

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

RACE TO THE TOP

State of Georgia Scope of Work

Revised February 2013

Approved July 2013

Updated March 2014 to Reflect Amendments

SECTION I – RACE TO THE TOP SUMMARY OVERVIEW

Georgia’s vision is to equip all Georgia students, through effective teachers and leaders and through creating the right conditions in Georgia’s schools and classrooms, with the knowledge and skills to empower them to: 1) Graduate from high school; 2) Be successful in college and/or professional careers, and 3) Be competitive with their peers throughout the United States and the world. The Race to the Top (RT3) program will allow the State to accelerate the implementation of successful improvement strategies while providing the impetus to jumpstart innovative initiatives, some of which have been tabled due to lack of resources. By the end of the four-year grant, Georgia aims to achieve five objectives:

1. Set High Standards and Rigorous Assessments for All – Leading to College and Career Readiness: Set high standards, expect every child to achieve them, measure performance, and provide supports to help all children succeed.
2. Prepare Student for College Readiness, Transition, and Success: Encourage college enrollment and success by offering scholarships, provide a one stop portal to help students and families plan, pay for, and apply to college, and foster Advanced Placement and dual enrollment options which allow students to earn college credit while still in high school.
3. Provide Great Teachers and Leaders: Ensure that all students have access to effective teachers and leaders by: 1) Improving overall conditions of teaching and learning; 2) Improving the quality of current teachers in the classroom and current school leaders; and 3) Increasing the pipeline of highly effective teachers, especially in critical needs subjects, and increasing the pipeline of highly effective leaders who are capable of creating a culture of reform and change in their buildings.
4. Provide Effective Support for All Schools, Including Turning Around the Lowest-Achieving Schools: Implement a portfolio approach to school improvement which differentiates among the needs of students and the contexts and capacity of Local Education Agencies (LEAs), and works to create the “right” set of schools under the “right” circumstances.
5. Lead the Way in STEM Fields: Promote an aggressive STEM agenda to ensure that students are proficient in STEM fields and are equipped to be nationally and internationally competitive.

Achieving these five ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RT3, Georgia will develop a P-20 Statewide Longitudinal Data System (SLDS) by integrating data collected by all state education agencies into a data warehouse. This includes adopting a common definition for teacher of record, adopting a best practice process for collecting and validating linked teacher and student data, and creating a robust, user-friendly automated reporting system. Creating a SLDS will allow Georgia to have a more effective educator workforce; to measure and improve the degree to which students graduate ready for college and the workplace; and to strengthen and expand training and supports so that educators can use data to inform instructional decisions.

RT3 Projects

The table below shows a high-level project summary of the RT3 program for Georgia, reflecting that most projects will have some level of activity during all four years of the grant. The table also reflects a Year 5 for those projects approved for a no-cost extension.

RACE TO THE TOP PROGRAM	Activities in Years 1 – 4				
	Year 1	Year 2	Year 3	Year 4	Year 5
A) Project Management and Projects Spanning All Assurance Areas					
29 Provide project management/oversight/evaluation	X	X	X	X	X
28 Create and manage an Innovation Fund	X	X	X	X	X
30 Improve early learning outcomes		X	X	X	
31 Provide base funding amount to partnering LEAs	X	X	X	X	X
B) Standards and Assessments					
1 Organize, evaluate, and improve existing resources in preparation for Common Core Georgia Performance Standards (CCGPS) implementation; and raise awareness of existing resources and new standards	X	X	X	X	
2 Develop and provide training on new standards	X	X	X	X	
3 Create formative assessments	X	X	X	X	
4 Create benchmark assessments	X	X	X	X	
5 Provide PSAT examinations and develop new state virtual courses	X	X	X	X	
C) Data Systems					
678 Design, develop, and implement a P-20 Statewide Longitudinal Data System (SLDS) to electronically link educational information, to include a student matching system and decision support systems	X	X	X	X	
9 GaDOE specific projects	X	X	X	X	
10 Professional Standards Commission (PSC) specific projects	X	X	X	X	X
11 University System of Georgia (USG) specific projects	X	X	X	X	X
12 Technical College System of Georgia (TCSG) specific projects	X	X	X	X	
D) Great Teachers and Leaders					
13 Develop and implement value added/growth model	X	X	X	X	X
14 Develop, field test, validate, and implement other quantitative measures	X	X	X	X	X
15 Refine evaluation instrument, validate and implement	X	X	X	X	X
16 Provide training for evaluation instrument	X	X	X	X	X
17 Provide performance-based pay for teachers				X	
18 Provide performance-based pay for principals				X	
19 Provide relocation bonuses for teachers			X	X	
20 Increase the supply of effective science and mathematics teachers – UTeach	X	X	X	X	X
21 Develop focused professional development for teachers in mathematics and science – CEISMC	X	X	X	X	
22 Share school-level best practices-Summer Leadership Academy	X	X	X	X	
23 Expand Quality Plus Leadership Academy	X	X	X		
E) Turning Around the Lowest Achieving Schools					
24 Expand Teach for America in Georgia	X	X	X	X	
25 Partner with The New Teacher Project	X	X	X	X	
26 Provide resource reallocation support	X	X	X		
27 Expand Communities In Schools – Performance Learning Centers	X	X	X	X	

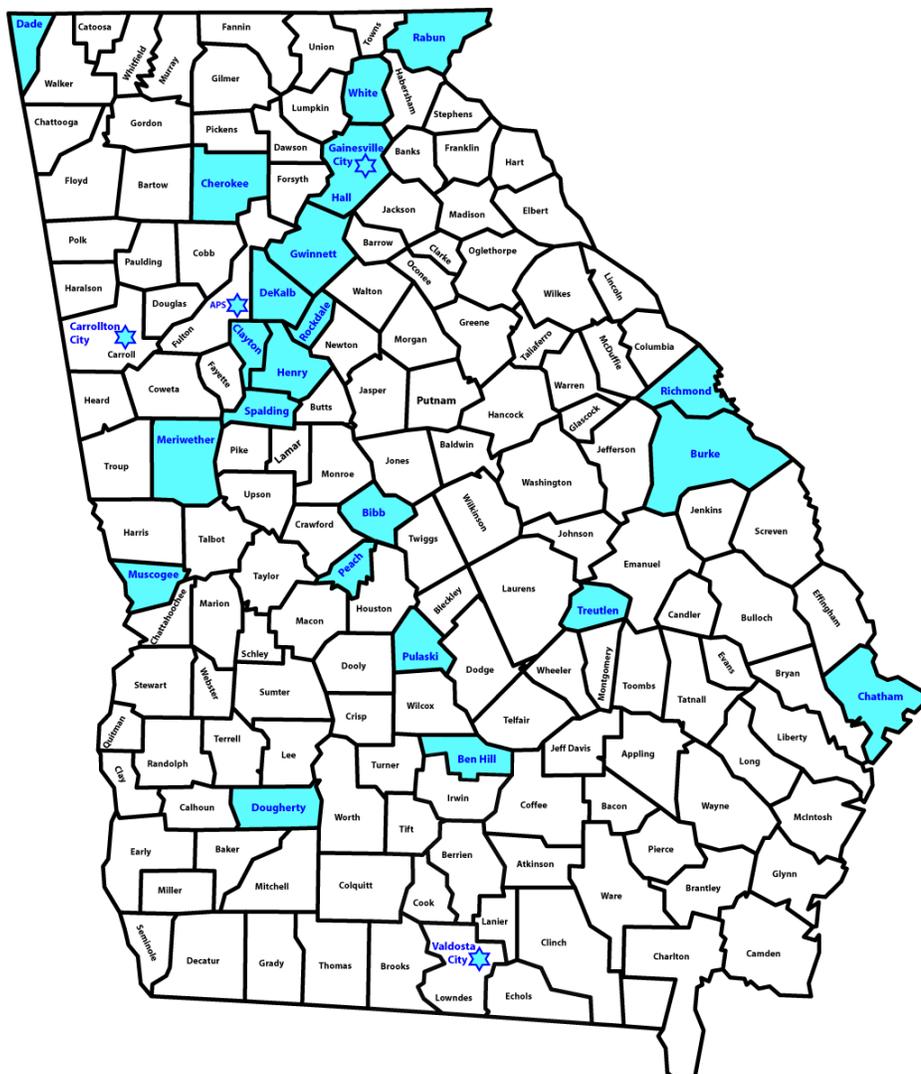
RT3 Partnering LEAs

The State of Georgia partnered with 26 LEAs. The partnering LEAs are: Atlanta, Ben Hill, Bibb, Burke, Carrollton, Savannah-Chatham, Cherokee, Clayton, Dade, DeKalb, Dougherty, Gainesville, Gwinnett, Hall, Henry, Meriwether, Muscogee, Peach, Pulaski, Rabun, Richmond, Rockdale, Griffin-Spalding, Treutlen, Valdosta and White.

The school systems make up:

- 41 percent of Georgia's public school students
- 46 percent of Georgia's students in poverty
- 53 percent of Georgia's African American students
- 48 percent of Georgia's Hispanic students
- 68 percent of the state's lowest achieving schools

The map below shows the location of the partnering LEAs.



Key State of Georgia Personnel:

Personnel	Title	Project Management	Standards and Assessments	Data Systems	Great Teachers and Leaders	Turning Around Lowest Achieving Schools	Other Programs
Georgia Department of Education							
John Barge	State Superintendent	X	X	X	X	X	X
Susan Andrews	Deputy Superintendent of RT3 Implementation	X	X	X	X	X	X
Clara Keith	Associate Superintendent of RT3 Implementation	X	X	X	X	X	X
Mark Pevey	Implementation Director	X	X	X	X	X	X
Wendy Grey	Project Manager for RT3	X	X	X	X	X	X
Jon Rogers	RT3 Communications Specialist	X	X	X	X	X	X
Martha Reichrath	Deputy Superintendent for Curriculum, Instruction and Assessment		X				
Pam Smith	Director of Curriculum and Instruction		X				
Juan-Carlos Aguilar	Science Program Manager		X				
Melissa Fincher	Associate Superintendent for Assessment and Accountability		X		X		
Christina Clayton	Director of Virtual Learning		X				
Bob Swiggum	Chief Information Officer			X			
Avis King	Deputy Superintendent for School Improvement				X	X	
Cindy Saxon	Associate Superintendent for Teacher and Leader Effectiveness				X		
Barbara Lunsford	Associate Superintendent for Federal Programs					X	
Governor's Office							
Erin Hames	Deputy Chief of Staff	X	X	X	X	X	X
Collier Hatchett	Education Advisor	X	X	X	X	X	X
Governor's Office of Planning and Budget							
Mikki Hall	RT3 Budget Analyst	X					
Georgia Professional Standards Commission							
Kelly Henson	Executive Secretary			X	X		
Tom Higgins	RT3 Coordinator			X	X		

Personnel	Title	Project Management	Standards and Assessments	Data Systems	Great Teachers and Leaders	Turning Around Lowest Achieving Schools	Other Programs
David Hill	Division Director of Educator Preparation and Certification			X	X		
Chuck McCampbell	Chief Information Officer			X			
Governor's Office of Student Achievement							
Martha Ann Todd	Executive Director	X	X	X	X	X	X
Rebecca Ellis	Innovation Fund Director	X					X
Kriste Elia	Statewide Longitudinal Data System Director			X			
Board of Regents - University System of Georgia							
Lynne Weisenbach	Vice Chancellor for Educator Preparation and Innovation		X	X	X		
Curt Carver	Chief Information Officer			X			
Georgia Student Finance Commission							
David Lee	Director of Strategic Research and Analysis			X			
Georgia Public Broadcasting							
Bill Overall	Director of Education/Outreach		X		X		
Department of Early Care and Learning							
Craig Detweiler	Chief Information Officer			X			
Pam Bojo	RT3 Coordinator						X
Bentley Ponder	Director of Research and Evaluation						X
Technical College System of Georgia							
Ron Jackson	Commissioner			X	X		
Andy Parsons	Executive Director of Data, Planning, and Research			X	X		

RT3 Goals and Performance Benchmarks

Georgia's goals and performance benchmarks for the four-year RT3 program are detailed in Appendix A.

RT3 Budget

The table below shows the **original** budget allocations across the major assurance and project areas. Details of actual expenditures and budget reallocations are provided in the Appendix B Budget Narrative.

ORIGINAL RT3 STATE BUDGET						
A. Project Management & Projects Spanning All Assurance Areas		2010-2011	2011-2012	2012-2013	2013-2014	Total
29	Project management and evaluation	\$1,338,280	\$3,576,832	\$3,326,832	\$2,726,175	\$10,968,120
28	Innovation Fund	\$0	\$6,493,410	\$6,493,411	\$6,493,411	\$19,480,232
30	Early learning	\$0	\$432,531	\$508,781	\$465,183	\$1,406,495
31	Base funding amount to RT3 LEAs	\$1,169,331	\$1,169,331	\$1,169,331	\$1,169,334	\$4,677,327
Project Total		\$3,118,851	\$12,928,091	\$12,707,184	\$11,630,180	\$40,384,306
B. Standards and Assessments		2010-2011	2011-2012	2012-2013	2013-2014	Total
1	Preparation for CCGPS rollout	\$995,756	\$1,466,128	\$1,098,128	\$888,128	\$4,448,140
2	Professional learning units and training on CCGPS	\$791,520	\$6,952,576	\$1,758,784	\$928,784	\$10,431,664
3	Create formative assessments	\$45,141	\$2,229,845	\$223,845	\$223,845	\$2,722,676
4	Create- benchmark assessments	\$75,585	\$4,762,881	\$1,356,881	\$1,356,881	\$7,552,228
5	PSAT examinations and virtual courses	\$1,405,508	\$1,279,288	\$1,301,339	\$1,323,831	\$5,309,966
Project Total		\$3,313,510	\$16,690,718	\$5,738,977	\$4,721,469	\$30,464,674
C. Data Systems		2010-2011	2011-2012	2012-2013	2013-2014	Total
678	Design, develop, and implement P-20 Statewide Longitudinal Data System (SLDS)	\$602,793	\$5,952,147	\$6,328,039	\$5,293,039	\$18,176,017
9	GDOE specific projects	\$6,461,167	\$4,893,167	\$560,667	\$304,000	\$12,219,001
10	PSC specific projects	\$558,142	\$648,274	\$495,774	\$397,810	\$2,100,000
11	USG specific projects	\$1,621,005	\$948,635	\$977,094	\$1,118,779	\$4,665,513
12	TCSG specific projects	\$595,083	\$595,084	\$555,833	\$0	\$1,746,000
Project Total		\$16,043,582	\$13,155,739	\$7,012,459	\$2,717,828	\$38,929,608
D. Great Teachers and Leaders		2010-2011	2011-2012	2012-2013	2013-2014	Total
13	Value added / growth model	\$97,900	\$4,935,986	\$5,653,428	\$4,830,144	\$15,517,458
14	Development, testing, and validation of other quantitative measures	\$194,227	\$1,517,227	\$487,227	\$487,227	\$2,685,908
15	Evaluation instrument and validation	\$0	\$440,000	\$0	\$0	\$440,000
16	Evaluation training and evaluation process feedback	\$274,357	\$4,299,524	\$3,051,456	\$3,051,456	\$10,676,793
17	Performance-based pay for teachers	\$0	\$0	\$0	\$3,820,462	\$3,820,462
18	Performance-based pay for principals	\$0	\$0	\$0	\$6,084,167	\$6,084,167
19	Relocation bonuses	\$0	\$0	\$1,200,000	\$2,400,000	\$3,600,000
20	Increasing supply of effective science and mathematics teachers-U Teach	\$518,750	\$1,162,500	\$1,612,500	\$2,643,750	\$5,937,500
21	Focused professional development for teachers in mathematics and science – CEISMC	\$1,596,064	\$1,893,931	\$2,023,204	\$1,986,802	\$7,500,001
22	Sharing of best practices-Summer Leadership Academy	\$560,000	\$560,000	\$560,000	\$560,000	\$2,240,000
23	Quality Plus Leadership Academy	\$440,071	\$440,071	\$440,071	\$0	\$1,320,213
Project Total		\$3,681,369	\$15,249,239	\$15,027,886	\$25,864,008	\$59,822,502
E. Turning Around the Lowest Achieving Schools		2010-2011	2011-2012	2012-2013	2013-2014	Total
24	Teach for America	\$2,535,000	\$4,115,000	\$4,430,000	\$4,520,000	\$15,600,000
25	The New Teacher Project	\$2,241,022	\$2,140,784	\$2,214,553	\$2,572,036	\$9,168,395
26	Resource reallocation support	\$0	\$1,875,000	\$1,250,000	\$0	\$3,125,000
27	CIS Georgia – Performance Learning Centers	\$1,106,460	\$458,460	\$458,460	\$458,460	\$2,481,840
Project Total		\$32,039,794	\$66,613,031	\$48,839,519	\$52,483,981	\$199,976,325
RT3 Total		\$11,308,049	\$71,491,955	\$56,143,086	\$61,033,235	\$199,976,325

LEA RT3 Allocations:

LEAs allocations are based on their relative share of funding under Title I, Part A of the ESEA.

LEA	Allocation
Atlanta City	\$39,372,249
Ben Hill County	\$1,164,689
Bibb County	\$13,305,364
Burke County	\$1,895,821
Carrollton City	\$1,218,530
Savannah- Chatham County	\$12,723,470
Cherokee County	\$2,853,298
Clayton County	\$15,267,005
Dade County	\$341,660
DeKalb County	\$34,045,381
Dougherty County	\$6,857,247
Gainesville City	\$1,700,397
Gwinnett County	\$20,807,013
Hall County	\$3,797,698
Henry County	\$3,322,675
Meriwether County	\$1,272,323
Muscogee County	\$11,429,483
Peach County	\$1,190,856
Pulaski County	\$338,541
Rabun County	\$396,068
Richmond County	\$16,647,227
Rockdale County	\$2,355,267
Griffin-Spalding County	\$3,162,513
Treutlen County	\$453,803
Valdosta City	\$3,407,610
White County	\$650,138
Total	\$199,976,325

Budget Narrative and Budget Detail

Appendix B provides detailed budget information for each of Georgia's 31 RT3 projects.

SECTION II – RT3 ACTIVITIES

A. Project Management and Projects Spanning All Assurance Areas

Projects spanning all assurance areas:

#	Project Name	Description	Application Reference
29	Project Management	Provide oversight and project management throughout the four year grant Lead: Susan Andrews	(A)(2)
28	Innovation Fund	Create and manage a competitive fund to be awarded to external partners and/or districts. The primary goal is to stimulate K-12/IHE/community partnerships focused on one of four areas: 1) Applied learning opportunities for students 2) Increased effectiveness of teachers and leaders 3) Pipeline of effective teachers 4) STEM charters Lead: Rebecca Ellis	(A)(2)
30	Early Learning Outcomes	Develop a professional development strategy to improve the evaluation capabilities at the Pre-K level Lead: Bentley Ponder and Pam Bojo	Invitational Priority #3
31	RT3 LEA Allocations and Base Funding for LEAs	Provide oversight of the LEA allocations. Provide additional funding to ensure all LEAs have a base funding of \$1.3 million to address the four reform areas Lead: Susan Andrews	

See Appendix B Budget Narrative for detailed budget information on actual expenditures and budget reallocations for each project.

Project Management:

A focus on project management and evaluation will ensure that the RT3 program is implemented on time and aligned to the overall project goals and benchmarks as outlined in the Section I Overview.

The State Executive Board (Governor, State Superintendent, and State Board of Education Chair) will have ultimate accountability for the RT3 grant and will oversee implementation of the RT3 plan in the context of overall education reform in Georgia. A steering committee (comprised of the Alliance of Education Agency Heads and the Deputy Superintendent of RT3 Implementation) will make all policy decisions regarding the four reform areas. The Deputy Superintendent for RT3 Implementation will be the State’s project manager responsible for management, coordination, and reporting across state agencies and participating LEAs. While the Deputy Superintendent for RT3 Implementation will not have direct functional authority over the various state education agency representatives responsible for their respective sets of reform activities, the position will have direct project authority over these state employees and will be empowered by the State Executive Board to make decisions and take actions needed to ensure successful day-to-day implementation of the RT3 reform plan.

Project Management: Activities and Milestones

Project Management: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Project Management and Evaluation								
1	Hire program staff for various offices including the Implementation Office, GOSA, GAPSC, and OPB.	9/10	6/15	X	X	X	X	X
2	Provide funding for travel for the program staff.	9/10	6/15	X	X	X	X	X
3	Provide funding for equipment for the program staff.	9/10	7/11	X				
4	Provide funding for supplies for the program staff.	9/10	6/15	X	X	X	X	X
5	Provide funding for furniture and rent for the program staff.	9/10	6/15	X	X	X	X	X
6	Create and manage detailed project plans.	9/10	6/15	X	X	X	X	X
7	Design and implement evaluations of programs to include: 1) validate any proposed effectiveness measures; 2) monitor/audit any proposed performance measures; 3) determine impact of initiatives on the four RT3 goals; and 4) determine which initiatives merit continued investment after RT3 funding ends. The program evaluation function resides primarily with GOSA.	5/11	6/15	X	X	X	X	X
8	Develop and utilize monitoring/reporting plans for activities within RT3.	9/10	6/15	X	X	X	X	X
9	Establish a communications team comprised of all education-related agency communications directors to develop and implement internal communications and provide communications to K-12 educators, IHEs, and other partners.	4/11	5/11	X				
10	Develop a comprehensive communication strategy to: 1) enlist public support for RT3 reform efforts; 2) disseminate learning and results of RT3 reforms; and 3) disseminate information on the importance of STEM. (Note: The communication strategy will evolve over the course of the grant.)	9/10	6/15	X	X	X	X	X
10a	Hold a workshop/summit to provide feedback to the 26 partnering LEAs, to share best practices, and to broadly engage public educator support.	8/11	6/15	X		X	X	X
11	Provide contract funding for erasure and response similarity analyses on state-mandated assessments.	5/11	9/14	X	X	X	X	
12	Provide contract funding for the validation of a value added/growth model. <ul style="list-style-type: none"> Validation study begins. Review by the Technical Advisory Committee (TAC) in June 2013. 2011-2012 SGP data are already available. 2012-2013 assessment data will be available in June, 2013; data cleansing and matching done in July, 2013. 2012-2013 SGP calculations done by August, 2013. Validation study done by September / October, 2013. In-house follow-up analyses based on 2013-2014 SGP data will be conducted by August / September, 2014 (after data collection, cleansing, matching, and calculations have been completed). 	6/13	6/15			X	X	X
13	Provide contract funding for state level resource reallocation analyses. The strategic review of resource allocations across state education agencies will be led by OPB with support from GaDOE FBO.	7/11	6/13	X	X	X		

Innovation Fund:

The State's plan is to establish an Innovation Fund which will be available for all state LEAs, institutions of higher education, non-profit organizations, and businesses to form innovative partnerships for the purpose of increasing student achievement. The Innovation Fund will support select activities designed to achieve one or more of the following sets of goals:

1. Increasing applied learning opportunities for students;
2. Creating comprehensive teacher and leader induction programs;
3. Expanding the pipeline of effective teachers and leaders;
4. Promoting the development of charter schools focused on Science, Technology, Engineering and Mathematics (STEM).

Priority will be given to LEAs with lowest-achieving schools. Additionally, the Governor's Office 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) of the RT3 application], to contribute to the Innovation Fund as a continuing source of start-up capital for promising innovations.

The following types of competitive grants will be made available:

- Venture (planning) grants - 15 grants at approximately \$50K annually
- Enterprise (implementation) grants - small partnerships - 15 grants at approximately \$100K annually
- Enterprise (implementation) grants - large partnerships - 12 grants at approximately \$350K annually

The size and number of grants made available may change depending on the projects funded.

Review Process: The Governor's Office of Student Achievement (GOSA) will establish an Advisory Board representing education, business, and nonprofit communities to make award recommendations to the Governor. Each proposal will be reviewed independently by two or more Governor's Office and GOSA staff reviewers who will then create a joint scoring rubric. When assigning proposals to reviewers, the State will ensure that there are no conflicts of interest for reviewers. Proposals will be rated on a 100-point, State-created scoring rubric. To ensure consistency and reduce variance among ratings, an additional reviewer will score a proposal if two reviewers have a ten-point or greater difference in scores.

Each application must score a minimum of 80 points in order to be considered for review by the Innovation Fund Advisory Board. The Advisory Board will review those proposals and make award recommendations to the Governor.

Details on the Innovation Fund are available from the Governor's Office of Student Achievement (<http://gosa.georgia.gov>).

Innovation Fund: Activities and Milestones

Innovation Fund: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Innovation Fund								
1	Develop an Innovation Fund RFP and application instructions.	2/11	5/13	X		X	X	
2	Release an Innovation Fund RFP annually.	4/11	6/15	X	X	X	X	X
3	Governor's Office and GOSA staff review and score proposals to submit the top-scoring proposals to the Advisory Board to determine Round 1 winners.	6/11	7/11	X				
4	Advisory Board reviews the top scoring proposals and makes recommendations to the Governor, who makes the final award decision.	7/11	7/11	X				
5	Award competitive grants based on criteria outlined in RFP by August 2011 and award a second round by December 2011.	8/11	12/11	X				
6	The Governor's Office of Student Achievement (GOSA) will set up a 501c3 fund to accept private donations to sustain the Innovation Fund.	1/12	6/15		X	X	X	X
7	Governor's Office and GOSA staff review and score proposals to submit the top proposals to the Advisory Board to determine Round 2 winners.	3/12	4/12		X			
8	Advisory Board reviews the top scoring proposals and makes recommendations to the Governor, who makes the final award decision.	4/12	4/12		X			
9	Award competitive grants based on criteria outlined in RFP.	5/12	6/12		X			
10	Governor's Office and GOSA staff review and score proposals to submit the top proposals to the Advisory Board to determine Round 3 winners.	3/13	4/13			X		
11	Advisory Board reviews the top scoring proposals and makes recommendations to the Governor, who makes the final Round 3 award decision.	4/13	4/13			X		
12	Award Round 3 competitive grants based on criteria outlined in RFP.	5/13	6/13			X		
13	Governor's Office and GOSA staff review and score proposals to submit the top proposals to the Advisory Board to determine Round 4 winners.	7/13	7/13			X		
14	Advisory Board reviews the top scoring proposals and makes recommendations to the Governor, who makes the final Round 4 award decision.	8/13	8/13			X		
15	Award Round 4 competitive grants based on criteria outlined in RFP.	8/13	6/15			X	X	X

Improving Early Learning Outcomes:

The Department of Early Care and Learning (DECAL) will develop a Professional Development strategy that improves the quality of teacher-child interactions in the state's Pre-K program. DECAL will compare the 12 to 15 hour professional development model currently offered to Pre-K teachers with three expanded professional development models: 1) a Pre-K course (Making the Most of CLASSroom Interactions); 2) a year-long coaching model conducted via the use of video technology (My Teaching Partner); and 3) a 12 to 15 hour online module (Looking at CLASSrooms).

DECAL will work with all Pre-K teachers within the 26 RT3 LEAs over the course of the grant. The Pre-K teachers will receive one of four professional development models related to the Classroom Assessment Scoring System (CLASS). The CLASS is an evaluation instrument to assess classroom quality in areas specifically related to the interactions that take place throughout all elements of formal and informal instruction.

Teachers will receive the professional development in Years Two and Three of the grant. In Year Four, any new teachers will receive professional development but the primary focus will be the development of a statewide implementation plan. Evaluation of the initiative includes an independent analysis of pre- and post-classroom observation data for each of the four models. In addition to the observations, DECAL will also collect surveys from all participating teachers. DECAL staff and researchers from the Frank Porter Graham (FPG) Center of the Child Development Institute at the University of North Carolina-Chapel Hill will design the surveys. FPG will conduct all analyses independent of DECAL.

In summary, the purpose of the project is to develop a professional development strategy that DECAL can implement statewide. Through the planned evaluation, DECAL will examine the differential effectiveness of the four aforementioned training models and will create a multi-year strategy for all teachers in the state's Pre-K program. It is expected that any multi-year professional development strategy would include elements of all three professional development models. Data from the evaluation will allow DECAL to measure which model components work best for different types of teachers and therefore develop an effective strategy that can be implemented statewide.

Improving Early Learning Outcomes: Activities and Milestones

Improving Early Learning Outcomes: Activities and Milestones		Start	End	Grant Year			
				2011-2012	2011-2012	2012-2013	2013-2014
Improving Early Learning Outcomes							
1	Cover partial salaries and fringes for the Pre-K Director, Research Director, and Project Coordinator positions.	9/11	9/14		X	X	X
2	Provide funding for travel for staff to monitor the Pre-K professional development and classrooms.	9/11	9/14		X	X	X
3	Provide funding for a support administrator.)	9/11	9/14		X	X	X
4	Provide My Teaching Partner professional development training for 50 teachers annually.	9/11	9/14		X	X	X
5	Provide a Pre-K course for 50 teachers annually through Teachstone.	9/11	9/14		X	X	X
6	Conduct professional development thorough a two day Pre-K workshop and an online module for 700 teachers annually.	9/11	9/14		X	X	X
7	Utilize the Classroom Assessment Scoring System (CLASS), which includes “Pre and Post” observations annually.	9/11	9/14		X	X	X
8	Evaluate the initiative by collecting surveys designed by DECAL and FPG.	9/11	9/14		X	X	X
9	Develop a multi-year professional development strategy for all teachers in the State’s Pre-K program.	9/13	9/14				X

Base Funding to RT3 LEAs:

The state provided supplemental funding to systems that have less than \$1,300,000 of funding in their RT3 LEA allocations. The funding will provide additional support for the LEA to tackle the four education reform areas in RT3. The table below shows the original budget allocations for each of the affected LEAs. Details of actual expenditures and budget reallocations are provided in the Appendix B Budget Narrative.

Original LEA Base Funding Allocations	Year 1	Year 2	Year 3	Year 4	Total Allocation
Ben Hill County	\$34,002	\$34,002	\$34,002	\$34,003	\$136,009
Carrollton City	\$20,549	\$20,549	\$20,549	\$20,550	\$82,199
Dade County	\$239,636	\$239,636	\$239,636	\$239,636	\$958,544
Meriwether County	\$7,110	\$7,110	\$7,110	\$7,109	\$28,439
Peach County	\$27,464	\$27,464	\$27,464	\$27,465	\$109,857
Pulaski County	\$240,416	\$240,416	\$240,416	\$240,416	\$961,662
Rabun County	\$226,042	\$226,042	\$226,042	\$226,043	\$904,169
Treutlen County	\$211,549	\$211,549	\$211,549	\$211,550	\$846,197
White County	\$162,563	\$162,563	\$162,563	\$162,562	\$650,251
Total	\$1,169,331	\$1,169,331	\$1,169,331	\$1,169,334	\$4,677,327

Base Funding to RT3 LEAs: Activities and Milestones

Base Funding to RT3 LEAs: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
Base Funding to RT3 LEAs							
1	Provide a base funding allocation to nine LEAs annually.	10/10	10/13	X	X	X	X

B. STANDARDS AND ASSESSMENTS

Common Core Standards

The State Board of Education (SBOE) adopted the Common Core Georgia Performance Standards (CCGPS) in English/language arts (ELA) and mathematics for grades K-12 in July of 2010. Georgia moved expeditiously because: 1) the State had a streamlined (six months) process for adoption in place; 2) Georgia started from a place of strong standards; 3) gaps between the current and future standards were relatively small; and 4) rapid implementation at scale was reasonable. Due to the Georgia Department of Education's (GaDOE) significant involvement in developing and reviewing the Common Core State Standards (CCSS), the Georgia Performance Standards (GPS) were already well aligned to the new standards. The GaDOE conducted an additional review of the standards with its ELA and Mathematics Content Advisory Boards, and created draft documents showing the alignment of GPS and CCSS. These documents were vetted with multiple groups, revised, and recommended to the Superintendent, Executive Committee, and Cabinet in April 2010.

Subsequent to the adoption of CCGPS by the SBOE, Georgia's plan for implementation will begin with briefing and discussion sessions with the GaDOE Academic Standards Council, comprised of members from varied state education stakeholders including all seven education agencies representing the Alliance of Education Agency Heads, professional organizations, parent organizations, and business partners. The Council will assist with the communication of professional learning plans. Sub-councils in both ELA and mathematics will refine the varied aspects of both communication and training components. Professional learning for the CCGPS for classroom teachers will begin in the winter of the 2011-2012 school year focused on the transition from GPS to CCGPS and on the development of curriculum materials and classroom resources. Prior to formal implementation of the CCGPS, the State will re-evaluate, reorganize, and improve its existing resources on www.georgiastandards.org to ensure that the frameworks, formative assessment items, and core units needed by educators are in place and that educators and the public know about them. The State will develop and require targeted professional learning for educators on high-quality delivery of the standards and meaningful use of assessment data and will help build local education agency capacity to ensure fidelity of CCGPS implementation.

Developing and implementing common, high-quality assessments

Georgia is committed to implementing high-quality and rigorous assessments aligned with CCGPS. Georgia is partnering with other states to build a new, cohesive, innovative, and rigorous assessment program that directly informs teaching and learning. Georgia is well-poised to inform the development efforts given the State's lengthy history with assessment, including being one of the first states to implement an online assessment program as well as an online repository of high-quality aligned test items for formative use in classrooms throughout the state. Moreover, Georgia will implement a strategic approach to the development of additional assessments, balancing existing assessments with newly developed ones to maximize resources. Because of the alignment between GPS and CCSS, the State plans to use the current assessment system to test the CCGPS until the Common Core assessments are implemented. The State will then conduct a gaps analysis between its current assessment system and the requirements of the new standards to evaluate the best way to test in the interim. The State will not structurally alter its existing assessments with Common Core assessments immediately, but will instead consider options such as: 1) targeted assessments that test the areas of overlap between CCSS and GPS; or 2) building new items for assessment within current vendor contracts.

Supporting the transition to enhanced standards and high-quality assessments

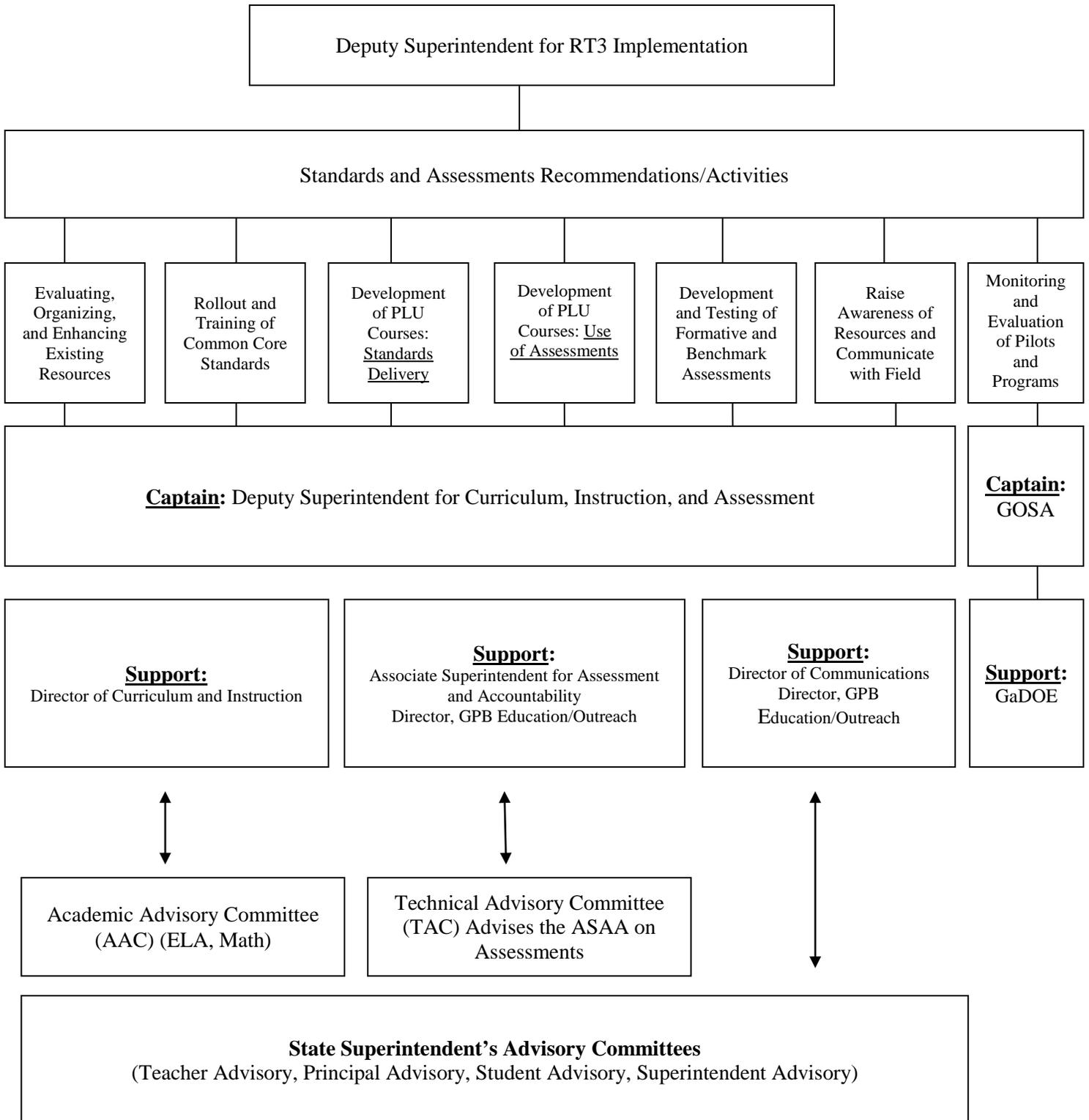
Through RT3, the State will put in place building blocks that are critical to strengthening local capacity. First, GaDOE will develop and provide access to high-quality instructional materials and resources, like benchmark assessments, a formative assessment tool kit, instructional improvement reports, and instructional frameworks. The tool kit will be comprised of high-quality aligned test items, projects, and questioning techniques designed to inform teaching and learning. Benchmark assessments, aligned to the standards, can be given at intervals throughout the year. These will be low-stakes assessments designed to provide information on students' preparedness for the end-of-year assessments. Data from the benchmark assessments will be used to inform teachers and administrators about where the student is on the pathway to proficiency. Second, the state will provide targeted, content-specific professional development, aligned with the CCGPS. Finally, it will align high school exit criteria with college and career ready requirements to help LEAs prepare students for the demands of the 21st century.

STEM-Specific Focus

To increase the focus on STEM, the State will require activities specific to STEM-related standards and assessments be embedded within the action plan that follows and will include: raising educator awareness of STEM resources, promoting a STEM culture in schools, developing and disseminating applied STEM modules that promote a problem-based inquiry approach to STEM, and initiating STEM applied learning partnerships.

Organization for Standards and Assessments:

In the reform area of Standards and Assessments, the Deputy Superintendent for Curriculum, Instruction, and Assessment will be responsible for the implementation of all activities within this reform area.



Projects for Standards and Assessments:

#	Project Name	Description	Application Reference
1	Preparation for CCGPS Rollout	Organize, evaluate, and improve existing resources in preparation for CCGPS implementation and raise awareness. Project Lead: Pam Smith	(B)(3)
2	Professional learning units and training on CCGPS	<ul style="list-style-type: none"> • Develop professional learning unit (PLU) courses for teachers on new standards and on use of data to modify and improve instruction. • Provide a blended model for training on CCGPS. • Provide a blended model of training for teachers in tested subject areas on use of assessment data to modify and improve instruction. Project Leads: Pam Smith / Melissa Fincher	(B)(3)
3	New formative assessments	Develop formative assessment test items. Project Lead: Melissa Fincher	(B)(3)
4	New benchmark assessments	Develop benchmark assessment test items. Project Lead: Melissa Fincher	(B)(3)
5	PSAT examinations and new virtual courses	Fund PSAT exams for all high school sophomores. Project Lead: Becky Chambers Fund ten new virtual courses through Georgia Virtual School and provide funding for additional student enrollment slots. Project Lead: Christina Clayton	(B)(3)

See Appendix B Budget Narrative for detailed budget information on actual expenditures and budget reallocations for each project.

Standards and Assessments: Activities and Milestones

Standards and Assessments: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
Goal 1: Use current assessment system to test CCGPS until aligned assessments are implemented.							
1	Perform gap analysis to determine necessary adjustments to current assessments. (Structure of current assessments will not change.)	9/10	7/11	X			
2	Determine measures necessary to use current assessments to test common core (i.e., test only areas of overlap; develop select new items under current vendor contract).	7/11	12/11	X	X		
3	Test CCGPS.	4/12	9/14		X	X	X
Goal 2: Organize, evaluate, and improve existing resources in preparation for CCGPS implementation.							
4	Engage the existing Academic Advisory Committee (AAC) curriculum and content-related decisions.	5/11	6/14	X	X	X	X
5	Hire program specialists (ELA, literacy, and mathematics) to develop new frameworks and core units and a project manager to coordinate the CCGPS rollout.	2/11	9/14	X	X	X	X
6	Hire online development specialists to develop new frameworks and core units.	4/11	9/14	X	X	X	X

Standards and Assessments: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
7	Contract with the state's 16 Regional Educational Service Agencies (RESAs) to hire 18 half-time ELA Professional Learning Specialists and one full-time ELA Professional Learning Specialist to provide face-to-face professional learning to ELA teachers throughout the state. State-funded full-time mathematics mentors are currently working at the RESAs. These state-funded mathematics mentors will provide face-to-face CCGPS training to mathematics teachers throughout the state.	7/11	6/14	X	X	X	X
8	Provide travel funding to cover the cost for the RESA ELA Professional Learning Specialists to provide support on-site to English Language Arts teachers.	7/11	6/14	X	X	X	X
9	Provide funding for supplies to cover basic office supplies for training on new standards.	7/11	6/14	X	X	X	X
10	Provide travel funding for GaDOE staff and AAC members to support CCGPS implementation.	1/11	9/14	X	X	X	X
11	Design new CCGPS resources for existing sites (www.georgiastandards.org and Learning Village).	5/11	6/14	X	X	X	X
12	Update existing framework units and add new content for alignment with CCGPS.	5/11	6/14	X	X	X	X
13	Use Instructional Technology resources at GaDOE to create an advanced search engine (see discussion of the Teacher Resource Link in RT3 Project 9).	9/11	6/12		X		
14	Utilize feedback from evaluation of content through surveys to teachers to improve resources.	5/12	9/14		X	X	X
15	Maintain and update website to ensure the most up-to-date information is available to all stakeholders.	9/10	9/14	X	X	X	X
Goal 3: Raise awareness of existing resources and CCGPS.							
16	Update district superintendents about CCGPS and training opportunities.	4/11	6/14	X	X	X	X
17	Update principals about CCGPS and training opportunities.	5/11	6/14	X	X	X	X
18	Conduct webinars for curriculum and instructional staff.	5/11	6/14	X	X	X	X
19	Utilize existing monthly newsletters distributed to schools to promote revamped website and resources.	9/11	6/14		X	X	X
20	Promote resources to teachers in training sessions.	9/11	6/14		X	X	X
21	Utilize reach of Georgia Public Broadcasting (GPB) to promote www.georgiastandards.org and support CCGPS communication, professional learning, and implementation.	9/10	6/14	X	X	X	X
Goal 4: Ensure that all Georgia students have equal opportunity, through classroom instruction, to achieve mastery of standards by equipping Georgia teachers with the knowledge and skills to teach to the CCGPS and use data (through assessments aligned to standards) to modify instruction and enhance student learning.							
Goal 4a: Develop professional learning unit (PLU) courses targeted at CCGPS and meaningful use of assessment data.							
22	Develop content and format of online PLU courses in CCGPS.	9/11	6/14			X	X
23	Enlist assistance of Academic Standards Advisory Committee throughout PLU development phase.	5/11	6/14		X	X	X
24	Notify educators of new professional learning opportunities via a variety of formats.	9/11	9/14	X	X	X	X
25	Offer online PLUs via Georgia Virtual School (GAVS). GaDOE and GAVS will disseminate and track professional learning via a Learning Management System. Funding for implementation and continued licensing fees for an LMS to deliver online professional learning to teachers statewide is needed.	6/13	9/14			X	X
26	Provide funding to train 40,000 elementary school teachers and 19,000 middle and high school ELA and mathematics teachers via CCGPS PLU courses offered through GAVS.	6/13	9/14			X	X

	Standards and Assessments: Activities and Milestones	Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
27	Develop an assessment literacy PLU course, as well as videos, video podcasts, webinars, and other resources, to support teachers and educational leaders in ensuring fidelity of implementation. <ul style="list-style-type: none"> Course development: July 2011 through December 2012 Pilot of rollout methodologies and communications materials: January 2013 through June 2013. Course / modules available to all teachers statewide: July 2013 	7/11	12/12		X	X	
28	Deliver assessment training to core subject teachers.	7/13	9/14		X	X	X
29	Track participation in online PLUs by district, school, and content area.	1/13	9/14			X	X
30	Conduct teacher surveys on usefulness of PLU. Adapt content and/or delivery methods of PLU courses based on feedback.	7/13	9/14			X	X
Goal 4b: Ensure fidelity of standards implementation by supporting LEAs in delivering appropriate professional learning to teachers.							
31	Provide CCGPS orientation for all education stakeholders.	9/11	10/11	X	X		
32	Contract with GPB to create streamed video sessions for CCGPS orientation, along with grade-level/course information sessions. The videos will then be compressed into a series of 40 professional development videos that will support and sustain the implementation of CCGPS.	9/11	10/11	X	X		
33	Deliver blended professional learning utilizing face-to-face and web-based formats to provide ongoing professional development support to teachers in the area of new standards and use of assessment data. Hold regional training sessions for two days which will be limited to two teachers or trainees per school. This training is in addition to a blended professional learning approach.	1/12	6/14		X	X	X
34	Provide funding to cover travel costs for teachers trained at RESAs which are geographically distributed throughout the state. Since trainings will be distributed throughout the state, it is expected that overnight lodging will not be required.	1/12	6/14		X	X	X
35	Video tape training as a resource and post video-taped training on the website for use by stakeholders.	10/11	6/12		X		
36	Conduct CCGPS professional development workshops for two teachers per subject per Georgia school. These trainings will occur over two days at a personnel cost of \$125 per day. The cost per teacher includes substitute teacher daily pay and teacher stipends as needed for off-contract work.	1/12	8/12		X		
37	Provide funding for supplies for the copy and distribution of the school DVDs containing the CCGPS orientation for LEAs and school administrators and teachers, professional development support materials, and handbooks containing the model instructional units integrating CTAE, mathematics, and science. Information will also be included on GaDOE's website.	7/11	9/13	X	X	X	
38	Contract with the Charles A. Dana Center at the University of Texas at Austin for the procurement of a nonexclusive license in perpetuity to use the 2010-2011 edition of the CCGPS Advanced Mathematical Decision Making (AMDM) student and teacher materials.	5/11	6/12	X	X		
39	Contract with consultants from North Carolina State University (NCSU) to provide eight days of instruction/training in the content and pedagogy for use in the CCGPS fourth mathematics course option entitled Mathematics of Industry and Government for up to 70 teachers.	5/11	6/12	X	X		
40	Contract with groups of teachers (mathematics, science, and CTAE) to develop integrated frameworks of instruction that will bring mathematics and science content knowledge into CTAE courses and CTAE applications into the mathematics and science instruction. The resources will be placed on www.georgiastandards.org for dissemination.	9/11	5/14	X	X	X	X

Standards and Assessments: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
Goal 4c: Create formative assessment toolbox for use by educators.							
41	Hire two new formative assessment specialists, a benchmark assessment specialist, an accountability specialist and a project manager to coordinate all assessment projects.	5/11	9/14	X	X	X	X
42	Provide funding for basic office supplies for the five new assessment positions.	5/11	9/14	X	X	X	X
43	Provide funding for computers for the five new assessment positions.	4/11	5/11	X			
44	Provide funding for furniture for the five new assessment positions.	6/11	9/11	X			
45	Engage existing Program Managers, Technical Advisory Committee, and Academic Standards Advisory Committee to act as sounding board for formative assessment development ideas.	5/11	8/11	X			
46	Develop RFP to select vendor to develop items for inclusion in formative assessments, and select vendor.	5/11	9/11	X			
47	Develop formative assessment toolkit items. Phase 1 developed and field-tested in spring 2012 for use in fall 2012. Phase 2 developed and field-tested in spring 2013 for use in fall 2013.	9/11	9/13	X	X	X	
48	Provide stipends to 15 to 20 educators per group in content area (language arts, mathematics, and science) and in grade band (3-5, 6-8, and high school) to guide and review contractor work for the formative and benchmark assessments.	9/11	9/13	X	X	X	
49	Design and offer a PLU course on assessments.	9/11	7/13	X	X	X	
50	Train LEA school administrators on use of formative assessments. Training will be provided for each of the two phases of development and implementation.	8/12	12/13		X	X	X
51	Train teachers on use of formative assessment.	8/12	9/14		X	X	X
52	Field-test formative assessment items.	1/12	6/13		X	X	
53	Make formative assessment toolkit available online. <ul style="list-style-type: none"> Phase 1 formative assessment items available to teachers / administrators via OAS: November 2012 Phase 2 formative assessment items available to teachers / administrators via OAS: September 2013 	9/12	9/14		X	X	X
54	Provide communications to educators regarding formative assessment toolkit.	8/12	9/14		X	X	X
55	Track usage of formative assessment site (e.g., number of tests built and administered).	9/12	9/14		X	X	X
56	Conduct evaluation of formative assessment toolkit and modify as needed based on teacher feedback.	6/13	9/14			X	X
Goal 4d: Create benchmark assessments where some degree of curriculum sequencing can help compensate for student mobility.							
57	Form advisory group that is a cross section of Academic and Technical Advisory Groups.	7/12	8/12		X		
58	Determine sequencing solution: a) sequence the State curriculum to make benchmark assessment comparable across the state, or b) use un-sequenced benchmark assessments designed to mirror the end of year, summative assessments.	8/12	9/12		X		
59	Select vendor to develop new benchmark assessments to provide low-stakes feedback to teachers and students.	1/12	8/12		X		
60	Develop tests in CCGPS over a two-year period of time. <ul style="list-style-type: none"> Field-test Phase 1 items: Fall 2013 Phase 1 items available to teachers / administrators via OAS: January 2014 Field-test Phase 2 items: Winter / spring 2014 Phase 2 items available to teachers / administrators via OAS: September 2014 	9/12	9/14			X	X
61	Provide communications to educators regarding use of benchmark assessments.	1/14	1/14				X

Standards and Assessments: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
62	Provide online training to educators on benchmark assessments.	1/14	9/14				X
Goal 5: Increase global competitiveness of Georgia's students, especially in STEM, through internationally benchmarked assessments and innovative coursework.							
64	Participate in Common Assessment consortium.	3/10	6/10	X			
65	Work with partner states to develop common assessments.	9/10	8/12	X	X		
Competitive Preference Priority (CPP) - GOAL 1: Offer a rigorous course of study in science, technology, engineering and mathematics.							
CPP6	Continue GPS implementation in science and CCGPS in mathematics. See Section (B) (1)	9/10	9/14	X	X	X	X
CPP8	<ul style="list-style-type: none"> Utilize the Georgia Virtual School to provide additional student enrollment slots each year starting in school year 2011-2012 for rigorous STEM and other courses, including AP, to students who are unable to access such courses in their home schools. Utilize the Georgia Virtual School to develop new rigorous STEM courses. The courses to be developed include: Energy and Power Technology; Epidemiology; Food and Nutrition through the Lifespan; Geology; Plant Science and Biotechnology; AP Calculus BC; AP Physics: Mechanics; AP Physics: Electrical; Advanced Web Design; and Intermediate Programming. 	9/10	9/14	X	X	X	X
CPP 18	Reduce gaps in student achievement in science and mathematics by subgroups through policy change and retention bonuses for teachers in high-need schools who demonstrate effectiveness in reducing the achievement gap.	9/12	9/14		X	X	X
Goal 6 - Ensure student success in college and beyond by aligning high school exit criteria and college entrance requirements with the new standards and assessments.							
66	Phase out GHSGTs and replace with EOCTs once EOCTs become available.	4/11	9/12	X	X		
67	Conduct ongoing review of high school exit criteria using the Statewide Longitudinal Data System.	2014	2015				X
68	Provide funding for the PSAT exams for all high school sophomores.	9/10	11/13	X	X	X	X
69	Develop and research proposal for proficiency-based advancement to create a model policy for helping three critical groups of students (severely over-age, credit deficient, or gifted) obtain course credit based on demonstrated proficiency rather than seat time. Momentum Grant provides some funding to support this activity.	9/10	9/14	X	X	X	X

Standards and Assessments: Performance Measures

Standards and Assessments: Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
1. Percent of veteran teachers statewide, by content area (Math, ELA) and overall, who participate in state developed PLU on standards	N/A ⁽¹⁾	N/A ⁽¹⁾	N/A ⁽²⁾	75%	100%
2. Percent of new teachers statewide, by content area (Math, ELA) and overall, who participate in state developed PLU on standards	N/A ⁽¹⁾	N/A ⁽¹⁾	N/A ⁽²⁾	100%	100%
3. Percent of veteran teachers, by tested subject area and overall, who participate in state-developed PLU on assessments and use of data to modify instruction.	N/A ⁽¹⁾	N/A ⁽¹⁾	N/A ⁽²⁾	75%	100%
4. Percent of new teachers, by tested subject area and overall, who participate in state-developed PLU on assessments and use of data to modify instruction	N/A ⁽¹⁾	N/A ⁽¹⁾	N/A ⁽²⁾	100%	100%
5. Percent of teachers, by content area and overall, in participating LEAs who score above threshold score on those strands in the new evaluation tool that pertain to knowledge of standards, delivery of standards, and development / use of assessments to boost student learning	N/A ⁽³⁾	N/A ⁽³⁾	N/A ⁽³⁾	70%	72%
6. Percent of teachers, by content area and overall, in Participating LEAs, using formative assessments in their classrooms	N/A ⁽⁴⁾	N/A ⁽⁴⁾	N/A ⁽⁴⁾	N/A ⁽⁴⁾	80%
7. Usage of www.georgiastandards.org site: Number of unique visitors to teacher resource pages per year	N/A ⁽⁵⁾	N/A ⁽⁵⁾	95,930	97,848	99,805
Usage of www.georgiastandards.org site: Number of unique visitors to administrator resource pages per year			6,674	6,874	7080
8. Usage of www.georgiaoas.org site: Number of teacher-generated tests per year	N/A ⁽⁵⁾	N/A ⁽⁵⁾	2,145,969	2,167,429	2,210,778
Usage of www.georgiaoas.org site: Number of administrator-generated tests per year			876,398	885,162	902,865

Explanations:

1. Common Core Standards (CCGPS) was adopted by the State Board of Education in July 2010. Initial implementation of CCGPS will not occur until the 2012-2013 school year. During the 2011-2012 school year, resources in support of new standards will be organized and published, and training on new standards will be developed. Initially, professional learning materials and sessions were focused on orientation and introduction to the new standards and their relationship with the state's existing curriculum (GPS). More detailed professional learning courses will be developed following an analysis of teacher feedback designed to determine the exact content teachers want in the professional learning courses. This will be provided in the second half of the 2012-2013 school year. Teacher Professional Learning will be delivered at the end of 2011-2012.
2. It is important to note that after these milestones and activities were written, the Georgia General Assembly passed legislation waiving the requirement that teachers must take PLU courses in order to renew their certificate. This waiver applies for 2011 through 2015. The legislation was in response to budget crises and was intended to provide relief to teachers by not requiring them to pay for PLU courses out-of-pocket. This law impacted the participation in PLU courses: since it was not required, many teachers took few PLU courses – regardless of funding for the course. As a result of this law, normal requirements and tracking mechanisms are not fully in effect and may negatively impact the number of teachers participating in these PLU courses.

3. Georgia is currently not able to develop a baseline for percent of teachers who score above threshold score on the standards in the evaluation tool that pertain to knowledge and delivery of standards since the evaluation tool will be implemented and validated in 2011-2012. The first year that Georgia will have data to establish a baseline is at the end of 2011-2012 and will establish targets for 2012-2013 and 2013-2014.
4. The baseline data will be collected through surveys to participating LEAs in 2012-2013, and then targets will be established for 2013-2014.
5. These data are not currently tracked at this level of granularity. GaDOE will begin to track number of unique visitors (teachers vs. non-teachers) in 2010-2011, and then establish targets for 2011-2012 through 2013-2014

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

Statewide Longitudinal Data Systems

The Georgia Department of Education has developed and is expanding its robust Longitudinal Data System (LDS), which will allow seamless K-12 data access to all users: students, parents, teachers, administrators and researchers. Additionally, the State will develop a statewide P-20 longitudinal data system. The State has developed a data governance structure which sets out ownership of data, clear business processes for collecting and reporting data, accountability for data quality, and processes for data access.

The State's plan includes strategies to:

1. Encourage districts to ensure that educators have the technological tools and training necessary for accessing and using data to improve instruction;
2. Provide rapid access to individual student performance information and online access to formative assessment toolkits and other instructional resources;
3. Develop Instructional Improvement Reports for districts, schools, and teachers;
4. Promote professional development / tutorials available in multiple formats in a variety of venues; and
5. Capture lessons learned and promote best practices in data usage.

Instructional Improvement Systems and Reports

Participating LEAs will invest in instructional improvement systems that will allow teachers to design student-appropriate and student-differentiated instruction so that classroom instruction meets students' individual needs.

The State will also provide teachers and administrators with rapid access to student-level data, along with enhanced assessment resources. With rapid access to individual student performance information, teachers can differentiate instruction by student. This will ensure that teachers have more than just summative data on their students but also ongoing formative assessments and performance-based tasks. Through the work in Projects 3 and 4 in Section B, the State will develop and provide a bank of test questions to ensure standardized, horizontal alignment between schools. GaDOE will integrate these resources within the IIS to provide seamless access to other instructional and professional learning resources. Through synthesized results, tasks, and measures of student work, teachers can obtain valuable and meaningful data on which they can act. As teachers become more familiar with and skilled in using data to improve instruction, the State will research, capture, and disseminate best practices.

Georgia will enhance its existing GaDOE LDS, which displays information at a student level for instructional improvement purposes and is accessible, statewide, by both teachers and principals. Enhancements will include the development of classroom-level reports and a more user-friendly interface tailored to the type of user. Additionally the State will increase the frequency and breadth of these data collections. New data collections, submission tools, and reporting interfaces will be managed by the State to ensure that instructional improvement and ESEA requirements are adequately met by even the least technologically-capable districts.

Making Data Available and Accessible to Researchers

Georgia will make the data maintained as part of the P-20 SLDS available to researchers with the high-level analytical skills and research training needed to mine the data and answer critical policy and evaluation questions. The State will encourage and enter into strategic partnerships with universities, researchers, and intermediary groups to conduct a purposeful research agenda to inform decision-making and to improve student performance. Key research topics and advocacy areas include: (1) effectiveness of educator preparation programs; (2) effectiveness of strategies and interventions implemented within the State's RT3 proposal; and (3) educational background of students who experience the least difficulty in transitioning to college. Georgia's P-20 SLDS will have capability not only to track students and their progress/transitions over time, but also—through linking students and teachers—to track teacher, principal, district, and teacher and leader preparation program effectiveness over time.

Overall organization for Data Systems to Support Instruction

In the area of Data Systems to Support Instruction, the Data Management Committee (comprised of agency-identified senior IT / data / research staff [e.g., CIO] and the SLDS Director) will provide general oversight for the new P-20 SLDS, which has been named GA•AWARDS (Georgia's Academic and Workforce Analysis and Research Data System). The GA•AWARDS Director will have primary responsibility for day-to-day implementation of the P-20 SLDS and will be directly supported by a GA•AWARDS staff and indirectly supported by the chief information officers of the Alliance agencies.

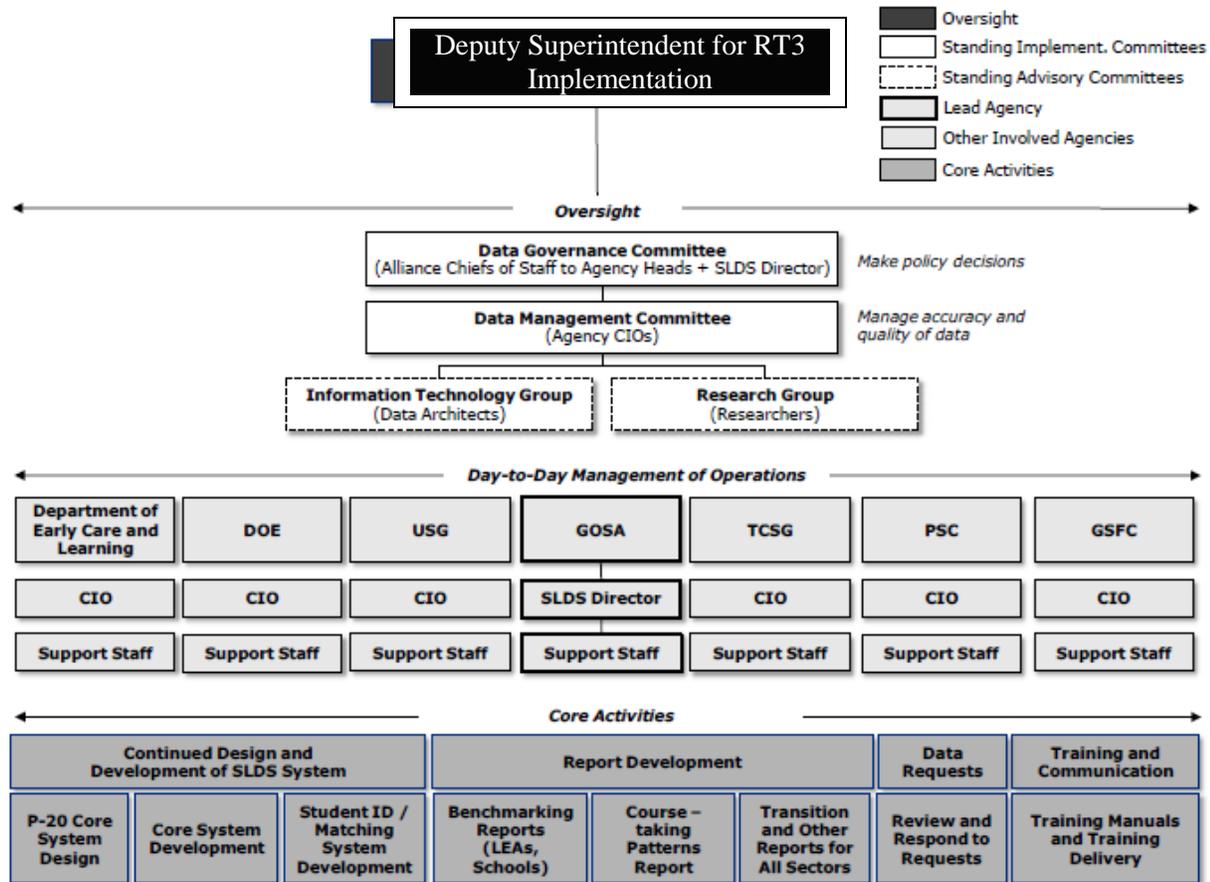


Figure C1: Oversight Structure for the Data Systems reform area under RT3

The key projects under this initiative are:

#	Project Name	Description	Application Reference
678	P-20 SLDS	Data system to: electronically link educational data between Pre-K, K-12, post-secondary, and workforce systems; accurately identify students transitioning between schools and LEAs as well as transitioning from K-12 into the workforce and/or post-secondary; and provide decision support and business intelligence systems for detailed analysis and reporting. Project Lead: Kriste Elia	(C)(2) (C)(3)
9	Decision support systems	Instructional improvement systems and instructional improvement reports providing rapid-time and actionable feedback to teachers on student performance. Project Lead: Bob Swiggum	(C)(2) (C)(3)
9	GaDOE projects	Technology projects required of the GaDOE to successfully implement RT3 initiatives Project Lead: Bob Swiggum	(C)(2) (C)(3)

#	Project Name	Description	Application Reference
10	PSC projects	Technology projects required of the PSC to successfully implement RT3 initiatives Project Lead: Chuck McCampbell	(C)(2) (C)(3)
11	USG projects	Technology projects required of the USG to successfully implement RT3 initiatives Project Leads: Curt Carver	(C)(2) (C)(3)
12	TCSG projects	Technology projects required of the TCSG of Georgia to successfully implement RT3 initiatives Project Lead: Andy Parsons	(C)(2) (C)(3)

See Appendix B Budget Narrative for detailed budget information on actual expenditures and budget reallocations for each project.

Data Systems to Support Instruction: Activities and Milestones

Data Systems to Support Instruction: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
(C)(2) Accessing and using state data								
Goal 1: Perform the initial tasks to plan out, staff, and govern the data system.								
1	Identify and convene a Data Management Committee (DMC) to oversee the policy and data implications of GA•AWARDS.	6/11	9/14	X	X	X	X	
2	Establish a group dedicated to the planning and operations of GA•AWARDS within the GOSA.	5/11	8/11	X				
3	Perform planning activities required to design, develop, test, and launch GA•AWARDS.	5/11	9/11	X				
Goal 2: Develop the core functionality of the P-20 Data System to be able to track student transitions between agencies.								
4	Perform a data audit of all agency systems to determine what elements are currently collected and also which elements need to be added for RT3.	11/11	9/14		X	X	X	
5	Develop a data schema to normalize both old and new data elements to be fed to GA•AWARDS.	6/12	10/12		X	X		
6	Develop the extract, transformation, and loading procedures required to link disparate agency systems into GA•AWARDS.	7/12	5/13		X	X		
7	Inform and train LEAs and schools on any changes to data collection processes.	8/12	4/13		X	X		
8	Link GA•AWARDS to non-educational systems (e.g. Department of Labor) and non-state systems (e.g. National Student Clearinghouse and independent colleges via the Georgia Independent Colleges Association).	5/13	7/14			X	X	
8a	Provide funding for personnel to develop GA•AWARDS.	6/11	9/14	X	X	X	X	
8b	Provide funding for travel.	6/11	8/13	X	X	X		
8c	Provide funding for equipment to support GA•AWARDS.	6/11	9/14	X	X	X	X	
8d	Provide funding for supplies to support GA•AWARDS.	6/11	9/14	X	X	X	X	
8e	Provide funding for contracts to support GA•AWARDS.	9/11	9/14	X	X	X	X	
GOAL 3: Develop a data matching algorithm to properly identify students across schools, districts, and agencies.								

Data Systems to Support Instruction: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9	Develop first-pass of data matching algorithm.	1/12	7/12		X			
10	Modify existing data matching algorithm incorporating new data elements. (iterative process)	7/12	5/13		X	X		
10b	Provide funding for supplies to support the student matching system.	6/11	9/14	X	X	X	X	
10c	Provide funding for contracts to support the student matching system.	6/11	9/14	X	X	X	X	
Goal 4: Develop a decision support system for all stakeholders.								
11	Create initial dashboards and reports using data that is already captured.	11/11	6/12		X			
12	Conduct user feedback sessions to determine new reporting needs.	8/12	1/13		X	X		
13	Evaluate Business Intelligence (BI), dashboard, reporting tools, and web-based presentation tools. Multiple options exist for presentation-layer tools. A study should be conducted to identify the tool to be used.	9/12	1/13			X		
14	Build reporting layer access and security.	1/13	4/13			X		
14b	Provide funding for travel.	9/11	9/14	X	X	X	X	
14c	Provide funding for equipment to support the decision support system.	6/11	9/14	X	X	X	X	
14d	Provide funding for supplies to support the decision support system.	6/11	9/14	X	X	X	X	
14e	Provide funding for contracts to support decision support system.	9/11	9/14	X	X	X	X	
(C)(3)(i and ii) Increase and support acquisition, adoption, and use of local instructional improvement systems.								
Goal 1: Set expectations and facilitate LEA use and implementation of instructional improvement systems.								
1	State signed MOUs with participating LEAs requiring that any instructional improvement system in place is being fully utilized and supporting those participating LEAs that do not currently have instructional improvement systems (IIS).	12/09	5/10	X				
2	State support LEAs with lowest achieving schools to invest in instructional improvement systems if they do not have a system in place.	6/11	6/12	X	X			
3	State continues discussions with vendors to determine whether it would be beneficial to enter into a contract for instructional improvement systems on behalf of the LEAs.	3/11	1/12	X	X			
4	State enters into contract with single vendor, if appropriate, or develops list of state-approved vendors in the area of instructional improvement systems (from which LEAs can select).	6/11	8/11	X				
4a	Established the RT3 Instructional Improvement System Advisory Committee (IISAC).	2/11	2/11	X				
5	Identify the components that make up the GA IIS.	3/11	5/11	X				
6	Schedule and conduct IIS focus group sessions for LEAs with lowest achieving schools to determine best methods for supporting LEAs with lowest achieving schools.	5/11	6/12	X	X			
7	Participating LEAs report out to the State on use of their instructional improvement systems to measure degree of system adoption within each LEA and to evaluate impact of systems on classroom instruction and student achievement.	6/11	9/14	X	X	X	X	
8	Conduct planning and approval of IIS components, processes, tools, and best practice implementation strategies.	6/11	6/12	X	X			

Data Systems to Support Instruction: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9	Capture lessons learned / best demonstrated practices and share with other LEAs across the state.	7/12	9/14		X	X	X	
Goal 2: Develop Instructional Improvement Reports (IIR) for districts, schools, and teachers.								
10	Determine needs of teachers, principals, and superintendents who will be using the new IIR.	9/11	9/14	X	X	X	X	
11	Revise data collection process to ensure appropriate data elements are captured and can be reported on near real-time basis.	2/12	2/13		X	X		
12	<ul style="list-style-type: none"> Develop first generation of IIR Review reports with teachers, principals, and administrators Develop training materials and user guides Issue statewide communication to teachers Conduct regional training sessions Develop virtual courses for online training Roll out IIR to users 	2/12	2/13		X	X		
13	Review and modification after first operational year. <ul style="list-style-type: none"> Develop survey to capture user feedback Synthesize and communicate best practices for using IIR Revise reports, online training Communicate changes to users Roll out second version to users 	2/13	9/14			X	X	
Goal 3: Support participating LEAs and schools in using IIS by providing effective professional development to teachers, principals, and administrators.								
14	State signed MOUs with participating LEAs requiring that participating LEAs provide effective professional development to teachers and principals on: (1) the use of state- level data and local data; and (2) the use of any instructional improvement system in place in the LEA.	12/09	5/10	X				
15	State develops detailed plans with participating LEAs on targeted professional development to be made available to teachers on the use of data.	5/11	12/13	X	X	X	X	
(C)(3)(iii) Make the data from IIS, together with data from the SLDS, available and accessible to researchers.								
Goal 1: Develop the capability to track teacher and program performance and link that performance to students.								
1	Develop data capabilities to capture and disseminate Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM) scores.	9/11	6/15		X	X	X	X
2	Link teacher effectiveness to prior post-secondary education/coursework.	9/11	6/15	X	X	X	X	X
3	Link Teacher Effectiveness Measures and Leader Effectiveness Measures to student performance outcomes.	9/11	6/15	X	X	X	X	X
4	Develop capabilities to capture Teacher Preparation Program Effectiveness Measures and Leader Preparation Program Effectiveness Measures.	12/11	6/15		X	X	X	X
5	Begin to publish teacher and leader preparation program effectiveness measures. Not available until TEM and LEM available on a cohort basis. TPPEM and LPPEM will require two years worth of data, and will not be available until the close of the 2013-2014 school year.	7/14	6/15				X	X
Goal 2: Make data, at the appropriate “unit” level, available to researchers.								
6	Develop data capabilities to track performance of new programs.	7/11	9/11	X				
7	Make IIR and its practices available to researchers.	1/14	6/14				X	
8	Make available to researchers any appropriate data captured above in (C)(3)(i-ii).	1/14	6/14				X	

Data Systems to Support Instruction: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9	Make K-12 to higher education transition data available to researchers.	1/14	6/14				X	
Goal 3: Enhance data systems to support all reform areas within RT3.								
Department of Education IT related RT3 projects.								
1	Provide funding for personnel to support GaDOE IT related RT3 projects.	4/11	9/14	X	X	X	X	
2	Provide funding for travel.	3/11	9/14	X	X	X	X	
3	Provide funding for equipment to support GaDOE IT related RT3 projects.	3/11	9/14	X	X	X	X	
4	Provide funding for supplies to support GaDOE IT related RT3 projects.	4/11	9/13	X	X	X		
5	<p>Provide funding for contracts to GaDOE IT related RT3 projects. The GADOE IT work requiring contractual funds is primarily the effort to design, build, and implement the statewide IIS project. The project is developing a series of teacher and district tools that will be integrated with and delivered by the longitudinal data systems (LDS). All of the activities below are being worked on and are due for completion in the 2013-2014 grant year when the IIS is rolled out statewide.</p> <ul style="list-style-type: none"> • Update Georgia virtual school courses to common core: 2nd quarter 2013 • Design annual surveys as components of IIS: 3rd quarter 2013 • Design and implement system to execute and track the Grad coach program: 3rd quarter 2013 • Design and implement system to execute and track the Math coach program: 3rd quarter 2013 • Develop Teacher resource link - Common core courses accessed via LDS: 3rd quarter 2013 • Finalize the SGP visualization tools, feed growth data to Truenorthlogic: 3rd quarter 2013 • Integrate Georgia Std.org, virtual school, digital content into IIS: 4th quarter 2013 • Capture and store performance metrics - CCRPI performance index reports: 1st quarter 2014 • Provide data and interfacing with Truenorthlogic: 1st quarter 2014 • Collect and disseminate benchmark data: 2nd quarter 2014 • Tagging Resources to common core - digital resources, PD, assessments: 2nd quarter 2014 	4/11	9/14	X	X	X	X	
6	Provide funding for training stipends to support GaDOE IT related RT3 projects.	9/11	9/13	X	X	X		
Professional Standards Commission IT related RT3 projects.								
7	Provide funding for personnel to support PSC IT related RT3 projects.	5/11	6/15	X	X	X	X	X
8	Provide funding for travel.	5/11	6/15	X	X	X	X	X
9	Provide funding for equipment to support PSC IT related RT3 projects.	5/11	6/15	X	X	X	X	X
10	Provide funding for supplies to support PSC IT related RT3 projects.	5/11	6/15	X	X	X	X	X
11	Provide funding for contracts to PSC IT related RT3 projects.	5/11	6/15	X	X	X	X	X
12	Provide funding for other to support PSC IT related RT3 projects.	9/11	6/15	X	X	X	X	X
University System of Georgia IT related RT3 projects.								

Data Systems to Support Instruction: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
13	Provide funding for personnel to support USG IT related RT3 projects.	5/11	6/15	X	X	X	X	X
14	Provide funding for equipment to support USG IT related RT3 projects.	5/11	9/11	X				
15	Provide funding for supplies to support USG IT related RT3 projects.	5/11	9/11	X				
Technical College System of Georgia IT related RT3 projects.								
16	Provide funding for personnel to support TCSG IT related RT3 projects.	5/11	6/14	X	X	X	X	
17	Provide funding for travel.	5/11	6/14	X	X	X	X	
18	Provide funding for equipment to support TCSG IT related RT3 projects.	5/11	6/14	X	X	X	X	
19	Provide funding for supplies to support TCSG IT.	7/11	6/14		X	X	X	

Data Systems to Support Instruction: Performance Measures

Data Systems to Support Instruction: 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
Accessing and using State data					
1. Number of unique visitors to the State's report card (website)	704,431	745,724	787,017	828,310	869,603
C)(3)(iii) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers.					
1. Percent of LEAs with instructional improvement systems (IIS)	N/A*	N/A*	100%	100%	100%
2. Percent of all teachers accessing new Instructional Improvement Reports (IIR) through teacher portal	N/A*	N/A*	N/A*	25%	50%
3. Percent of teachers in high-poverty, high-minority (or both) schools accessing new IIR through teacher portal	N/A*	N/A*	N/A*	25%	50%
4. Percent of mathematics teachers accessing new IIR through teacher portal	N/A*	N/A*	N/A*	25%	50%
5. Percent of science teachers accessing new IIR through teacher portal	N/A*	N/A*	N/A*	25%	50%
6. Percent of principals accessing new IIR through administrator portal	N/A*	N/A*	N/A*	25%	50%

Explanations:

- * IIS data not available for baseline year. Survey of participating LEAs will be conducted in 2011-2012, and a baseline will be established for 2011-2012. IIR reports will not be available until February 2013. IIR goals will be established for 2013-2014, based on teacher and principal usage in 2012-2013.

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's 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 in initial development of the evaluation system in 2010-2011, pilot the evaluation system in 2011-2012, implement in 2012-2013, and will qualify for access to the new performance-based compensation system for their teachers after the close of the 2013-2014 school year (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 Georgia's RT3 Application 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) as a pilot to all participating LEAs by 2011-2012 and then up to 120 additional systems (up to 60 additional systems per year) over the remaining two-year period of the RT3 grant (2012-2013 and 2013-2014).

Georgia Teacher and Leader Keys Theory of Action

If educators have specific performance standards for effective teaching,
Then educators will focus classroom practice on behaviors that increase student learning.

If educators focus classroom practice on behaviors that increase student learning,
Then educators will need to provide and participate in professional learning support to develop and implement those behaviors.

If educators provide professional learning support for teachers to develop and implement the classroom practices indicated by the specific performance standards,
Then the professional capacity of teachers and leaders to positively impact student learning will increase.

If the professional capacity of teachers and leaders to positively impact student learning increases,
Then educators will hold higher expectations for student learning.

If educators hold higher expectations for student learning,
Then students will learn more and achieve at higher levels.

If educators have a clear understanding of growth needed for students to become proficient in a year's time, and

If educators are provided with trustworthy data with respect to the academic growth of students,
Then educators will have a deeper understanding of the real extent of student learning in classrooms, schools, and districts.

If educators have a clear understanding of the extent of student learning in classrooms, schools, and districts, and

If educators communicate trustworthy data with respect to the academic growth of students,
Then students and their parents will have a clearer understanding of growth needed to reach proficiency and beyond.

If educators, students, and parents share a clearer understanding of the extent of student learning in classrooms, schools, and districts, as well as the growth needed to reach proficiency and beyond,
Then student learning and achievement will increase in Georgia.

Georgia's Guiding Principles for the Educator Effectiveness Systems

As the Georgia Department of Education works with its partners (e.g., RT3 districts, agencies, educational organizations, interested stakeholders and policy makers) to build, implement, and validate the Educator Effectiveness Systems, the following guiding principles inform the lens through which all decision points are considered. Importantly, these principles arose from the Theory of Action the state developed to guide this critically important initiative.

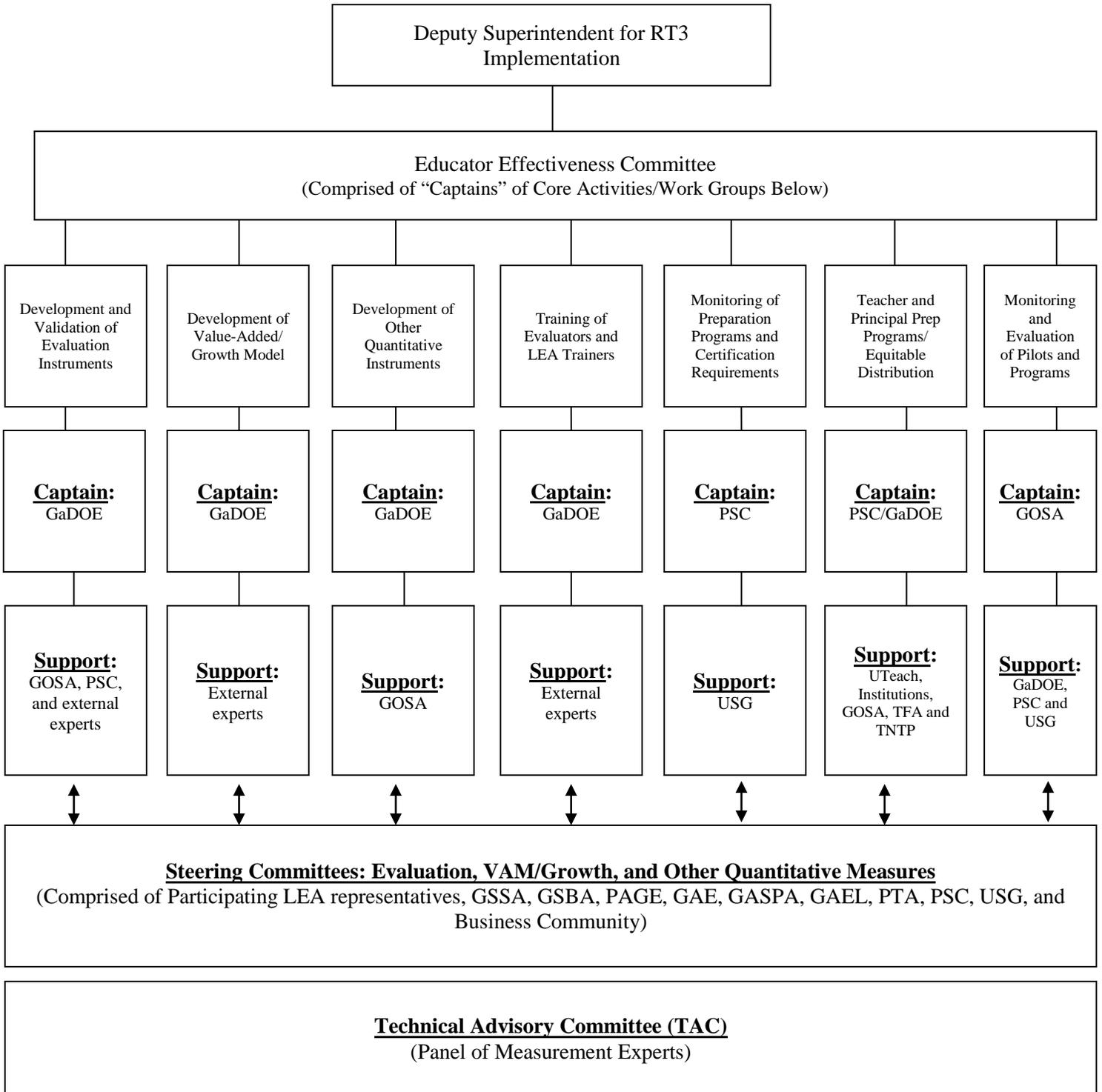
The overarching and paramount principle guiding all aspects of the work is, "What is best for teaching and learning?" At the end of the day all aspects of the evaluation systems should provide rich, salient information that assists educators at all levels in the improvement of their professional practice and leads to increased achievement and opportunity for Georgia's students.

In support of this key overarching principle are other ancillary foundational considerations:

- **Educator Engagement:** Georgia adamantly believes it is important to include a variety of voices and perspectives at the table as it works through the construction, implementation, and validation of the effectiveness systems. Only through open, honest, and inclusive dialogue can the state develop and implement systems that have the potential to achieve the ultimate goal of improving teaching and learning. To that end, Georgia has strived to include key constituencies and partners in all discussions.
- **Evidence Based:** While opinions and beliefs are important 'conversation starters,' decisions made must be supported by empirical evidence (both quantitative and qualitative) to the extent to which they can be. Given the nature of the work, careful consideration must be given at the front-end of key decision points to ensure both sufficient and appropriate types of information/data are collected to inform the final decision. With this said, sound, reasoned, and expert judgment also plays an important role in policy decision-making. To that end, Georgia frequently seeks input from a variety of technical advisors, including but not limited to its Educator Effectiveness Technical Advisory Committee (EE TAC).

Overall Organization for Great Teachers and Leaders

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



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. <p>Lead: Melissa Fincher</p>	(D)(2)(i)
14	Development, testing, and validation of other quantitative measures	<ul style="list-style-type: none"> Student 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. <p>Leads: Avis King and Cindy Saxon</p>	(D)(2)(i)
15	Evaluation instrument and validation	The finalization of a research-based evaluation tool to provide both formative and summative feedback to teachers and leaders. Leads: Avis King and Cindy Saxon	(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. <p>Leads: Avis King and Cindy Saxon</p>	(D)(2)(i) and (D)(2)(ii)
17	Performance-based pay for teachers	Provide additional funding to implement a performance-based compensation system based on a teacher's effectiveness in Cherokee County, Henry County, and Pulaski County. Leads: Avis King and Cindy Saxon	(D)(2)(iv)
18	Performance-based pay for closing the achievement gap	Pay individual bonuses to teachers and principals in Focus schools based on performance tied to closing the student achievement gap. Leads: Avis King and Cindy Saxon	(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 mathematics. <p>Leads: Avis King and Cindy Saxon</p>	(D)(3)
20	Increasing supply of effective science and mathematics teachers	Partner with UTeach to increase the number of science and mathematics majors who go into teaching. Lead: Rebecca Ellis	(D)(3)
21	Focused professional development for teachers in mathematics and science	Partner with the Center for Education Integrating Science, Mathematics, and Computing (CEISMC) to further develop existing teachers in mathematics and science. Lead: Juan-Carlos Aguilar, Bill Overall	(D)(5) STEM Competitive Preference
22	Sharing of best practices	Expand Summer Leadership Academies to bring leadership teams from low-achieving schools together for professional development. Leads: Avis King and Cindy Saxon	(D)(5) (E)(2)
23	Quality Plus Leadership Academy (Q+)	Expand the Gwinnett County School System's Aspiring Leaders Program (teachers who want to become principals) and Aspiring Principals Program (assistant principals who want to become principals) to the following LEAs: DeKalb County, Gainesville City, Hall County, Henry County, Muscogee County, and White County Leads: Avis King and Cindy Saxon	(D)(2)(iv)

See Appendix B Budget Narrative for detailed budget information on actual expenditures and budget reallocations for each project.

Great Teachers and Leaders: Activities and Milestones

Great Teachers and Leaders: Activities and Milestones	Start	End	Grant Year					
			2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
(D)(2) Improving teacher and principal effectiveness based on performance.¹								
GOAL 1A: Establish a clear approach for measuring student growth by developing a value-added/growth model.								
1	Established a growth/value-add model (VAM) Steering Committee to: investigate different models and approaches; prioritize Georgia's needs and goals; narrow models of interest; and run impact data on the primary model of interest using assessment data. (Note: Working with technical experts Battelle for Kids and Center for Assessments.)	1/11	6/11	X				
2	If an external vendor is needed to supply a value-added solution, establish vendor selection committee to include Executive Director of GOSA, Chief of Staff to the State Superintendent, Executive Secretary of the PSC and other representatives, as appropriate.	6/11	6/11	X				
3	Agree on selection criteria.	6/11	7/11	X				
4	Develop and issue a RFP to select a vendor if necessary. (Note: Since Georgia elected to implement a Student Growth Percentile [SGP] model, the State did not have to purchase a growth model solution from a vendor. This meant that no formal RFP process was required.)	7/11	9/11	X				
5	Develop and implement the SGP student achievement growth model with participating LEAs. <ul style="list-style-type: none"> Pilot TKES and LKES with the 26 RT3 LEAs: January 2012 to June 2012 Implement TKES/LKES with 26 RT3 LEAs and 24 non- RT3 LEAs: July 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 Calculate the student level data: October to November 2012; October to November 2013; October to November 2014 Calculate the teacher and leader level data; November to December 2012; November to December 2013; November to December 2014 Conduct quality assurance review on output: November 2012; November 2013; November 2014 Validate output with external technical expert: November 2012; November 2013; November 2014 Provide student reports (design, conduct quality assurance review, publish, and distribute): Spring 2013; Fall 2013; Fall 2014 Provide school and LEA summary reports (design, conduct quality assurance review, publish, and distribute): Spring 2013; Fall 2013; Fall 2014 	9/11	6/15	X	X	X	X	X
5a	Establish, refine, and review business rules for SGPs (including definition of teacher of record. <ul style="list-style-type: none"> Establish, refine and review business rules: September to October 2012; September to October 2013; September 2014 	9/10	9/13	X	X	X	X	

¹ See Appendix C for the Great Teachers and Leaders Project Management Plan.

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
6	<p>Develop communications materials, training materials, informational materials, technical documentation, and users' manuals for implementing SGP (to include key messages, rationale, methodology, etc.).</p> <ul style="list-style-type: none"> • Update website: January 2013; October 2013; October 2014 • Develop overview PowerPoint presentation: October 2012; October 2013; October 2014 • Develop SGP interpretive guide: October 2012; October 2013; October 2014 • Develop visualization tool user manual: October 2012; October 2013; October 2014 • Develop technical materials and documentation: October 2012; October 2013; October 2014 	10/11	6/15		X	X	X	X
8	<p>Develop and provide training on interpreting and utilizing the model and reports.</p> <ul style="list-style-type: none"> • Train GaDOE Specialists on the Teacher Keys Effectiveness System: July 2012; July 2013; July 2014 • Train GaDOE Specialists on the Leader Keys Effectiveness System: September 2012; July 2013; July 2014 • Train GaDOE school improvement specialist on TKES and LKES to provide support to school level administrators (priority, focus and alert): September 2012; July 2013; July 2014 • Train LEAs on the Teacher and Leader Keys Effectiveness System: July to October 2012; July to September 2013; July to September 2014 • Establish a Train the Trainer program for RESAs: July to September 2012; July-November 2013 • Train teacher and leader prep programs on the TKES and LKES: Ongoing • Train all users on the TLE electronic platform for TKES and LKES: Ongoing • Provide online professional development resources including fact sheets, job aids, presentations, videos, and modules for TKES and LKES: Ongoing • Provide face to face interaction with the LEAs and schools (Trainers providing weekly support to LEAs; emphasis on inter-rater reliability): Weekly • Train key stakeholders and partners on TKES and LKES: Ongoing 	7/12	6/15		X	X	X	X
9	<p>External consults assisting GaDOE with model development will train GaDOE/GOSA staff on model and on how to train districts.</p>	10/11	1/13		X	X		
10	<p>Roll out model in participating LEAs as part of overall new evaluation system.</p> <ul style="list-style-type: none"> • Pilot TKES and LKES with the 26 RT3 LEAs: January 2012 to June 2012 • Implement TKES/LKES with 26 RT3 LEAs and 24 non- RT3 LEAs: July 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 	2/12	6/15		X	X	X	X
11	<p>Offer workshops for teachers through districts' central office staff who have attended training.</p> <ul style="list-style-type: none"> • (See training details listed in Activity 8 above) 	2/12	6/15		X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
12	<p>Revise model on an on-going basis as needed, based on the results of each year's implementation.</p> <ul style="list-style-type: none"> Establish, refine and review business rules: September to October 2012; September to October 2013; September to October 2014 Modify components of the TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify training material for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify implementation procedures (business rules) for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify all communication documents for stakeholders (TKES & LKES): May to July 2013; May to July 2014; May to June 2015 Modify TLE electronic platform as needed for TKES / LKES: May to July 2013; May to July 2014; May to June 2015 	6/12	6/15		X	X	X	X
13	<p>Roll out model in additional LEAs (up to 60 per year) starting with the training of district office staff and principals. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.</p> <ul style="list-style-type: none"> Continue rolling out TKES/LKES with non-RT3 LEAs: July 2013 to June 2014; July 2014 to June 2015 	7/12	6/15		X	X	X	X
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.								
14	Established a "quantitative measures" steering committee comprised of participating LEA's, state agency representatives, education-related associations, and business leaders to develop "other quantitative measures" of student achievement such as student surveys and new ways of measuring student engagement.	3/11	2/12	X	X			
15	Develop "other quantitative measures" of student achievement such as student surveys and new ways of measuring student engagement.	6/11	2/12	X	X			
16	Test new measures to determine degree of correlation between surveys and growth in student learning.	2/12	9/14		X	X	X	
17	<p>Validate TAPS and LAPS (including surveys) for use in high stakes evaluation.</p> <ul style="list-style-type: none"> Determine external organization to conduct validation study: November 2012 Develop policy questions for the study: October to November 2012 Conduct study: May 2013 to July 2013 Provide final report to US ED: July 2013 Conduct second year validation study if needed: February (March) to July 2014 	5/13	7/13			X	X	

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
18	<p>Revise measures as needed based on results and feedback from key stakeholders following each year of implementation. Use educator feedback to inform development and revisions to evaluation system:</p> <ul style="list-style-type: none"> • Audit survey results with TAPS/LAPS ratings: (December 2012 and March 2013) / January-April 2013; December 2013 and March/April 2014; December 2014 and March/April 2015 • Conduct data analysis on survey results compared to TAPS / LAPS ratings for teachers / leaders: May to June 2013; May to June 2014; May to June 2015 • Modify survey questions based on data analysis: July to October 2012; May to (June) July 2013; May to (June) July 2014; May to June 2015 • Create additional surveys to build item bank: July to May 2013 • Adjust rubrics as needed for TAPS and LAPS: May to June 2012; May to (June) July 2013; May to (June) July 2014; May to June 2015 • Modify components of the TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 • Modify training material for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 • Modify implementation procedures (business rules) for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 • Modify all communication documents for stakeholders (TKES & LKES): May to July 2013; May to July 2014; May to June 2015 • Modify TLE electronic platform as needed for TKES / LKES: May to July 2013; May to July 2014; May to June 2015 	7/12	6/15		X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
19	<p>Once measures have been developed and are being implemented, communicate measures (rationale, value) broadly to school leaders and to teachers in participating LEAs.</p> <ul style="list-style-type: none"> • Hold Monthly SLO Advisory Group: Monthly beginning October 2012 • Hold Quarterly Webinars with Participating LEAs • Hold Regional Meetings with Participating LEAs: Twice a year • Provide/share the pilot data analysis and summary reports to teachers, school leaders and LEAs: November 2012 and Summer 2013; Summer 2014 • Implement new GaDOE Communications Plan (alignment of all programs/projects throughout the department). Impacts all stakeholders: Kick off on November 2012 then ongoing • Hold Quarterly Meetings with the Educator Effectiveness Committee • Provide monthly updates to the Alliance of Education Agency Heads • Hold information sessions, in conjunction with the Governor's Office, on TKES and LKES for legislators: January 2013; January 2014; January 2015 • Provide overview sessions and presentations with PAGE and GAE members: Ongoing • Partner with GAE and PAGE Associations to support and communicate TKES and LKES: November 2012 then ongoing • Partner with the Georgia School Board Association and the Georgia School Superintendents Association to promote and communicate LKES and TKES: January 2013 (October 2012) then ongoing 	9/12	6/15		X	X	X	X
20	<p>Roll out "other quantitative measures" to other districts as they come on board (up to 60 per year). The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.</p> <ul style="list-style-type: none"> • Continue rolling out TKES/LKES with non-RT3 LEAs: July 2013 to June 2014; July 2014 to June 2015 	8/12	6/15		X	X	X	X
21	Hire certification and education prep positions at the PSC to assist with implementation of new measures within their internal systems.	4/11	6/15	X	X	X	X	X
22	Provide funding for equipment for the positions at PSC.	4/11	5/11	X				
GOAL 1C: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.								

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	<p>Establish a Technical Advisory Committee (TAC) to identify the specific method for calculating the reduction and the level of gap reduction needed to be deemed significant. TAC will advise Georgia on all components of the TEM, LEM, DEM, TPPEM, and LPPEM on an ongoing basis.</p> <ul style="list-style-type: none"> • Hold TAC meetings to review current implementation and data analysis: Quarterly • Establish, refine and review business rules: September to October 2012; September to October 2013; September to October 2014 • Finalize the assessment data: September to October 2012; September to October 2013; September to October 2014 • Calculate the school level data; October to November 2012; October to November 2013; October to November 2014 • Import the student achievement gap data into the TLE electronic platform; November to December 2012, February to March 2013; November to December 2013; November to December 2014 • Release data to LEAs and school leaders: December 2012 to January 2013; December 2013 to January 2014; December 2014 to January 2015 	3/11	6/15	X	X	X	X	X
2	<p>Determine the specific method for calculating the achievement gap and the level of gap reduction needed to be deemed significant. Revise after each implementation year as needed based on analyses of results.</p> <ul style="list-style-type: none"> • Modify components of the TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 • Modify training material for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 • Modify implementation procedures (business rules) for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 • Modify all communication documents for stakeholders (TKES & LKES): May to July 2013; May to July 2014; May to June 2015 • Modify TLE electronic platform as needed for TKES / LKES: May to July 2013; May to July 2014; May to June 2015 	7/11	6/15	X	X	X	X	X
3	<p>Develop communication materials around the methodology used to determine gap reduction. Revise as needed following each implementation year.</p> <ul style="list-style-type: none"> • Develop achievement gap reduction guide: September to October 2012; September to October 2013; September 2014 • Develop achievement gap reduction PowerPoint: September to October 2012; September to October 2013; September 2014 • Develop technical materials and documentation: October 2012; October 2013; October 2014 	7/12	6/15			X	X	X
4	<p>Roll out achievement gap measure to the 26 partnering LEAs.</p> <ul style="list-style-type: none"> • Pilot TKES and LKES with the 26 RT3 LEAs: January 2012 to June 2012 • Implement TKES/LKES with 26 RT3 LEAs and 24 non- RT3 LEAs: July 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 	9/12	6/15			X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
5	<p>Roll out achievement gap measure to other districts as they come on board (up to 60 per year). The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.</p> <ul style="list-style-type: none"> Continue rolling out TKES/LKES with non-RT3 LEAs: July 2013 to June 2014; July 2014 to June 2015 	9/12	6/15		X	X	X	X
GOAL 2: Develop rigorous, transparent, and fair evaluation systems for districts, principals, and teachers in collaboration with LEAs, principals, and teachers.								
23	Established an evaluation steering committee comprised of participating LEAs, state agency representatives, education related associations, and business leaders to refine the qualitative evaluation system.	3/11	7/12	X	X			
24 a	Develop teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand.)	2/11	3/11	X				
24 b	Administer teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand.)	3/11	5/11	X				
25	Analyze survey results.	6/11	6/11	X				

	Great Teachers and Leaders: Activities and Milestones	Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
26	<p>Modify evaluation tools as appropriate following each implementation year. (Note: Working with external technical experts.)</p> <ul style="list-style-type: none"> Adjust rubrics as needed for TAPS and LAPS: May to June 2012; May to (June) July 2013; May to (June) July 2014; May to June 2015 Modify components of the TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify training material for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify implementation procedures (business rules) for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify all communication documents for stakeholders (TKES & LKES): May to July 2013; May to July 2014; May to June 2015 Develop platform for TKES / LKES and training system: July 2012 initial roll out complete - Ongoing through June 2013; Additional functionality July 2013-June 2014 Implement platform for TKES and training system; July 2012 Implement platform for LKES and training system: September 2012 Release of Surveys of Instructional Practice; October 2012 Release of Leader Climate Surveys: (November 2012) January 2013 Release of SLO Data Entry process: (November 2012) January/February 2013 Release of read aloud capability for student surveys: January 2013 Release of full SLO submission process: February to March 2013 Professional learning modules to support teachers in meeting TKES TAPS expectations : September 2012 to (April 2013) June 2013; July 2013 to June 2014; July 2014 to June 2015 Modify TLE electronic platform as needed for TKES / LKES: May to July 2013; May to July 2014; May to June 2015 	7/11	6/15	X	X	X	X	X
27	<p>Develop training curriculum and materials for trainers and partnering LEAs piloting the refined evaluation system. Update as appropriate following each implementation year. (Note: Working with external technical experts)</p> <ul style="list-style-type: none"> Modify training material for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify all communication documents for stakeholders: May to July 2013; May to July 2014; May to June 2015 	7/11	6/15	X	X	X	X	X
28	Hire evaluation trainers to train the 26 partnering LEAs in Year 2 and up to 60 LEAs in Years 3, 4, and 5. Additionally, hire program managers and data analysts to support the TKES and LKES implementation.	5/11	6/15	X	X	X	X	X
29	Provide funding for equipment for the trainers.	5/11	6/15	X				X
30	Provide travel funding for the trainer positions training the 26 partnering LEAs in Year 2 and up to 60 LEAs in Years 3, 4, and 5.	5/11	6/15	X	X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
31	Provide funding for supplies to train the 26 partnering LEAs in Year 2 and up to 60 LEAs in Years 3, 4, and 5. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	5/11	6/15	X	X	X	X	X
32	Provide funding for per diems and facilities to train the 26 partnering LEAs in Year 2 and up to 60 LEAs in Years 3, 4, and 5.	10/11	6/15		X	X	X	X
33	<p>Provide training to LEAs on the refined evaluation system.</p> <ul style="list-style-type: none"> • Train GaDOE Specialists on the Teacher Keys Effectiveness System: July 2012; July 2013; July 2014 • Train GaDOE Specialists on the Leader Keys Effectiveness System: September 2012; July 2013; July 2014 • Train GaDOE school improvement specialist on TKES and LKES to provide support to school level administrators (priority, focus and alert): September 2012; July 2013; July 2014 • Train LEAs on the Teacher and Leader Keys Effectiveness System: July to October 2012; July to September 2013; July to September 2014 • Establish a Train the Trainer program for RESAs: July to September 2012; July-November 2013 • Train teacher and leader prep programs on the TKES and LKES: Ongoing • Train all users on the TLE electronic platform for TKES and LKES: Ongoing • Provide online professional development resources including fact sheets, job aids, presentations, videos, and modules for TKES and LKES: Ongoing • Provide training to teachers on effective SLO implementation: October 2012 to June 2013; July 2013 to June 2014; July to September 2014 • Provide training to school leaders on effective SLO implementation: December 2012 to June 2013; July 2013 to June 2014; July to September 2014 • Provide face to face interaction with the LEAs and schools (Trainers providing weekly support to LEAs; emphasis on inter-rater reliability): Weekly • Training and materials to support inter-rater reliability for TAPS: November 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 • Train key stakeholders and partners on TKES and LKES: Ongoing 	10/11	6/15		X	X	X	X
34	Provide funding to train on the revised evaluation system.	10/11	6/15		X	X	X	X
35	Pilot the refined evaluation system with the 26 partnering LEAs. (Note: Working with technical experts to collect data from the pilot.)	1/12	6/12		X			
36	<p>Select an external provider to validate the revised evaluation tools.</p> <ul style="list-style-type: none"> • Determine external organization to conduct validation study: November 2012 	4/13	5/13			X		

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
37	Conduct a validation study of the revised TKES and LKES evaluation tools. Complete 2012-2013 validation study: <ul style="list-style-type: none"> • Develop policy questions for the study: October to November 2012 • Conduct study: May 2013 to July 2013 • Provide final report to US ED: July 2013 • Conduct second year validation study if needed: February (March) to July 2014 	5/13	7/13			X		
38	Revise training curriculum and materials and develop LEA support materials based on validity study. (Note: Working with external technical experts.) <ul style="list-style-type: none"> • Modify training material for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 • Modify all communication documents for stakeholders: May to July 2013; May to July 2014; May to June 2015 	7/13	6/15			X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
39	<p>Formalize, validate, and communicate a vertically aligned evaluation system with student achievement at its center.</p> <ul style="list-style-type: none"> • LEAs submit LEA SLOs to the GaDOE for review: July-September 2012; July-September 2013; July-September 2014 • Develop audit process for SLO review and approval for school year: 2013-2014 and 2015-2016.; January to May 2013 • GaDOE reviews/audits SLOs and provides feedback to LEAs: December 2012-March 2013; July to October 2013; July to October 2014 • GaDOE approves/audits SLOs: November to December 2012; September to October 2013; September to October 2014 • Upload approved/audited SLOs in the TLE electronic platform: January 2013; September 2013; September 2014 • LEAs implement pre assessments for each SLO: September to October 2012 and January to February 2013; September to October 2013; January 2014; September to October 2014 • LEAs load pre assessment and growth target data in the TLE electronic platform: January-February 2013; October 2013; October 2014 • LEAs implement post assessments for each SLO: December 2012-1st sem. and May 2013; December 2013 and May 2014; December 2014 and May 2015 • LEAs load post assessment data in the TNL platform: May 2013; May 2014; May 2015 • Calculate the SLO within the TNL platform: June 2013; June 2014; June 2015 • Establish advisory board to develop a long-term sustainability plan for SLOs after RT3: October 2012 • Study the feasibility of developing an electronic platform for pre and post assessments: October 2012 to May 2013 • Build an electronic database/warehouse to support pre and post assessments for SLOs: December 2012 to June 2013; July 2013 to June 2014 • Establish statewide teams based on content experts to development item banks for SLO pre and post assessments: November 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 • Conduct national review of statewide developed SLOs: November 2012 to June 2013; July 2013 to June 2014 • Publish developed SLOs for LEA review: November 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 • Develop LEA level process to approve the SLOs (long-term capacity): January 2012 to May 2013; July 2013 to June 2014; July 2014 to June 2015 • Develop robust teacher level training to build capacity: October 2012 to December 2013 • Provide robust teacher level training to build capacity: January to June 2013; July 2013 to June 2014; July 2014 to June 2015 	5/12	6/15		X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
40	<p>Develop and refine the methodology for incorporating the components of TKES and LKES into the District Effectiveness Measure (DEM), Leader Effectiveness Measure (LEM), and Teacher Effectiveness Measure (TEM).</p> <ul style="list-style-type: none"> Develop final calculation methodology for TEM / LEM: October to April 2013 Calculate the TEM / LEM in the TLE electronic platform: July to August 2013; July to August 2014 Export effectiveness measures data for CCRPI: Summer 2014 	5/12	6/15		X	X	X	X
41	<p>Conduct ongoing analysis of the 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.</p> <ul style="list-style-type: none"> Conduct monthly review of data in the TLE electronic platform Conduct calibration study by conducting dual observations with the TAPS / LAPS rubrics: January to April 2013; October 2013 to April 2014 Conduct end of year implementation data analysis: May to July 2013; May to July 2014; May to June 2015 	1/13	6/15			X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
42	<p>Evaluate results each year to test the correlation between the rubric-based evaluation tool and student outcomes. Conduct effective internal analyses of qualitative and quantitative data for evaluation systems and all components:</p> <ul style="list-style-type: none"> • Conduct monthly review of data in the TLE electronic platform • Conduct calibration study by conducting dual observations with the TAPS / LAPS rubrics: January to April 2013; October 2013 to April 2014 • Conduct end of year implementation data analysis: May to July 2013; May to July 2014; May to June 2015 • Internally compile and analyze qualitative feedback to determine indications/need for system adjustments: February and June/July 2013; February and June/July 2014; February and June 2015 • Conduct implementation audits as quality control checks on TAPS, LAPS, SLOs, survey data use: January to May 2013; October 2013 to May 2014; October 2014 to May 2015 • Conduct internal analysis of survey items: May to July 2013; May to July 2014; May to June 2015 • Conduct internal analysis of survey data alignment with TAPS ratings on standards 3, 4, 6, and 7 and LAPS standards: May to July 2013; May to July 2014; May to June 2015 • Conduct internal analysis of SLO performance distribution based on rubric; determine if rubric adjustments are needed: January/February and June/July 2013; January/February and June/July 2014; January/February and June 2015 • Conduct internal data analyses on relationship between SGP/SLO overall and across subgroups: January/February and June/July 2013; January/February and June/July 2014; January/February and June 2015 • Conduct internal data analyses on relationship between SGP/SLO performance for teachers with both measures: June to July 2013; June to July 2014; June 2015 • Conduct internal data analyses on relationships among growth measures among multiple classes/subjects taught per teacher: June to July 2013; June to July 2014; June 2015 	1/13	6/15			X	X	X
43	<p>Make any necessary adjustments to evaluation tool and measures based on findings. Roll out evaluation system and DEM, LEM, and TEM to additional districts that come online (up to 60 per year).</p> <ul style="list-style-type: none"> • Adjust rubrics as needed for TAPS and LAPS: May to June 2012; May to July 2013; May to July 2014; May to June 2015 • Continue rolling out TKES/LKES with non-RT3 LEAs: July 2013 to June 2014; July 2014 to June 2015 	1/13	6/15			X	X	X
GOAL 3: Conduct annual evaluations of teachers and leaders that include timely and constructive feedback and provide data on student growth.								
44	Signed MOU with participating LEAs that require the system to conduct annual evaluations of their principals and teachers and to make timely and constructive feedback a fundamental component of the evaluation system.	8/10	9/10	X				

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
45	Build capacity at the district level by developing communications and training materials that describe the entire evaluation system (purpose and use).	5/11	6/15	X	X	X	X	X
46	Design a rigorous selection process for Teacher Leaders through PSC and ask participating LEAs to potentially appoint them as peer reviewers.	6/12	9/12		X			
47	Provide funding for two Master Teacher positions at PSC.	1/11	9/14	X	X	X	X	
48	Provide travel funding for the two Master Teacher positions at PSC.	1/11	9/14	X	X	X	X	
49	Provide supply funding for the two Master Teacher positions at PSC.	1/11	9/14	X	X	X	X	
50	Provide funding for the Master Teacher program to contract with a state review team to score Master Teacher applications.	1/11	9/14	X	X	X	X	
51	Train 3-5 evaluators per school in a 3-day evaluation training session and train 1-2 central office representatives to provide a “train the trainer” model for ongoing evaluation training to LEA evaluators. <ul style="list-style-type: none"> Train key stakeholders and partners on TKES and LKES: Ongoing Establish a Train the Trainer program for RESAs and other partner agencies: July to September 2012; July-November 2013 	7/12	6/15		X	X	X	X
52	Train additional LEA representatives over time (to subsequent summer sessions) as trainers, allowing them to share their experiences with evaluation system in their districts. <ul style="list-style-type: none"> Train key stakeholders and partners on TKES and LKES: Ongoing Establish a Train the Trainer program for RESAs and other partner agencies: July to September 2012; July-November 2013 	9/12	6/15		X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
53	<p>Train subsequent cohorts of districts (up to 60 per year) utilizing GaDOE training staff and resources.</p> <ul style="list-style-type: none"> • Train GaDOE Specialists on the Teacher Keys Effectiveness System: July 2012; July 2013; July 2014 • Train GaDOE Specialists on the Leader Keys Effectiveness System: September 2012; July 2013; July 2014 • Train GaDOE school improvement specialist on TKES and LKES to provide support to school level administrators (priority, focus and alert): September 2012; July 2013; July 2014 • Train LEAs on the Teacher and Leader Keys Effectiveness System: July to October 2012; July to September 2013; July to September 2014 • Establish a Train the Trainer program for RESAs: July to September 2012; July-November 2013 • Train teacher and leader prep programs on the TKES and LKES: Ongoing • Train all users on the TLE electronic platform for TKES and LKES: Ongoing • Provide online professional development resources including fact sheets, job aids, presentations, videos, and modules for TKES and LKES: Ongoing • Provide training to teachers on effective SLO implementation: October 2012 to June 2013; July 2013 to June 2014; July to September 2014 • Provide training to school leaders on effective SLO implementation: December 2012 to June 2013; July 2013 to June 2014; July to September 2014 • Provide face to face interaction with the LEAs and schools (Trainers providing weekly support to LEAs; emphasis on inter-rater reliability): Weekly • Training and materials to support inter-rater reliability for TAPS: November 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 • Train key stakeholders and partners on TKES and LKES: Ongoing 	9/12	6/15		X	X	X	X
54	<p>Offer regional workshops for teachers, principals, and district office staff throughout each year on the components of the evaluation systems.</p> <ul style="list-style-type: none"> • Provide face to face interaction with the LEAs and schools (Trainers providing weekly support to LEAs; emphasis on inter-rater reliability): Weekly • Train key stakeholders and partners on TKES and LKES: Ongoing • Establish a Train the Trainer program for RESAs and other partner agencies: July to September 2012; July-November 2013 	9/12	6/15		X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
55	<p>Share key evaluation data with LEA leaders, school leaders and teachers to:</p> <ul style="list-style-type: none"> • Create transparency around metrics; • Provide guidance on how data should be used/interpreted; • GaDOE will calculate SGPs, TEM, LEM, and DEM; • GaDOE will monitor / audit reported measures; and • Capture data to allow for longitudinal analysis at all levels and create reports that can be accessed by teacher and administrators. • Hold Monthly SLO Advisory Group: Monthly beginning October 2012 • Hold Quarterly Webinars with Participating LEAs • Hold Regional Meetings with Participating LEAs: Twice a year • Provide/share the pilot data analysis and summary reports to teachers, school leaders and LEAs: November 2012 and Summer 2013; Summer 2014 • Implement new GaDOE Communications Plan (alignment of all programs/projects throughout the department). Impacts all stakeholders: Kick off on November 2012 then ongoing • Hold Quarterly Meetings with the Educator Effectiveness Committee • Provide monthly updates to the Alliance of Education Agency Heads • Hold information sessions, in conjunction with the Governor's Office, on TKES and LKES for legislators: January 2013; January 2014; January 2015 • Provide overview sessions and presentations with PAGE and GAE members: Ongoing • Partner with GAE and PAGE Associations to support and communicate TKES and LKES: November 2012 then ongoing • Partner with the Georgia School Board Association and the Georgia School Superintendents Association to promote and communicate LKES and TKES: January 2013 (October 2012) then ongoing 	5/12	6/15		X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
56	<p>Share results of field tests for “other quantitative measures” with participants and key stakeholders.</p> <ul style="list-style-type: none"> • Hold Monthly SLO Advisory Group: Monthly beginning October 2012 • Hold Quarterly Webinars with Participating LEAs • Hold Regional Meetings with Participating LEAs: Twice a year • Provide/share the pilot data analysis and summary reports to teachers, school leaders and LEAs: November 2012 and Summer 2013; Summer 2014 • Implement new GaDOE Communications Plan (alignment of all programs/projects throughout the department). Impacts all stakeholders: Kick off on November 2012 then ongoing • Hold Quarterly Meetings with the Educator Effectiveness Committee • Provide monthly updates to the Alliance of Education Agency Heads • Hold information sessions, in conjunction with the Governor's Office, on TKES and LKES for legislators: January 2013; January 2014; January 2015 • Provide overview sessions and presentations with PAGE and GAE members: Ongoing • Partner with GAE and PAGE Associations to support and communicate TKES and LKES: November 2012 then ongoing • Partner with the Georgia School Board Association and the Georgia School Superintendents Association to promote and communicate LKES and TKES: January 2013 (October 2012) then ongoing • Publish the 2012 Pilot Report for TKES and LKES: November 2012 - Part 1 completed December 2012; Addendum March 2013 • Publish annual implementation report for TKES and LKES: August 2013; August 2014 	5/12	6/15		X	X	X	X
56 a	<p>Ensure that specifics of data trends are discussed in evaluation conversations.</p> <ul style="list-style-type: none"> • Professional development modules in the electronic platform: November 2012 to June 2013; July 2013 to June 2014; July 2014 to June 2015 	5/12	6/15		X	X	X	X
57	<p>Design and administer annual surveys for teachers/leaders in participating LEAs to seek feedback on evaluation system and provide summary results to stakeholders.</p> <ul style="list-style-type: none"> • Conduct focus groups on TKES and LKES twice per year: (November / December and June (March / April)) • Conduct surveys regarding implementation twice per year: (November / December and June (March / April)) • Quarterly feedback meetings with LEAs: Quarterly 	8/12	6/15		X	X	X	X

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
58	<p>Utilize feedback from surveys to adjust evaluation process as needed.</p> <ul style="list-style-type: none"> Adjust rubrics as needed for TAPS and LAPS: May to June 2012; May to (June) July 2013; May to (June) July 2014; May to June 2015 Modify components of the TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify training material for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify implementation procedures (business rules) for TKES / LKES based on research, data analysis and feedback from LEAs: May to July 2013; May to July 2014; May to June 2015 Modify all communication documents for stakeholders (TKES & LKES): May to July 2013; May to July 2014; May to June 2015 Modify TLE electronic platform as needed for TKES / LKES: May to July 2013; May to July 2014; May to June 2015 	9/12	6/15		X	X	X	X
59	<p>Facilitate dissemination of best practices on how to support teachers and principals to drive student achievement. Best practices may be published or participating LEAs may be asked to present at the Summer Leadership Academies.</p> <ul style="list-style-type: none"> Professional development modules in the electronic platform - case studies to share LEA best practices: November 2012 to (April) June 2013; July 2013 to June 2014; July 2014 to June 2015 	6/12	6/15		X	X	X	X
GOAL 4: Use annual evaluations to inform talent development and talent management decisions.								
60	Signed MOU with participating LEAs on reporting requirements to be submitted to US ED and include data on how LEAs utilize teacher and principal effectiveness data throughout their systems.	8/10	10/10	X				
61	Monitor LEA's effectiveness in utilizing annual evaluations to inform talent decisions. (Activity is complemented by Section CPP Activity CPP4.)	6/12	6/15		X	X	X	X
62	<p>Tie teacher and leader compensation in participating LEAs to TEM and LEM (assumes two years of data available including the pilot year). (Note: Other LEAs may opt into the compensation system.)</p> <ul style="list-style-type: none"> 2012-2013: Initially, district HR decisions will be based on results of the 2012-2013 summative TAPS / LAPS data (SGP and SLO data are hold-harmless). 2013-2014: Once the full summative TAPS / LAPS data for 2013-2014 are available, they will be combined with the 2012-2013 SGP and SLO data since the student achievement growth measures are lagging. For teachers of tested grades and subjects, their full TEM scores (comprised of TAPS and SGPs) will be used for HR decisions. For teachers of non-tested subjects and grades, HR decisions will continue to be based on TAPS (the 2012-2013 SLO data remain hold-harmless). For leaders, HR decisions will be based on the full LEM score (incorporating SGP data but not SLO data). 	6/14	9/14				X	
63	Develop and provide performance-based career ladder guidelines through PSC to participating LEAs.	4/12	6/12		X			
(D)(3) Ensuring equitable distribution of effective teachers and principals.								

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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. <ul style="list-style-type: none"> 2012-2013: Initially, district HR decisions will be based results of the 2012-2013 summative TAPS / LAPS data (SGP and SLO data are hold-harmless). 2013-2014: Once the full summative TAPS / LAPS data for 2013-2014 are available, they will be combined with the 2012-2013 SGP and SLO data since the student achievement growth measures are lagging. For teachers of tested grades and subjects, their full TEM scores (comprised of TAPS and SGPs) will be used for HR decisions. For teachers of non-tested subjects and grades, HR decisions will continue to be based on TAPS (the 2012-2013 SLO data remain hold-harmless). For leaders, HR decisions will be based on the full LEM score (incorporating SGP data but not SLO data). 	9/13	9/14				X	
2	Provide additional funding to three LEAs (Cherokee County, Henry County, and Pulaski County) to help offset the cost of the individual bonuses to teachers and principals.	9/13	9/14				X	
3	Pay individual bonuses to teachers and principals in Focus schools based on performance tied to closing the student achievement gap.	9/13	9/14				X	
4	Develop guidelines and provide two-year signing bonuses for teachers that move to high-need schools (giving priority to rural schools). The bonus is contingent on meeting a high threshold TEM in each of the two years.	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.	7/11	9/14	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				
8	Establish teacher induction guidelines in partnership with GaDOE and PSC.	5/11	9/11	X				
Supply side – Increasing pipeline of effective educators.								
9	Increase pipeline of effective teachers through partnership with Teach For America (TFA) in Atlanta Public Schools, Clayton County, DeKalb County and Gwinnett County, with the first class of new TFA recruits beginning in school year 2011-2012. (See detail in Section E Project 24.)	9/10	9/14	X	X	X	X	
9a	Teach For America will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/12	X	X			

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
10	Increase pipeline of effective teachers through partnership with The New Teacher Project (TNTP) in Burke County, Dougherty County, Meriwether County, Muscogee County, and Richmond County, with the first class of new TNTP recruits beginning in school year 2011-2012. (See detail in Section E Project 25.)	9/10	9/14	X	X	X	X	
10 a	The New Teacher Project will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/11	X				
11	Provide for competitive grant awards through the Innovation Fund for Grow Your Own Teacher (GYOT) programs. (See detail in Section A Project 28.)	9/11	9/14	X	X	X	X	
12	Create alternative certification pathway for principals.	10/11	6/13		X	X		
13	PSC and alternative providers, including LEAs, work together to have their principal programs approved as a certification unit.	3/13	9/14			X	X	
(D)(4) Improving the effectiveness of teacher and principal preparation programs.								
GOAL 1: Link teachers' and principals' student achievement/student growth data to preparation programs.								
1	Develop a Teacher Preparation Program Effectiveness Measure (TPPEM) and Leader Preparation Program Effectiveness Measure (LPPEM). The TPPEM and LPPEM include multiple components, including TEM and LEM of graduates aggregated by cohort, which provides the linkage between student growth data to in-state teacher and principal preparation programs.	3/12	6/15		X	X	X	X
2	Calculate and publish TPPEM and LPPEM for both traditional and alternative routes.	9/14	6/15				X	X
GOAL 2: Expand preparation programs that are successful at producing effective teachers and principals.								
3	Use TPPEM and LPPEM to inform the expansion of preparation and credentialing programs which are most effective. TPPEM and LPPEM will serve as one component in PSC determinations of program effectiveness.	9/14	6/15				X	X
4	Design and evaluate a means of tying preparation program effectiveness measures to state funding for preparation programs to support effective programs. The State (the Governor and General Assembly) will move in this direction only after sufficient data have been collected, analyzed, and validated to ensure that these important funding decisions are being made based on reliable and valid data.	9/14	6/15				X	X
(D)(5) Providing effective support to teachers and principals.								
GOAL 1: Partner with Georgia Tech's Center for Education Integrating Science, Mathematics, and Computing (CEISMC) to provide 21st century teacher professional development in STEM.								
1	Provide online professional development to STEM teachers in STEM best practices. (Activity also relates to Section CPP Activity 10 listed on page 200 of the Application.)	3/11	9/14	X	X	X	X	
2	Develop an Instructional Technology Toolkit for administrators and teachers to support the effective use of technology in a standards-based classroom. First Toolkit offering SY2011-2012. (Activity also relates to Section CPP Activity 11 listed on page 200 of the Application.)	3/11	9/14	X	X	X	X	
3	Expand the Georgia Intern-Fellowships for Teachers (GIFT) program, which places STEM teachers in mentored, challenging STEM summer internships (80 to 105 teachers annually). (Activity also relates to Section CPP, Activity 13 listed on page 200 of the Application.)	3/11	9/14	X	X	X	X	

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4	<ul style="list-style-type: none"> Provide a new Operations Research (OR)-based mathematics course as a Math 4 option and work with the Georgia Virtual School to develop an online Math 4 course. The course will reach approx. 3,000 students per year. First Math 4 – OR Course Offered SY2012-2013 (Activity also relates to Section CPP, Activity 15 listed on page 200 of the Application.) 	3/11	9/14	X	X	X	X	
5	Utilize Robotics/Engineering Design to teach physical science which is based on an existing middle school Integrated STEM courses created in Cobb County and an NSF-sponsored 8th grade engineering design and robotics course being created at Georgia Tech. <ul style="list-style-type: none"> Develop Program SY2010-2011 Implement in three Schools for SY 2011-2012 & 2012-2013. (Activity also relates to Section CPP, Activity 19 listed on page 201 of the Application.)	3/11	9/14	X	X	X	X	
6	Offer advanced courses in college-level calculus II and III through the use of live video conferencing to 150 students (to 400/year) and develop other advanced online courses (see RT3 Project #21). <ul style="list-style-type: none"> College Level Calculus II & III offered to HS students Fall 2011 Post AP Chemistry and Physics offered Fall 2013 (Activity also relates to Section CPP Activity 7 listed on page 199 of the Application.)	3/11	9/14	X	X	X	X	
CPP4	Use TEM scores of STEM teachers within participating LEAs to identify teachers who need professional development and deliver tailored professional development for these teachers. (See Section (D)(2).)	9/12	9/14			X	X	
GOAL 2: Ensure that beginning teachers get the support they need to maximize their effectiveness.								
7	Develop induction certification requirements to provide for beginning teachers to work as “Induction Teachers” during their first three years in the classroom. (Note: Statewide implementation cannot begin until after the effectiveness systems are implemented statewide.)	9/12	6/15			X	X	X
7a	PSC will review and discuss additional rule changes which may include 1) change to the policy related to 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.	9/12	4/13			X		
8	Establish appropriate TEM expectations for new teachers for movement from “Induction Teacher” to “Career Teacher.”	8/13	6/15			X	X	X
9	Establish appropriate TEM / LEM expectations for teachers / school leader certificate renewal.	8/13	6/15			X	X	X
9a	State develops a way to measure proficiency in data use before teachers enter the classroom. The State will change certification requirements of Georgia to include a Data Proficiency Assessment (analysis, interpretation, use of data analysis).	2/13	6/15			X	X	X
9b	Modify PLU requirements for recertification for teachers to include required training on use of data to differentiate instruction and boost student learning.	4/13	6/15			X	X	X
10	Publish and disseminate new State guidelines (in partnership with GaDOE and PSC) for teacher induction programs.	9/11	9/11	X				

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
11	Work closely with participating LEAs to ensure that induction guidelines are being implemented. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program	9/11	9/14	X	X	X	X	
12	Strengthen accountability of teacher preparation providers by including data on multiple measures of teacher and leader preparation program effectiveness (including TPPEM / LPPEM and their components) as part of TPPEM and LPPEM “report cards.”	9/14	6/15				X	X
13	Through the Innovation Fund, support the development of partnerships between IHEs and school districts to provide teacher induction support programs. The support programs will focus on: school environment; teacher effectiveness levels/teacher needs; and years of experience. (See Section A Project 28.)	3/11	9/14	X	X	X	X	
14	Use TEM and other measures (e.g., teacher retention) to evaluate effectiveness of teacher induction programs and determine scale-up decisions.	9/13	6/15				X	X
15	Use the statewide evaluation process for induction teachers to improve beginning teacher supports. The 26 RT3 LEAs will use the statewide evaluation system. Non-RT3 LEAs are not required to implement the statewide evaluation process. GaDOE will encourage non RT3 LEAs to use the system.	9/13	6/15				X	X
GOAL 2a: Ensure that principals get the support they need to maximize their effectiveness.								
15 a	Provide funding to expand the Quality Plus Leadership Academy to four RT3 LEAs. The LEAs include DeKalb County, Gainesville City, Hall County, Henry County, Muscogee County, and White County.	5/11	6/13	X	X	X		
GOAL 3: Provide time, training, resources, and induction support to build capacity for school turnaround at the LEA and school levels.								
16 a	Publish and disseminate new state guidelines (in partnership with GaDOE and PSC) for principal induction programs. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program.	9/11	9/11	X				
16 b	Work closely with participating LEAs to ensure that principal induction guidelines are being implemented. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program	9/11	9/14	X	X	X	X	
16	Provide support for principals in lowest achieving schools focused on raising student achievement and developing staff. Principals will be provided a leadership coach (school improvement specialist). See Section E for details.	6/11	9/14	X	X	X	X	
17	Use LEM to evaluate effectiveness of principal induction programs and to determine which to scale.	9/13	6/15				X	X
18	Expand Summer Leadership Academies to provide support for principals in lowest achieving schools.	6/11	9/14	X	X	X	X	
19	Provide ongoing support to principals in priority / lowest achieving schools. Principals can benefit from the State’s central capacity of qualified educators (school improvement specialists) with relevant expertise in school improvement. (See action plan in Application Section E(2).)	9/10	9/14	X	X	X	X	
20	Utilize the LEM to track principal support programs and redeploy resources to the most effective programs.	9/13	9/14				X	

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
GOAL 4: Build relationships, maintain effective communications, and provide forums for educators to ensure active support for reforms and opportunities to share and build upon lessons learned.								
21	Develop a comprehensive communication plan to ensure that teachers, principals, superintendents, school boards, and educator preparation programs are informed on a regular basis of RT3 reforms and initiatives.	7/10	9/14	X	X	X	X	
22	Hold annual RT3 Summits to highlight lessons learned and engage public and educator support.	6/11	9/14	X	X	X	X	
23	Share school improvement best practices at Summer Leadership Academies.	6/11	9/14	X	X	X	X	
24	Publish reports, newsletters, and other materials and distribute to LEAs, professional organizations, higher education, business, community, philanthropic partners.	9/12	9/14		X	X	X	
25	Scale up Math + Science = Success public awareness campaign to build support for STEM teaching and learning.	9/11	9/14		X	X	X	
Competitive Preference Priority (CPP) – GOAL 1: Offer a rigorous course of study in mathematics, the sciences, technology, and engineering.								
CPP2	Developed new courses for mathematics and science endorsements for early childhood education (elementary school) providing teachers a \$1,000 stipend per endorsement.	9/10	3/11	X				
CPP3	Provide mathematics coaches at participating LEAs for each school designated as lowest achieving. (See Section E.)	9/10	9/14	X	X	X	X	
CPP5	State partners with UTeach Institute to provide technical expertise in setting up UTeach program in IHEs in three geographic regions of the state to recruit and train undergraduate mathematics/science majors as teachers.	3/11	6/15	X	X	X	X	X
CPP9	Use information from TPPEM for teachers in STEM content areas to determine which preparation programs are producing effective science and mathematics teachers, and a) focus on expanding those programs; and b) recruit more heavily from those programs. (See Application Section (D)(4). Activity is enabled by Section D4 Activity 3.)	9/14	On-going				X	
Competitive Preference Priority (CCP) – GOAL 2: Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students.								
CPP14	Publicize and promote the Adjunct Teacher license, which allows highly trained subject matter experts (e.g. university professors, engineers, chemists, etc.) in the community to teach science and/or mathematics courses part-time.	9/10	9/14	X	X	X	X	
CPP16	Use Georgia Public Broadcasting (GPB) to promote STEM fields to change the culture around STEM learning.	9/11	9/14	X	X	X	X	
Competitive Preference Priority (CPP) – GOAL 3: Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including addressing the needs of underrepresented groups in STEM areas.								
CPP20	Bring more science/mathematics teachers representing diverse groups into Georgia classrooms through UTeach and routes to certification for career-changers.	9/11	9/14	X	X	X	X	

Great Teachers and Leaders: Activities and Milestones		Start	End	Grant Year				
				2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CPP21	Bring more science/mathematics teachers representing diverse groups into Georgia classrooms through implementing Math + Science = Success campaign.	9/12	9/14			X	X	

Great Teachers and Leaders: Performance Measures

Great Teachers and Leaders: 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 full certification (where applicable) to teachers and principals.	0%	0%	0%	0%	100%
(D)(2)(iv)(d)	• Removing ineffective teachers and principals.	0%	0%	0%	0%	80%
In 2011-2012, 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 2012-2013 and SY 2013-2014. The pilot is defined as a qualifying evaluation system.						
In 2013-2014, the LEAs will continue implementation of the evaluation system.						
At the end of 2013-2014, the LEAs will have two years of reliable data on teachers and principals, and will then 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 two years of collected data.						
(D)(3) Ensuring equitable distribution of effective teachers and principals						

Great Teachers and Leaders: 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
(D)(3)(i)	Percentage of teachers in schools that are high-poverty, high-minority, or both who are highly effective.	N/A *		X*	10%	12%
(D)(3)(i)	Percentage of teachers in schools that are low-poverty, low-minority, or both who are highly effective.	N/A *		X*	10%	12%
(D)(3)(i)	Percentage of teachers in schools that are high-poverty, high-minority, or both who are ineffective.	N/A *		X*	10%	8%
(D)(3)(i)	Percentage of teachers in schools that are low-poverty, low-minority, or both who are ineffective.	N/A *		X*	10%	8%
(D)(3)(i)	Percentage of principals leading schools that are high-poverty, high-minority, or both who are highly effective.	N/A *		X*	10%	12%
(D)(3)(i)	Percentage of principals leading schools that are low-poverty, low-minority, or both who are highly effective.	N/A *		X*	10%	12%
(D)(3)(i)	Percentage of principals leading schools that are high-poverty, high-minority, or both who are ineffective.	N/A *		X*	10%	8%
(D)(3)(i)	Percentage of principals leading schools that are low-poverty, low-minority, or both who are ineffective.	N/A *		X*	10%	8%
(D)(3)(ii)	Percentage of mathematics teachers who were evaluated as effective or better.	N/A *		X*	70%	72%
(D)(3)(ii)	Percentage of science teachers who were evaluated as effective or better.	N/A *		X*	70%	72%
(D)(3)(ii)	Percentage of special education teachers who were evaluated as effective or better.	N/A *		X*	70%	72%
(D)(3)(ii)	Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A *		X*	70%	72%
* Georgia piloted the initial evaluation system 2011-2012. Final results of the Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM) will be finalized fall of 2012. For these purposes, “effective of better” means those educators with a rating of Proficient or exemplary.						
(D)(4) Improving the effectiveness of teacher and principal preparation programs.						
(D)(4)(i & ii)	Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth of the graduates’ students.	0%	0%	0%	15%	30%
(D)(4)(i & ii)	Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth of the graduates’ students.	0%	0%	0%	15%	30%
(D)(5) Providing effective support to teachers and principals <i>(Performance measures below apply to Participating LEAs only).</i>						
(D)(5)	Percent of all schools in participating LEAs that have a minimum of 60 minutes per week of common planning time for teachers (either by grade level-elementary, or subject area-secondary).	74%	74%	75%	85%	100%
(D)(5)	Percent of high-poverty, high-minority (or both) schools in participating LEAs that have a minimum of 60 minutes per week of common planning time for teachers (either by grade level in elementary or subject area in secondary).	70%	70%	75%	85%	100%

Great Teachers and Leaders: 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
(D)(5)	Percent of lowest-achieving schools in participating LEAs that have a minimum of 60 minutes per week of common planning time for teachers (either by grade level in elementary or subject area in secondary).	70%	70%	100%	100%	100%
(D)(5)	Percent of participating LEAs offering formal induction programs to new teachers.	77%	77%	77%	100%	100%
(D)(5)	Percent of participating LEAs offering formal induction programs to new principals.	46%	46%	46%	100%	100%
(D)(5)	Number of new teachers (by content area) participating in induction programs in participating LEAs.	70%	73%	73%	100%	100%
(D)(5)	Number of new principals participating in induction programs in participating LEAs.	74%	77%	77%	100%	100%
(D)(5)	Percent of participating LEAs who send leadership teams to the Summer Leadership Academy every year.	58%	73%	75%	75%	75%
(D)(5)	Participation in Summer Leadership Academy (total number of participants per year in summer leadership academy).	234	300	400	450	500
(D)(5)	Participation in Summer Leadership Academy (total number of schools participating per year in summer leadership academy).	23	25	30	40	50

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 was 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.

(D)(3)(i)	Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.
(D)(3)(i)	Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.
(D)(3)(i)	Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.
(D)(3)(i)	Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.
(D)(4)(i & ii)	Number of teacher credentialing programs in the state for which the information (as described in the criterion) is publicly reported.
(D)(4)(i & ii)	Number of teachers prepared by each credentialing program in the state for which the information (as described in the criterion) is publicly reported.
(D)(4)(i & ii)	Number of principal credentialing programs in the state for which the information (as described in the criterion) is publicly reported.
(D)(4)(i & ii)	Number of principals prepared by each credentialing program in the state for which the information (as described in the criterion) is publicly reported.
(D)(4)(i & ii)	Number of teachers in the state whose data are aggregated to produce publicly available reports on the State's credentialing programs.
(D)(4)(i & ii)	Number of principals in the state whose data are aggregated to produce publicly available reports on the State's credentialing programs.

E. TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

Georgia will take a bold, aggressive approach to school improvement in order to turn around the State’s lowest achieving schools. Of the 26 LEAs that have signed MOUs with the State, 17 LEAs have schools that are persistently lowest-achieving. Forty of the 62 schools that have been identified as persistently lowest-achieving in Georgia (based on methodology described in Section E2) are included in the LEAs that have signed MOUs with the State. The State formed a team of turnaround experts to conduct an intensive diagnostic of each low-achieving school and made a recommendation for the appropriate turnaround model to be used.

Strategic Partnerships

Through RT3, Georgia entered into strategic partnerships with organizations such as Teach for America (TFA) and The New Teacher Project (TNTP) to increase the pipeline of effective teachers to low-achieving schools. Partnerships with TFA and TNTP will first and foremost target LEAs with lowest-achieving schools, although to the extent that there are other LEAs in the same regional clusters, they too, can benefit from the pipeline of teachers that will be developed by TFA and TNTP.

Georgia is also expanding its existing partnership with Communities in Schools in Georgia (CISGA) to allow for the creation of three new CISGA-led centers in LEAs that have lowest-achieving schools. These Performance Learning Centers (PLCs) will deliver prevention services to high school students who are at risk of dropping out. The PLCs will be located in Carrollton City, Floyd County, and Richmond County.

Below is a list of the lowest achieving schools and the chosen intervention model. The table also provides the date of the Georgia Assessment of Performance on School Standards (GAPSS) analysis and the feeder school of each lowest-achieving school.

RT3 Lowest Achieving Schools					
System	School	Model	GAPSS	Feeder Schools	SIG
Atlanta Public Schools	Crim High School	Transformation	Feb. 2010	N/A	X
Atlanta Public Schools	Douglass High School	Transformation	Mar. 2011	Harper Archer Middle	X
Atlanta Public Schools	Therrell School of Law, Government and Public Policy	Transformation	Feb. 2011	Bunche Middle	X
Atlanta Public Schools	Harper-Archer Middle School ¹	Transformation	Feb. 2011	Towns Elementary	
Atlanta Public Schools	Therrell School of Health and Science	Transformation	Mar. 2011	Bunche Middle	
Ben Hill County	Fitzgerald High School ²	Transformation	Sep. 2009	Ben Hill Middle	
Bibb County	Central High School	Transformation	Mar. 2011	Miller Middle	X
Bibb County	Northeast High School	Transformation	Feb. 2010	Appling Middle	X
Bibb County	Southwest High School	Transformation	Oct. 2010	Bloomfield Middle	X
Bibb County	Rutland High School ²	Transformation	Nov. 2010	Rutland Middle	X

¹ School is no longer on the state’s accountability list as a Priority, Focus, or Alert school.

² School is no longer on the list of lowest achieving schools.

Bibb County	William S. Hutchings Career Center	Transformation	Feb. 2011	N/A	X
Burke County	Burke County High School ²	Transformation	Dec. 2010	Burke County Middle	X
Chatham County	Groves High School	Turnaround	Mar. 2011	Mercer Middle	X
Chatham County	Beach High School	Turnaround	Dec. 2009	DeRenne Middle	X
Clayton County	Lovejoy Middle School ²	Transformation	Dec. 2010	Eddie White K - 8	
Dade County	Dade County High School ²	Transformation	Nov. 2010	Dade Middle	X
DeKalb County	Avondale High School	Closure	Mar. 2011	N/A	
DeKalb County	Clarkston High School	Transformation	Feb. 2011	Freedom Middle	X
DeKalb County	Freedom Middle School ³	Transformation	Mar. 2011	Allgood Elementary	
DeKalb County	McNair Middle School ¹	Transformation	Sep. 2010	Clifton Elementary	
DeKalb County	McNair High School	Transformation	Feb. 2011	McNair Middle	X
DeKalb County	Towers High School	Transformation	Feb. 2011	Bethune Middle	X
Dougherty County	Albany High School	Transformation	Feb. 2011	Cross Magnet	X
Henry County	Henry County High School	Transformation	Nov. 2010	Henry County Middle	X
Meriwether County	Greenville High School	Transformation	Mar. 2011	Greenville Middle	X
Meriwether County	Greenville Middle School ¹	Transformation	Feb. 2010	Unity Elementary	
Muscogee County	Baker Middle School ¹	Transformation	Jan. 2010	MLK elementary	
Muscogee County	Eddy Middle School ¹	Transformation	Oct. 2009	S.Columbus Elementary	
Muscogee County	Jordan Vocational High School	Transformation	Feb. 2011	Arnold Middle	X
Muscogee County	Spencer High School	Transformation	Dec. 2010	Eddy Middle	X
Peach County	Peach County High School	Transformation	Apr. 2011	Fort Valley Middle	X
Pulaski County	Hawkinsville High School ²	Transformation	Oct. 2010	Pulaski Middle	X
Richmond County	Butler High School ¹	Transformation	Mar. 2011	Morgan Road Middle	
Richmond County	Josey High School	Transformation	Dec. 2009	Murphey Middle	X
Richmond County	Murphey Middle Charter School ³	Transformation	Mar. 2011	Wheless Road Middle	
Richmond County	Glenn Hills High School	Transformation	Nov. 2010	Glenn Hills Middle	X
Richmond County	Laney High School	Turnaround	Nov. 2010	Hornsby K - 8	X
Spalding County	Cowan Road Middle School ³	Transformation	Apr. 2010	Cowan Road Elementary	
Spalding County	Griffin High School ²	Transformation	Feb. 2011	Carver Road Middle	X
Valdosta City	Newbern Middle School ²	Transformation	Sep. 2010	Nunn Elementary	

¹ School is no longer on the state's accountability list as a Priority, Focus, or Alert school.

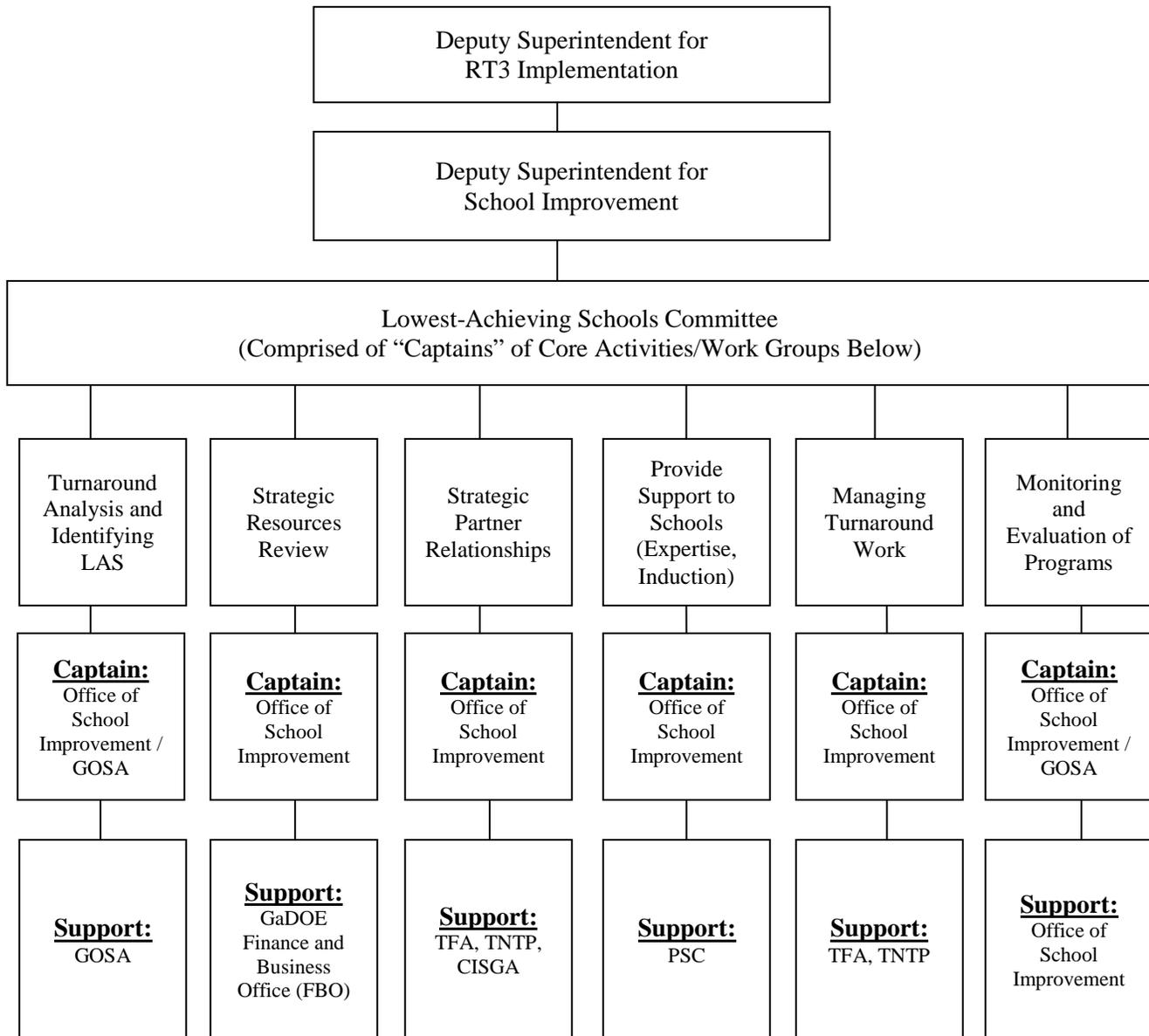
² School is no longer on the list of lowest achieving schools.

³ School is on the state's accountability list as a Focus school.

Note: Crim High School and William S. Hutching Career Center are non-traditional learning centers with students attending from multiple high schools and will not have a feeder school identify.

Overall Organization for Turning Around the Lowest Achieving Schools

In January, 2011, the GaDOE created a new Office of School Turnaround to oversee the reform efforts in Turning Around the Lowest Achieving Schools. This office had oversight of SIG schools and the RT3 Lowest Achieving Schools (LASs). After the Office of School Turnaround led and supported the reform models in the LAS / SIG schools for three years, GaDOE developed a plan for sustaining this work beyond the SIG and RT3 funding periods. The key component of the sustainability plan was the consolidation of the Office of School Turnaround within the Office of School Improvement (OSI) effective May, 2013. This shifts the support and oversight of the LAS / SIG schools into the office that has been and will continue to support and oversee the state’s Priority and Focus schools.



The key projects under this initiative are:

#	Project Name	Description	Application Reference
24	Teach for America (TFA)	Partnership with TFA to increase pipeline of effective teachers in Atlanta Public Schools, Clayton County, DeKalb County, and Gwinnett County . Project Lead: Barbara Lunsford	(D)(3) (E)(2)
25	The New Teacher Project (TNTP)	Partnership with TNTP to increase pipeline of effective teachers in Burke County, Dougherty County, Meriwether County, Muscogee County, and Richmond County. Project Lead: Barbara Lunsford	(D)(3) (E)(2)
26	Resource Reallocation	Conduct intensive LEA resource review to ensure efficiency of resource utilization. Project Lead: Clara Keith	(E)(2)
27	Communities In Schools of Georgia (CISGA)	Partnership with CISGA to develop Performance Learning Centers (PLC) within Carrollton City, Floyd County, and Richmond County. Project Lead: Barbara Lunsford	(E)(2)

See Appendix B Budget Narrative for detailed budget information on actual expenditures and budget reallocations for each project.

Turning Around Lowest Achieving Schools: Activities and Milestones

Turning Around Lowest Achieving Schools: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
(E)(2) Turning around the lowest-achieving schools.							
GOAL 1: Support participating LEAs through structural initiatives.							
1	Established a GaDOE Office of School Turnaround to provide initial leadership in the School Turnaround reform initiatives. Effective May, 2013, the Office of School Turnaround is merged within the Office of School Improvement and is led by the Deputy Superintendent for School Improvement. This merger is part of the state’s sustainability plan for supporting school turnaround. GaDOE has developed a three-year vision and strategic plan for serving all Priority / SIG / LAS schools through the Office of School Improvement. This plan will be implemented at the time the Offices are merged.	1/11	5/13	X	X	X	
2	Signed MOU commitment from participating LEAs to turn around the LAS in their systems through one of the four models.	8/10	10/10	X			

Turning Around Lowest Achieving Schools: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
3	Require LEAs, based on signed MOUs, to include the following programmatic initiatives in the LAS model: <ul style="list-style-type: none"> • Pursue meaningful partnerships to advance applied learning; • Establish a minimum of 60 minutes per week of common planning time for teachers; • Optimize use of existing time for all students; • Increase learning time for those students or student subgroups that need additional time; • Commit to at least one full-time mathematics coach per each LAS 	8/11	5/14	X	X	X	X
4	In collaboration with participating LEAs, conduct an intensive diagnostic of each LAS. State-level experts perform the GAPSS analyses and recommend to the LEA one of the four turnaround models.	1/10	3/11	X			
5	Identify at least one feeder school for each of the 40 lowest achieving schools in the task of turning around lowest-achieving schools at the district. Each system will develop a specific plan to work with each feeder school identified in the scope of work.	3/11	5/11	X			
6	Coordinate timing of diagnostics with LEA application timeline for School Improvement 1003(g) funds.	2/10	5/11	X			
7	Provide appropriate support to participating LEAs in developing specific action plans. Supports will include action plan templates and technical assistance workshops.	3/11	7/11	X			
8	LEAs develop detailed action plans.	3/11	7/11	X			
9	Assist participating LEAs in conducting a rigorous review of existing resource allocations in participating LEAs. GaDOE will select an appropriate technical assistance firm to conduct this analysis in the second year of the RT3 grant (2011-2012). GaDOE will select five LEAs to work with the vendor on the resource reallocation review.	3/11	12/13	X	X	X	
10	LEAs will utilize results of the resource allocation review to inform decisions about what funds may be reallocated over remaining two years of grant to ensure sustainability of school turnaround reforms.	9/12	6/14		X	X	X
11	LEAs with LAS will use RT3 funds to cover costs associated with implementing the commitments outlined in the MOU.	8/10	9/14	X	X	X	X
12	Assist participating LEAs in implementing the teacher and principal effectiveness reforms.	9/11	9/14	X	X	X	X
GOAL 2: Support LEAs through targeted programmatic initiatives.							
13	Build upon the existing Summer Leadership Academy (SLA) program to support principals in lowest-achieving schools. (Note: Funding for this activity is included in Section D Project 22.)	9/10	9/14	X	X	X	X
14	Provide support for teachers in lowest-achieving schools, including professional development related to use of formative and benchmark assessments.	9/12	9/14		X	X	X
15	Provide support for teachers in lowest-achieving schools, including professional development related to use of data to modify instruction to boost student learning. Support is being provided by: <ul style="list-style-type: none"> • Summer Leadership Academy, and • GaDOE school improvement specialists 	6/11	9/14	X	X	X	X
16	Provide support for teachers in lowest-achieving schools, including professional development related to use of new web reporting tools based on the State's SLDS (once these tools become available).	9/11	9/14	X	X	X	X

Turning Around Lowest Achieving Schools: Activities and Milestones		Start	End	Grant Year			
				2010-2011	2011-2012	2012-2013	2013-2014
17	Provide targeted support to participating LEAs for IIS. (Activity included in Section C Goal 3.)	3/11	9/14	X	X	X	
18	Fund three new PLCs for dropout prevention through CISGA in Carrollton City, Floyd County, and Richmond County. CISGA will provide training, technical assistance, and compliance monitoring to each of the three LEAs. The State decided to focus on PLCs instead of LLAs.	10/10	9/14	X	X	X	X
19	GaDOE will provide technical expertise for the LAS in the area of teacher and leader effectiveness reforms.	9/11	9/14	X	X	X	X
20	Partner with Atlanta Public Schools and Chatham County to implement the Annie Casey Foundation Grade Level Reading Initiative for ages 0-8.	9/10	9/14	X	X	X	X
21	Continue to support all schools with GAPSS analysis and all priority schools with school improvement specialists.	9/10	9/14	X	X	X	X
GOAL 3: Enter into state-level partnerships to significantly bolster all turnaround efforts.							
22	Formalize partnership with LEAs for TFA and TNTP. TFA: Atlanta Public Schools, Clayton County, DeKalb County, and Gwinnett County. TNTP: Burke County, Dougherty County, Meriwether County, Muscogee County, and Richmond County.	9/10	2/11	X			
23	Formalize partnership and contract with TFA as a provider of alternative certification and recruiting services for Metro Atlanta. TFA is focusing on four LEAs (Atlanta Public Schools, Clayton County, DeKalb County, and Gwinnett County) and may provide candidates to additional LEAs. Partnering LEAs and the number of placements vary by year.	9/10	9/14	X	X	X	X
24	Formalize partnership and contract with TNTP as a provider of alternative certification and recruiting services to geographic clusters throughout the state. Partnering LEAs and the number of placements vary by year.	9/10	9/14	X	X	X	X
25	Provide grants to LEAs to cover the stipends for Georgia Teaching Fellows in the TNTP summer program.	6/11	9/14	X	X	X	X
26	Formalize discussions with Education Management Organizations (EMOs) that will focus on managing schools identified as best matches for the restart model – if any such EMOs are engaged.	3/11	8/11	X			
27	Formalize partnership and contract with CEISMC to contribute to STEM reform statewide. Support from provider in the form of: a) innovative applied STEM modules, aligned to standards, that can be disseminated broadly throughout K-12 classrooms; b) innovative professional development programs targeted at increasing STEM content and content delivery skills of teachers in grades 3-12; or c) both. (This activity also relates to Activity 10 & 11 in Section CPP of the Application pg. 200. (Note: Funding for this activity is included in Section B.)	9/10	9/14	X	X	X	X
28	Formalized partnership with the business and philanthropic communities in Georgia by establishing an Innovation Fund (see Project 28) to provide competitive awards to low performing districts that have innovative ideas about partnering with businesses or IHEs to encourage applied learning, especially in STEM.	9/11	9/14	X	X	X	X

Turning Around Lowest Achieving Schools: Performance Measures

Turning Around Lowest Achieving Schools: 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
E. Turning around the lowest achieving schools						
(E)(2)	The number of schools for which one of the four school intervention models will be initiated each year.	9	20	20	0	0

Appendix A: RT3 Goals and Performance Benchmarks

The table below shows the State's goals and performance benchmarks for the four-year RT3 program.

The assessments below are based on the Georgia Performance Standards for the school years 2008-2009 through 2011-2012. Common Core Georgia Performance Standards (CCGPS) will begin implementation in 2012-2013. For that year and for 2013-2014, assessments will include new CCGPS assessment items.

Criterion Reference Competence Test (CRCT) and High School Graduation Rate Targets:

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

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-2014 vs. 2008-09)
CRCT 5th Grade Reading							
All Students	94	95	96	96	95	96	NA*
Male	92	93	94	94	94	95	NA*
Female	95	95	95	95	97	97	NA*
White	96	96	96	96	98	98	NA*
Black	90	91	93	94	92	93	NA*
Hispanic	91	92	93	94	95	95	NA*
Asian	96	96	96	96	97	97	NA*
Native American/Alaskan Indian	98	98	98	98	95	96	NA*
Multiracial	95	95	95	95	97	98	NA*
Students with Disabilities	73	75	76	77	83	85	NA*
Students without Disabilities	96	96	96	96	97	97	NA*
Limited English Proficiency	84	85	86	86	91	92	NA*
Economically Disadvantaged	90	91	92	93	93	94	NA*
Not Economically Disadvantaged	97	97	97	97	99	99	NA*
Migrant	86	86	86	87	94	95	NA*
CRCT 8th Grade Reading							
All Students	96	96	97	97	98	98	NA*
Male	94	94	94	95	97	97	NA*
Female	97	97	97	97	98	99	NA*
White	98	98	98	98	99	99	NA*
Black	94	94	95	96	96	97	NA*
Hispanic	92	93	94	95	96	97	NA*
Asian	97	97	97	97	96	96	NA*
Native American/Alaskan Indian	96	96	96	96	97	97	NA*
Multiracial	97	97	97	97	99	99	NA*
Students with Disabilities	78	80	81	82	87	89	NA*
Students without Disabilities	97	97	97	97	99	99	NA*
Limited English Proficiency	79	80	81	82	85	87	NA*
Economically Disadvantaged	93	94	95	96	96	97	NA*
Not Economically Disadvantaged	98	98	98	98	99	99	NA*
Migrant	81	82	83	84	90	91	NA*
CRCT 3rd Grade Language Arts							
All Students	87	88	90	91	91	91	NA*
Male	83	84	85	87	88	89	NA*
Female	90	91	92	93	93	94	NA*
White	91	91	92	92	95	95	NA*
Black	81	83	85	87	85	87	NA*
Hispanic	84	85	87	88	89	90	NA*
Asian	95	95	95	95	96	96	NA*
Native American/Alaskan Indian	84	85	87	88	92	93	NA*
Multiracial	89	90	91	92	92	93	NA*
Students with Disabilities	64	66	67	69	76	78	NA*

Test Type	Baseline	Targets					Change (2013-2014 vs. 2008-09)
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
Students without Disabilities	89	90	91	92	93	93	NA*
Limited English Proficiency	81	82	84	85	86	88	NA*
Economically Disadvantaged	81	82	84	85	87	88	NA*
Not Economically Disadvantaged	92	93	94	94	97	97	NA*
Migrant	78	80	82	84	86	87	NA*
CRCT 5th Grade Language Arts							
All Students	91	92	93	93	94	94	NA*
Male	88	89	91	92	92	92	NA*
Female	94	94	94	94	96	96	NA*
White	94	94	94	94	96	97	NA*
Black	88	89	91	92	90	91	NA*
Hispanic	89	90	91	92	93	93	NA*
Asian	96	96	96	96	97	97	NA*
Native American/Alaskan Indian	95	95	95	95	93	94	NA*
Multiracial	92	92	93	94	95	96	NA*
Students with Disabilities	66	68	70	72	78	81	NA*
Students without Disabilities	95	95	95	95	96	96	NA*
Limited English Proficiency	78	80	82	84	88	89	NA*
Economically Disadvantaged	88	89	91	92	91	92	NA*
Not Economically Disadvantaged	96	96	96	96	98	98	NA*
Migrant	82	83	85	87	90	91	NA*
CRCT 8th Grade Language Arts							
All Students	92	92	93	93	94	94	NA*
Male	89	90	91	92	92	93	NA*
Female	95	95	95	95	96	96	NA*
White	94	94	95	95	96	96	NA*
Black	89	90	91	92	91	92	NA*
Hispanic	88	89	90	91	92	93	NA*
Asian	96	96	96	96	95	95	NA*
Native American/Alaskan Indian	94	94	95	95	93	94	NA*
Multiracial	94	94	95	95	96	97	NA*
Students with Disabilities	65	67	69	71	77	79	NA*
Students without Disabilities	95	95	95	95	96	96	NA*
Limited English Proficiency	72	74	76	78	76	79	NA*
Economically Disadvantaged	88	89	90	91	91	92	NA*
Not Economically Disadvantaged	96	96	96	96	97	98	NA*
Migrant	71	73	75	77	85	86	NA*
CRCT 3rd Grade Mathematics							
All Students	78	80	82	84	84	86	NA*
Male	77	78	80	82	82	84	NA*
Female	79	81	82	84	86	87	NA*
White	86	87	88	89	90	91	NA*
Black	67	69	71	73	75	78	NA*

Test Type	Baseline	Targets					Change (2013-2014 vs. 2008-09)
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
Hispanic	75	77	78	80	84	85	NA*
Asian	92	93	93	93	94	95	NA*
Native American/Alaskan Indian	79	81	82	83	84	85	NA*
Multiracial	80	82	83	84	86	87	NA*
Students with Disabilities	52	54	56	58	67	70	NA*
Students without Disabilities	81	83	84	85	86	88	NA*
Limited English Proficiency	72	74	76	77	80	82	NA*
Economically Disadvantaged	69	71	72	74	78	80	NA*
Not Economically Disadvantaged	89	91	92	93	93	94	NA*
Migrant	71	73	75	77	79	81	NA*
CRCT 5th Grade Mathematics							
All Students	87	88	89	90	93	94	NA*
Male	86	87	88	89	92	92	NA*
Female	89	90	91	92	94	95	NA*
White	92	93	94	95	96	96	NA*
Black	82	84	85	87	89	90	NA*
Hispanic	86	88	89	90	93	94	NA*
Asian	96	96	96	96	97	97	NA*
Native American/Alaskan Indian	90	91	92	93	94	95	NA*
Multiracial	89	90	91	92	95	95	NA*
Students with Disabilities	58	60	62	63	79	81	NA*
Students without Disabilities	91	92	93	94	95	95	NA*
Limited English Proficiency	78	80	81	82	89	90	NA*
Economically Disadvantaged	83	84	85	86	90	91	NA*
Not Economically Disadvantaged	94	95	95	95	97	98	NA*
Migrant	83	85	86	87	90	91	NA*
CRCT 8th Grade Mathematics							
All Students	80	81	82	83	88	90	NA*
Male	78	79	80	81	87	88	NA*
Female	83	85	86	87	90	91	NA*
White	87	89	90	91	93	93	NA*
Black	71	73	74	75	83	85	NA*
Hispanic	75	77	78	79	87	88	NA*
Asian	95	95	95	95	95	95	NA*
Native American/Alaskan Indian	83	85	86	87	91	91	NA*
Multiracial	83	85	86	87	92	92	NA*
Students with Disabilities	44	46	48	50	70	73	NA*
Students without Disabilities	84	86	87	88	91	92	NA*
Limited English Proficiency	62	64	65	67	73	75	NA*
Economically Disadvantaged	71	73	74	76	84	85	NA*
Not Economically Disadvantaged	89	91	92	93	95	95	NA*
Migrant	65	67	68	70	78	80	NA*
High School Graduation Rates							

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-2014 vs. 2008-09)
All Students	79	80	82	83	73	76	NA*
Male	76	77	79	80	69	73	NA*
Female	82	83	85	86	77	79	NA*
White	83	84	86	87	80	82	NA*
Black	74	75	77	78	67	70	NA*
Hispanic	71	72	74	75	65	68	NA*
Students with Disabilities	41	42	44	46	42	47	NA*
Limited English Proficiency	55	56	58	60	43	49	NA*
Economically Disadvantaged	73	74	76	77	66	70	NA*
* Change from 2008-2009 to 2013-2014 is not appropriate due to the shift to the cohort graduation rate calculation in 2011-2012.							
Georgia High School Graduation Test (GHS GT)*							
GHS GT – ELA							
All Students	92	93	94	NA	NA	NA	NA
Male	90	91	92	NA	NA	NA	NA
Female	94	95	95	NA	NA	NA	NA
White	96	98	98	NA	NA	NA	NA
Black	88	90	91	NA	NA	NA	NA
Hispanic	88	90	91	NA	NA	NA	NA
Students with Disabilities	60	62	63	NA	NA	NA	NA
Students without Disabilities	95	95	95	NA	NA	NA	NA
Limited English Proficiency	68	70	71	NA	NA	NA	NA
Economically Disadvantaged	87	89	90	NA	NA	NA	NA
Not Economically Disadvantaged	96	96	96	NA	NA	NA	NA
GHS GT – Mathematics							
All Students	95	95	TBD	NA	NA	NA	NA
Male	95	95	TBD	NA	NA	NA	NA
Female	95	95	TBD	NA	NA	NA	NA
White	98	98	TBD	NA	NA	NA	NA
Black	91	92	TBD	NA	NA	NA	NA
Hispanic	94	94	TBD	NA	NA	NA	NA
Students with Disabilities	66	67	TBD	NA	NA	NA	NA
Students without Disabilities	97	97	TBD	NA	NA	NA	NA
Limited English Proficiency	88	89	TBD	NA	NA	NA	NA
Economically Disadvantaged	91	92	TBD	NA	NA	NA	NA
Not Economically Disadvantaged	97	97	TBD	NA	NA	NA	NA
GHS GT – Science							
All Students	90	92	93	NA	NA	NA	NA
Male	91	92	93	NA	NA	NA	NA
Female	90	91	92	NA	NA	NA	NA
White	95	95	95	NA	NA	NA	NA
Black	84	86	87	NA	NA	NA	NA
Hispanic	85	87	88	NA	NA	NA	NA
Students with Disabilities	59	61	63	NA	NA	NA	NA
Students without Disabilities	93	94	95	NA	NA	NA	NA
Limited English Proficiency	71	73	74	NA	NA	NA	NA
Economically Disadvantaged	84	86	87	NA	NA	NA	NA

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-2014 vs. 2008-09)
Not Economically Disadvantaged	95	95	95	NA	NA	NA	NA
* The GHSGT has been phased out as of Fall 2011. GHSGT performance targets are not applicable for 2011-2012 through 2013-2014. The GHSGT has been replaced with the End of Course Tests (EOCTs). Performance targets for EOCTs are provided below.							

End of Course Test (EOCT) Targets:

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2013-2014 vs. 2012-2013)
EOCT - Ninth Grade Literature & Composition							
All Students					85.1	86.6	
White					91.4	92.3	
Black					78.4	80.5	
Hispanic					80.3	82.3	
Asian / Pacific Islander					88.7	89.8	
American Indian					85.9	87.3	
Multiracial					90.8	91.8	
Students with Disabilities					54.5	59.1	
Limited English Proficiency					54.7	59.3	
Economically Disadvantaged					78.3	80.5	
EOCT - American Literature & Composition							
All Students					89.7	90.7	
White					94.2	94.8	
Black					85.1	86.6	
Hispanic					85.4	86.9	
Asian / Pacific Islander					93.3	94.0	
American Indian					92.1	92.8	
Multiracial					92.6	93.3	
Students with Disabilities					62.7	66.4	
Limited English Proficiency					62.8	66.5	
Economically Disadvantaged					84.8	86.4	
EOCT - Algebra (prior to 2009-2010), Math I (2009-2010)							
All Students					67.6	70.9	
White					77.3	79.6	
Black					55.3	59.8	
Hispanic					63.1	66.8	
Asian / Pacific Islander					86.4	87.8	
American Indian					68.4	71.6	
Multiracial					72.7	75.4	
Students with Disabilities					37.4	43.6	
Limited English Proficiency					48.8	53.9	
Economically Disadvantaged					56.9	61.2	
EOCT - Geometry (prior to 2009-2010), Math II (2009-2010)							
All Students					64.4	68.0	

Test Type	Baseline	Targets						Change (2013-2014 vs. 2012-2013)
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014		
White					74.7	77.3		
Black					50.6	55.6		
Hispanic					60.2	64.2		
Asian / Pacific Islander					85.3	86.7		
American Indian					66.8	70.2		
Multiracial					69.0	72.1		
Students with Disabilities					37.7	43.9		
Limited English Proficiency					52.2	56.9		
Economically Disadvantaged					53.0	57.7		
EOCT – Physical Science								
All Students					79.2	81.3		
White					88.3	89.4		
Black					69.4	72.4		
Hispanic					76.4	78.8		
Asian / Pacific Islander					89.1	90.2		
American Indian					81.4	83.2		
Multiracial					85.8	87.2		
Students with Disabilities					54.8	59.3		
Limited English Proficiency					59.6	63.7		
Economically Disadvantaged					72.9	75.6		
EOCT – Biology								
All Students					74.3	76.9		
White					85.4	86.8		
Black					61.5	65.4		
Hispanic					68.9	72.0		
Asian / Pacific Islander					85.6	87.0		
American Indian					76.5	78.9		
Multiracial					80.3	82.3		
Students with Disabilities					45.8	51.2		
Limited English Proficiency					47.7	52.9		
Economically Disadvantaged					64.2	67.8		

NAEP Test Targets:

Test Type	Baseline	Targets						Change (2012-13 vs. 2009-10)
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014		
Reading								
NAEP 4 th grade	29	N/A	31	N/A	34	N/A	3.0	
NAEP 8 th grade	27	N/A	29	N/A	32	N/A	3.0	
Mathematics								
NAEP 4 th grade	34	N/A	36	N/A	38	N/A	2.0	
NAEP 8 th grade	27	N/A	29	N/A	31	N/A	2.0	
Science								

Test Type	Baseline	Targets					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Change (2012-13 vs. 2009-10)
NAEP 4 th grade	26	N/A	N/A	N/A	28	N/A	N/A
NAEP 8 th grade	28	N/A	N/A	N/A	30	N/A	N/A
NAEP 4th Grade Reading							
All Students	29	N/A	30	N/A	32	N/A	2.0
Male	26	N/A	27	N/A	29	N/A	2.0
Female	33	N/A	35	N/A	37	N/A	2.0
White	40	N/A	42	N/A	44	N/A	2.0
Black	15	N/A	17	N/A	19	N/A	2.0
Hispanic	20	N/A	22	N/A	24	N/A	2.0
School Lunch Program Eligible	18	N/A	20	N/A	22	N/A	2.0
Not Eligible	44	N/A	46	N/A	48	N/A	2.0
NAEP 4th Grade Mathematics							
All Students	34	N/A	36	N/A	36	N/A	0
Male	35	N/A	37	N/A	39	N/A	2.0
Female	32	N/A	34	N/A	36	N/A	2.0
White	48	N/A	50	N/A	52	N/A	2.0
Black	15	N/A	17	N/A	19	N/A	2.0
Hispanic	26	N/A	28	N/A	30	N/A	2.0
School Lunch Program Eligible	19	N/A	21	N/A	23	N/A	2.0
Not Eligible	53	N/A	55	N/A	57	N/A	2.0
NAEP 8th Grade Reading							
All Students	27	N/A	29	N/A	31	N/A	2.0
Male	22	N/A	24	N/A	26	N/A	2.0
Female	32	N/A	35	N/A	37	N/A	2.0
White	35	N/A	37	N/A	39	N/A	2.0
Black	15	N/A	17	N/A	19	N/A	2.0
Hispanic	20	N/A	22	N/A	24	N/A	2.0
School Lunch Program Eligible	14	N/A	16	N/A	18	N/A	2.0
Not Eligible	40	N/A	42	N/A	44	N/A	2.0
NAEP 8th Grade Mathematics							
All Students	27	N/A	29	N/A	31	N/A	2.0
Male	27	N/A	29	N/A	31	N/A	2.0
Female	27	N/A	29	N/A	31	N/A	2.0
White	39	N/A	41	N/A	43	N/A	2.0
Black	11	N/A	13	N/A	15	N/A	2.0
Hispanic	18	N/A	20	N/A	22	N/A	2.0
School Lunch Program Eligible	13	N/A	15	N/A	17	N/A	2.0
Not Eligible	41	N/A	43	N/A	45	N/A	2.0

Note: All NAEP are average scores. N/A under NAEP means test not given in that year.

Postsecondary Targets

State Goals	Baseline 09/10	10/11	11/12	12/13	13/14	Change
1. Increase the percentage of graduates who enroll in college within 16 months of high school graduation.	64%	66%	68%	70%	72%	8%

	Baseline 06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	Change
2. Increase the percentage of graduates who have completed a year's worth of college credits within two years of enrollment within a University System of Georgia institution.	70.8%	71.3%	71.8%	72.3%	72.8%	73.3%	73.8%	74.3%	3.5%

Note: LEA specific goals and targets are included in each LEA Local Scope of Work.

Appendix B: Budget Narrative and Budget Details

Appendix C: Great Teachers and Leaders Project Management Plan