of the evaluation system (Year 2 of reliable data gathering)						
At the end of 2013-14, the LEAs will have 2 years of reliable data on teachers and principals, and will now be able to tie “high-stakes” decisions such as compensation, renewal of contracts or full certification, and dismissal of ineffective teachers and principals to the 2 years of collected data.						
(D)(3) Ensuring equitable distribution of effective teachers and principals						