Application for Funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund Program

CFDA Number: 84.394

U.S. Department of Education

Washington, D.C. 20202

OMB Number: 1810-0695
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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-31188

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Office of the Governor - State of Georgia	203 State of Georgia Atlanta, GA 30334

State Contact for the Education Stabilization Fund

Name: Teresa MacCartney

Position and Office:

Division Director, Educational Development Division - Governor's Office of Planning and Budget

Contact's Mailing Address:

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To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Governor Sonny Perdue	404-651-7789
Signature of Governor or Authorized Representative of the Governor: X Sonny Perdue	Date: 1/7/10

Recommended Statement of Support from the Chief State School Officer *(Optional)*:
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer: X	Date:

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.[1]
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

[1] Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	$7,207,931,010
FY 2009	$8,348,948,047
FY 2010*	$8,190,214,365
FY 2011*	$8,190,214,365

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006	$1,857,805,192
FY 2009	$2,014,844,212
FY 2010*	$1,969,899,584
FY 2011*	$1,969,899,584

(* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

See attachment: Attachment 1 - Part 2A: Number 3

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Governor Sonny Perdue	
Signature: Sonny Perdue	Date: 1/7/10

<u>If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:</u>

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3]
http://www.gaosa.org/report.aspx
Please respond (check only one):

[4] ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

Provide the State website where the data are provided by the State to the public:[5]
http://www.gaosa.org/report.aspx
[6] ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [7]

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1]☒ Yes, the information is correct.

[2]☐ No, the information is not correct.

If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3]

The state website, Georgia Title II A has the annually updated equity plan.
http://www.gapsc.com/educatorpreparation/nochildleftbehind/Admin/admin_etools.htm

Please respond (check only one):

[4]☒ The State makes the information *publicly available* and updates the information *annually* on a website.

Provide the State website where the information is provided by the State to the public:[5]

http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/Admin/admin_etools.htm

[6]☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated information is provided by the State to the public:[7]

[8]☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information are provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

In Georgia under state law all personnel employed by LEAs, including school superintendents, principals and teachers, must have an annual performance evaluation by "appropriately trained evaluators." Each LEA uses the Georgia Teacher Evaluation Program (GTEP) or its equivalent to evaluate each teacher. Results from those evaluations determine future employment. "*Teachers* who receive an unsatisfactory rating on their performance evaluation are not eligible for advancement on the State's salary schedule." O.C.G.A. Section 20-2-212(a)

A newly developed teacher evaluation instrument (CLASS Keys) is in its first year of implementation in Georgia. Currently, 176 schools are field testing the new instrument that provides information to the LEAs regarding teacher development needs. Teacher compensation currently depends

upon years of service to the local district, not the evaluation. Georgia is designing a comprehensive teacher and school leader evaluation system, including a modified version of CLASS Keys, as part of its Race to the Top (RT3) application. As Georgia moves forward with the new teacher evaluation system, which will be used by districts across the state, results will be aggregated at the school level, reported publicly, and updated annually.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10]

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information are provided by the State to the public:[12]

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Georgia's new teacher evaluation system will be completed and piloted beginning in the 2010-2011 school year with a select number of partnering LEAs. Additional, LEAs will be brought into the new evaluation system through 2014 at which time aggregate scores will be reported publicly and updated annually.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

The evaluation instrument for teachers must include at least seven elements, including "the role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher." See O.C.G.A. Section 20-2-210. Georgia is designing a comprehensive teacher evaluation system, including a modified version of CLASS Keys, as part of its Race to the Top (RT3) application, which will include student achievement outcomes and student growth data as evaluation criteria. The evaluation system will be used with a select number of partnering LEAs beginning in the 2011 school year. Additional LEAs will be brought into the system each year through 2014, at which time the State will publicly report and annually update aggregate data.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Georgia's new teacher evaluation system will be completed and piloted beginning in the 2010-2011 school year with a select number of partnering LEAs. Additional LEAs will be brought into the new evaluation system through 2014 at which time aggregate scores will be reported publicly and updated annually.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: [5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Georgia's new teacher evaluation system will be completed and piloted beginning in the 2010-2011 school year with a select number of partnering LEAs. Additional LEAs will be brought into the new evaluation system through 2014 at which time aggregate scores will be reported publicly and updated annually.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

In Georgia under state law all personnel employed by LEAs, including school superintendents, principals and teachers, must have an annual performance evaluation by "appropriately trained evaluators." The evaluation information is collected by and kept at the LEA. A newly developed teacher evaluation instrument (Leader Keys) is in its first year of implementation in Georgia. Georgia is designing a comprehensive teacher and school leader evaluation system, including a modified version of Leader Keys, as part of its Race to the Top (RT3) application. Georgia's new leader evaluation system will be completed and piloted beginning in the 2010-2011 school year with a select number of partnering LEAs. Additional LEAs will be brought into the new evaluation system through 2014 at which time aggregate scores will be reported publicly and updated annually.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10]

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:[12]

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

➔

Georgia's new leader evaluation system will be completed and piloted beginning in the 2010-2011 school year with a select number of partnering LEAs. Additional LEAs will be brought into the new evaluation system through 2014 at which time aggregate scores will be reported publicly and updated annually.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

All personnel employed by LEAs, including school superintendents, principals and teachers, must have an annual performance evaluation by "appropriately trained evaluators." Georgia is designing a comprehensive leader evaluation system, including a modified version of Leader Keys, as part of its Race to the Top (RT3) application, which will include student achievement outcomes and student growth data as evaluation criteria. Such information will be collected annually and publicly reported at aggregate levels.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

The State does not collect detailed information about performance evaluations of principals now. Georgia's new leader evaluation system will be completed and piloted beginning in the 2010-2011 school year with a select number of partnering LEAs. Additional LEAs will be brought into the new evaluation system through 2014 at which time aggregate scores will be reported publicly and updated annually.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

- ☒ Yes. (See attachment 2)
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

- ☒ Yes. (See attachment 2)
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

- ☒ Yes. (See attachment 2)
- ☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☒ Yes. (See attachment 2)
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes. Link to validation and data quality: http://www.gadoe.org/pea_infosys_data.aspx?PageReq=PEAISD09SRR
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes. (See attachment 2)
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes. (See attachment 2)
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☒ Yes. (See attachment 2)
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III. (See attachment 3)

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☐ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section IV. (See attachment 3)

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☐ Yes, the status is correct.

[2] ☒ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Georgia recently received official notification that its assessment system is fully approved.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5]
http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCT;
http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT;
http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA.

[6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [7]

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c2.xls, correct?

[1] ☐ Yes, the status is correct.

[2] ☒ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Georgia recently received official notification that its assessment system is fully approved.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5]
http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCT;
http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT;
http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA

[6] ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7]

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c3.xls , correct?

[1] ☐ Yes, the information is correct.

[2] ☒ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

The attached spreadsheet does not indicate that Georgia's alternate assessment is based on alternate achievement standards.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5]
http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7]

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1] ☒ Yes, this has been completed within the last two years.

[2] ☐ No, this has been completed, but it occurred more than two years ago.

[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5]

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7]

[8] ☒ The State does not make the information publicly available on a website.

Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. (See attachment 4)

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3]

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5]
http://www.gadoe.org/ReportingFW.aspx?PageReq=103&StateId=ALL&T=1

[6] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7]

[8] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9]☒ Yes, the data are correct.

[10]☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11]

Please respond (check one):

[12]☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13]
http://www.gadoe.org/ReportingFW.aspx?PageReq=103&StateId=ALL&T=1

[14]☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15]

[16]☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1] ☒ Yes, this was completed within the last two years.

[2] ☐ No, this was completed more than two years ago.

[3] ☐ No, this has never been completed.

Please respond (check one):

[4] ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5]

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7]

[8] ☒ The State does not make the information publicly available on a website.

Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. (See attachment 4)

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c7.xls , correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3]

Please respond (check one): Is the State's current status available on the State's website?

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5]
http://public.doe.k12.ga.us/_documents/doe/legalservices/160-3-1-.07.pdf

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7]

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3]

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5]
http://www.gadoe.org/ReportingFW.aspx?PageReq=103&StateId=ALL&T=1

[6] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date.*

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7]

[8] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9]☒ Yes, the data are correct.

[10]☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11]

Please respond (check one):

[12]☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13]
http://www.gadoe.org/ReportingFW.aspx?PageReq=103&StateId=ALL&T=1

[14]☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15]

[16]☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

☒ Yes, the State Report Card includes this information.

☐ No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[5]

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Georgia reports out graduation rate data by state, district, and school for all subgroups each year on the State Report Card. Georgia will use the Leaver Rate through school year 2010 (see US ED Grad Rate Peer Review document for details) and begin reporting out Cohort Rate data on the State Report Card beginning in school year 2011 as required in federal regulations. Georgia will begin using the Cohort Rate for accountability in 2012 as required in federal regulations. Graduation Rate data, using the Leaver Rate, is provided on the State Report Card at http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5]

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The Governor's Office of Student Achievement (GOSA) will meet the ARRA requirements by reporting enrollment in a public IHE in the state within 16 months of receiving a regular high school diploma. To accomplish this GOSA will work with the Georgia Department of Education, the University System of Georgia, the Technical College System of Georgia and the National Student Clearinghouse to create the most accurate and comprehensive matches. The reports will include the student subgroup consistent with section 1111(b)(2)(C)(v)(II) of the ESEA, but FERPA redaction rules will be enforced. Creation of the reports and collection of the data will begin January 2010 with a goal of releasing them by the September 2011 deadline.

[7] ☐ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5]

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The University System of Georgia (USG) will meet the ARRA requirements by reporting aggregated high school level data on students who have completed one year's worth of college credit. To accomplish this USG will employ reports similar to the High School Feedback reports on the USG portal system. The reports will include the student subgroup consistent with section 1111(b)(2)(C)(v)(II) of the ESEA, but FERPA redaction rules will be enforced. Creation of the reports and collection of the data will begin January 2010 with a goal of releasing them by the September 2011 deadline.

[7] ☐ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	**Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.**

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

AYP data at http://public.doe.k12.ga.us/ayp2009/search.asp and on the State Report Card data at http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite

"Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	**Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

AYP data at http://public.doe.k12.ga.us/ayp2009/search.asp and State Report Card data at http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	**Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.**

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

[1] ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

Provide the definition here:[2] Persistently lowest achieving schools are those schools that are in Needs Improvement Year 5 (NI-5) or higher are placed in "State Directed Status" per the state's 2008 federally approved Differentiated Accountability Plan.

If Yes, please respond (check one):

[3] ☒ The State has made the definition *publicly available* on a website.

➔ Provide the State website where the definition is publicly available:[4]

See the Georgia Differentiated Accountability Plan at
http://www.ed.gov/admins/lead/account/differentiatedaccountability/gaplan.pdf

[5] ☐ The State does not make the definition publicly available on a website.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

See the "School Detail Report" at http://www.gadoe.org/ayp2009.aspx

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	**Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

http://www.gadoe.org/ayp2009.aspx

The state collects this information but does not list into the separate categories designated in the definition of the NFR. This will be done by April 1, 2010.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5)	**Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[5]

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

See the "School Detail Report" at http://www.gadoe.org/ayp2009.aspx

The State collects this information but does not have it separated on the website above. Those changes will be made by April 1, 2010.

[7] ☐ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)	**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

See the "School Detail Report" at http://www.gadoe.org/ayp2009.aspx and http://www.gadoe.org/ayp2009.aspx

The State has this information but does not publish it separately in the above website. This will be done by April 1, 2010.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7)	**Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

http://www.gadoe.org/pea_charter.aspx

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8)	Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3]

http://public.doe.k12.ga.us/DMGetDocument.aspx/Charter%20History%20since%201995%208.12.09.pdf?p=6CC6799F8C1371F6D697C660434C3EBBD99633A7221C94B7B7A89B28A1ED43DB&Type=D

Please respond (check one):

[4] ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5]

http://public.doe.k12.ga.us/DMGetDocument.aspx/Charter%20History%20since%201995%208.12.09.pdf?p=6CC6799F8C1371F6D697C660434C3EBBD99633A7221C94B7B7A89B28A1ED43DB&Type=D.

[6] ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[7]

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

http://public.doe.k12.ga.us/pea_charter.aspx?folderID=8383&m=links&ft=Downloads.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

http://public.doe.k12.ga.us/pea_charter.aspx?folderID=8383&m=links&ft=Downloads

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

http://public.doe.k12.ga.us/DMGetDocument.aspx/Charter%20History%20since%201995%208.12.09.pdf?p=6CC6799F8C1371F6D697C660434C3EBBD99633A7221C94B7B7A89B28A1ED43DB&Type=D.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

http://public.doe.k12.ga.us/DMGetDocument.aspx/Charter%20History%20since%201995%208.12.09.pdf?p=6CC6799F8C1371F6D697C660434C3EBBD99633A7221C94B7B7A89B28A1ED43DB&Type=D.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas ***(a), (c), and (d)*** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan.

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

Element	Collection (check if applies)	Public Reporting (check if applies)
Descriptor (a)(1) --Does the State collect a description of the system each LEA Uses to evaluate the performance of teachers? --Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?	x	x

	Descriptor (a)(3) --Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?	x	x	
	Descriptor (a)(4) --Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?	x	x	
	Descriptor (a)(5) --Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?	x	x	
	Descriptor (a)(2) --Does the State collect a description of the system each LEA uses to evaluate the performance of principals? --Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?	x	x	
	Descriptor (a)(6) --Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?	x	x	
	Descriptor (a)(7) --Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?	x	x	
	Indicator (c)(4) -- Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?	X	X	
	Indicator (c)(6) -- Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?	X	X	
	Indicator (c)(10) -- the State collect these data (as defined in Indicator (c)(10))? Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and	X	X	

	denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).			
	Indicator (c)(12) -- Does the State collect these data (as defined in Indicator (c)(12))? Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.		X	
	Indicator (d)(4) --Does the State collect this information? Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.		X	
	Indicator (d)(5) --Does the State collect this information? Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.		X	
	Indicator (d)(6) --Does the State collect this information? Provide, for the State, of the lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.		X	

II. INDICATOR (b)(1) (See Attachment 2)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1),** please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		X
2		X
3		X
4		X
5		X
6		X
7		X
8		X
9		X
10		X
11		X
12		X

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

(1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:

- The milestones established toward developing those means;
- The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

(2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).	Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).
Indicator (c)(11)	X	
Indicator (c)(12)	X	

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

(1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

Since agencies do not typically oversee data entry, the transfer of data from the business users through the district to the state agency typically involves data quality control checks called "edits" which generate error and/or warning messages designed to either reject data elements that do not conform to the proper data or content standards imposed by the data-receiving agency or to prompt the business users to confirm that the element which generates the warning message is accurate. These edits are designed to ensure data quality.

Further work on data quality control checks will be done through the IES grant.

(2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

When the Georgia Department of Education (GDOE) receives a request for student-level data, the department presents the request to the legal office and follows their guidance. Because Georgia has an Open Records Act, we do receive request from media-type companies for all GDOE data. Before releasing student-level data, the department puts the data through the following process:

1. Remove names and addresses
2. Remove GTID
3. Change all social security numbers to sequential numbers
4. Group all student records by gender within race for each grade-level within a school and remove all records where the grouping results in 5 or less records. This process coupled with the procedures in 1-3 ensures no students are identified in the released data.

Attachment 1 - Part 2A: Number 3

(c) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

(d) Identify and describe the data sources used in determining the levels of State support for public IHEs.

To show the levels of State support for maintenance of effort, the State of Georgia is utilizing the aggregate state funding provided for elementary and secondary education and public higher education institutions.

Data Source:

FY 2006 - House Bill 1026 – General Appropriations Act: Act providing appropriations for the State of Georgia

Link to HB 1026:
http://www.legis.state.ga.us/legis/2009_10/house/budget/reports/AFY_2006_Final_Bill.pdf

FY 2009 - House Bill 118 – General Appropriations Act: Act providing appropriations for the State of Georgia

Link to HB 118:

http://www.legis.state.ga.us/legis/2009_10/house/budget/reports/AFY_2009_Final_Bill_Conference_Committee.pdf

See attached MEMORANDUM: SUBJECT: FY 2009 Allotment and Lapse Funds

On May 28, 2009, Governor Perdue revised the revenue estimate for state general funds , as passed in House Bill 118 for the Amended Fiscal Year 2009 Budget by $274,342,946, from $18,903,699,531 to $18,629,356,585 due to declines in revenue collections.

The Governor directed the Office of Planning and Budget to withhold 25 percent of allotment requests for the month of June to meet this revision. For budgetary compliance, agencies can only obligate and expend up to their Amended Fiscal Year 2009 state general funds appropriation less the required 25 percent withhold. This withheld amount in appropriations will lapse for Fiscal Year 2009.

FY 2010 - House Bill 119 – General Appropriations Act: Act providing appropriations for the State of Georgia

Link to HB 119:

http://www.legis.state.ga.us/legis/2009_10/house/budget/reports/FY_2010_Bill_Final_Conf_Cmte.pdf

Additional budget instructions to state agencies - Beginning with the August FY 2010 monthly allotment, the Governor's Office of Planning and Budget instructed each state agency to take appropriate action to control expenditures and withhold 5% from allotment requests. The Department of Education was instructed to withhold 3% from the QBE and Equalization programs. In addition to the allotments withholds, OPB withheld funding for the equivalent of 3 furlough days for all state employees over the course of the first half of Fiscal Year 2010.

(http://www.opb.state.ga.us/media/11889/budget%20instructions%20memo_afy2010%20and%20fy2011_7%2021%2009.pdf)

FY 2011 - House Bill 119 – General Appropriations Act: Act providing appropriations for the State of Georgia. FY 2011 will be based on the approved FY 2010 State budget.

Link to HB 119:

http://www.legis.state.ga.us/legis/2009_10/house/budget/reports/FY_2010_Bill_Final_Conf_Cmte.pdf

Attachment 2 – Indicators (b)(1): Required Data Elements

Required Data Elements – P12-Postsecondary

1. A unique student identifier that does not permit a student to be individually identified by users of the system.

Status

—Current practice for institutional collections is to use various identifiers for students depending on institution type. The K-12 unique identifier in public schools is the algorithm-based Georgia Testing Identifier (GTID), although Social Security Number (SSN), name, and other supplementary identifiers are collected. The Georgia Pre-kindergarten program, which includes students served by both public and private providers, will move to the GTID as well. Postsecondary institutions, both public and private, use SSNs as well as supplementary institution-level IDs and traditional secondary identifiers.

GLDS Plan

Our proposal, when implemented, will create a Master Student Record (MSR) which will constitute a unique student-level ID for every student for which data is collected in one or more institutional collections for all the institutions participating in the Georgia Longitudinal Data System (GLDS). Matching procedures will be developed, using the various identifiers currently collected, to match current records to the newly-created MSR for each Georgia student. These MSRs will form the basis for data transfer in the GLDS. When periodic institutional data collections are received, the matching procedures developed for the GLDS will allow new data to be joined with existing MSRs, or, new MSRs in the case of first encounters with students new to the system. These matching techniques are to be developed with resources requested in the IES2 grant application.

2. Student-level enrollment, demographic and program participation information.

Status

--Existing institutional data collections contain this information for purposes of identifying student groups and for program funding and participation measurement purposes.

GLDS Plan

Because these business system collections tend to be time-sensitive (used only in the context of the single collection), more descriptive program participation measures calculated from existing periodic measures will be created during the GLDS development. These measures will be

designed not only to link with student MSRs but also will yield measures by which the effectiveness of existing programs and practices may be evaluated. These measures may also be linked to fiscal and financial data elements to yield contextual resource allocation information.

3. Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete P-16 education programs.

Status

—Institutional collections in K-12 record business transitions of students within public schools and school systems. Matches across systems depend on student identifier matches, as do measures of transition across institutions. Such measures are currently limited by incomplete data – matching for students dropping out versus leaving the state versus entering private sector or home schools or pursuing GEDs within or outside the state.

GLDS Plan

The integration of data across institutions will allow, over time, possible student matches not possible with existing intra-institutional matching techniques. Addition of private high school graduate data, for example, will increase the matching possibilities for students leaving public schools for unidentified reasons. Addition of business system invoice data for private college grant awards from GSFC will likely increase data matches of graduates participating in postsecondary education, over and above match rates obtained through USG, TCSG and NSC sources. Similarly, students leaving postsecondary institutions may be better tracked to NSC-reporting institutions or private postsecondary institutions not reporting to NSC but involved in GSFC invoicing.

4. The capacity to communicate with higher education data systems.

Status

--Existing institutional data is collected in isolation of collections at different institutional levels, with a few exceptions. Communication between higher education and P-12 data systems have been limited to the following: the feed of electronic transcript data on behalf of students applying to colleges from the Georgia Student Finance Commission (GSFC) to specific University System of Georgia (USG) and Technical College System of Georgia (TCSG) public colleges, some of which print paper transcripts using a print utility and some of which import the data into electronic collections; high school feedback reports, provided by the USG to Georgia high schools, that provide measures of student success in the first year of college at USG institutions for the most recent cohort of high school graduates from each high school, the data from which is sometimes incorporated into high school local decision systems; collections contain this information for purposes of identifying student groups and for program funding and

participation measurement purposes. In addition, GSFC provides interfaces for invoicing that allow data transfer across levels for purposes of scholarship awards.

GLDS Plan

The nature of the current interactions between educational institutions described above is not, strictly speaking, supported by a longitudinal data system with electronic import and export functionality. After data audit and analysis and matching routines are developed, such a system will be developed as part of the GLDS so that higher education institutions will be able to analyze the preparation of students and their subsequent success in postsecondary education in a systematic way.

5. State data audit system assessing data quality, validity, and reliability.

Status

—Existing education data collections contain data edits and format requirements that address the issues related to data quality for the business reasons prompting the collection. The use of data elements within a longitudinal data system, however, requires a different level of data quality, since the elements collected for business purposes may be used to create derived or calculated elements to be housed within the system.

GLDS Plan

The work involved in auditing elements across point-in-time collections and the concomitant systematic documentation is one of the main objectives of this grant proposal and is a necessary step in creating the GLDS. During the analysis phase of this process, derived and calculated elements will be added to the system once the quality of the component elements is ascertained. Gaps in elemental collections will inform the improvement of existing data collections in future collections. Also, this work will determine how much valid and reliable existing data can be used in the system and from what point-in-time collections. This data quality work will also inform the creation of the institution to GLDS ETL processes.

P-12

6. Yearly test records of individual students with respect to assessments under section 1111 (b) of the ESEA of 1965.

Status

--Information on all students tested is collected by the GDOE and integration of this data for summative and for formative uses will be part of the existing IES Grant for Georgia's Chronicle information system, the K-12 portion of the planned GLDS.

GLDS Plan

The use of test data tied to teachers for use in measuring teacher effectiveness and improving and supporting the classroom instruction provided by teachers will be a major thrust of the GLDS and especially Chronicle and will form the basis for many of the staff and professional development activities included in Georgia's Race to the Top (RTTT) proposal.

7. Information on students not tested, by grade and subject.

Status

—This deficiency can be remedied in the collection for FY 2009-10, when GDOE plans to collect this information for the first time: students not tested and the reasons why they were not tested, and this will be a part of Chronicle.

GLDS Plan

After student matching techniques are developed and refined, information on enrolled students, and on those tested each year by grade level, may be combined to produce those not tested for previous years. This attempt will be made as part of the development of the GLDS.

8. A teacher identification system with the ability to match teachers to students.

Status

--The GDOE course record, which is collected annually, captures all courses taken by public school students for the year of the collection. Teachers' identifiers are collected as part of each course record, although the course record identifies these linkages only for students in grades 6-12. Links for elementary school teachers and students are not now available.

GLDS Plan

In order to match teachers with students in the elementary grades, elementary courses and linkages to teachers must be created through the use of elemental data. The plan to collect this data must be part of the Chronicle system development, currently funded through an IES Grant. During the data audit and analysis of GDOE collected date, the quality of the existing middle and high school links between teachers and students will be examined to ensure that teacher effectiveness measures may be properly developed and applied as part of the RTTT requirements.

9. Student level transcript information, including information on courses completed and grades earned.

Status

—There are two sources of student level transcript data for students in P-12 that include courses completed and grades earned. The first, collected by the GDOE, contains courses and grades for middle school and high school students in Georgia public schools in a given academic year.

The second source of student level transcript data for students in P-12 includes courses completed and grades earned, along with the school grading scale(s), grade weighting practices and other school rules associated with the grade assignment process. This data is collected annually by GSFC for every graduate of every Georgia public and private high school for that year's graduating class, and encompasses the student's entire high school course taking history, including transfer grades. This information is used to generate a standardized un-weighted grade point average (GPA) for every Georgia high school graduate. This GPA is used to determine student eligibility for the state's merit-based HOPE Scholarship, and high school participation is required by statute. These GPAs are made available for HOPE-eligible colleges for purposes of awarding the scholarship to enrolled students and to high schools for data verification and informational purposes. In-progress GPAs for high school underclassmen are also generated for participating high schools and provided to students through secure student accounts in Georgia's student mentor site, GAcollege411.org.

GLDS Plan

Transcript data to improve K-12 instruction will be developed in the Chronicle system through the development of a student profile. Complete course-taking histories of all Georgia students from the GSFC collection will be used to provide summative information on course-taking patterns and on linkages between these patterns and postsecondary persistence and success measures. This work would be completed as a part of this grant proposal.

10. Student-level college readiness test scores.

Status

--Scholastic Aptitude Test (SAT) and ACT Scores are both collected by the Georgia Department of Education (public schools) and by the Georgia Student Finance Commission (both public and private schools), although only GSFC possesses complete student level identifiers which are used to award scholarships. In addition, GDOE collects end-of-course-test (EOCT) results and Georgia High School Graduation Test (GHSGT) Scores for Georgia public school students.

GLDS Plan

Under a completed GLDS, these measures would be linked to the MSRs in order to allow prediction models for studying college success as a function of pre-college measures such as standardized test, grades, and course-taking patterns.

Postsecondary

11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education including whether students enroll in remedial coursework.

Status

--Institutional level data is currently collected on students who make the transition to college and their success in the first year of college (USG high school feedback reports). As previously noted, this is reported back to high schools by the University System of Georgia. The Governor's Office of Student Achievement (GOSA), has for the first time this year published data describing the postsecondary enrollment patterns of Georgia public high school graduates using data from the USG, the TCSG and the National Student Clearinghouse (NSC).

GLDS Plan

Under the completed GLDS, extensive college course-taking, success and persistence reports will be made available to high schools for summative and policy-making purposes. These reports would be put into the context of the high school course-taking preparation of the students. These reports will be expanded to include, at a minimum, information from both the USG and the TCSG. The postsecondary enrollment patterns report will be expanded to include some institutions not included in current NSC reported data but available to the GSFC and the enrollment patterns of private high school graduates.

12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

Status

--Previous language has discussed the planned analysis of course-taking and grade patterns in high school, linking of standardized test scores to student records and the use of that information to improve student instruction. Existing efforts to study the success of students in the workforce have been undertaken by higher education institutions with regard to their enrollees, but have not attempted to assess the overall success of graduating or age cohorts of students.

GLDS Plan

The lack of workforce data in the GLDS will be addressed through collaborative efforts between GLDS and the Georgia Department of Labor. Exploration of potential variables that may be used in the system will take place as part of GLDS development. GLDS will also examine other

potential sources of data related to workforce performance of students, such as the Georgia Department of Revenue and other state agencies.

Attachment 3 – Indicators (b)(2) & (b)(3)

Georgia's Plan and Timeline
for
Indicators (b)(2) and (b)(3)

Requirement (b)(2): Provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs.

Requirement (b)(3): Provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement.

Background Information: During the 2005-2006 school year, Georgia began the process of implementing new, rigorous curriculum standards. The Georgia Performance Standards (GPS) represented a significant shift from a curriculum that consisted of discrete knowledge and skills to a standards-based approach. The GPS have followed a phase-in process, with different grades and content areas being implemented in classrooms across the state over time. As the new standards have been implemented, new assessments have been developed and administered.

The ability of any state to provide an accurate measure of student growth and teacher impact on student achievement is predicated on several variables, which include but are not limited to:

- articulated content standards enacted in classrooms;
- coherent measurement of the articulated content standards;
- implementation of a unique student identifier; and
- data linking teacher of record to individual students.

Given the curriculum phase-in of language arts and mathematics is complete in grades 3 – 8 and will be completed in high school as of Spring 2011, Georgia is well positioned to begin the next phase of its assessment and accountability system – developing the procedures for quantifying and reporting student progress (growth) across years. Towards that end, Georgia has completed several critical steps:

- precision reviews of content standards including explicit consideration of vertical articulation;
- implementation of a unique student identifier, known as the Georgia Test Identifier (GTID);

- implementation of the Student Profile, containing historical achievement data for individual students and accessible to teachers via a secure portal;
- small-scale implementation of teacher impact analysis using standardized scores to identify master teachers;
- completion of vertical scaling studies in Reading, English Language Arts, and Mathematics (grades 3 – 8); and
- evaluation of the stability of the vertical scale over time (to be completed by December 2009).

Georgia is one of five states invited by the Gates Foundation to participate in a Teacher-Student Linkage Project. The goals of this work include development of: (1) a common definition of teacher of record; (2) standard business processes for linking and validating teacher and student data; and (3) reports utilizing linked teacher-student data. One of the first activities will be the completion of a needs analysis. The information gathered from the needs analysis will be used to guide the work to be done. The overall work of this initiative coincides with the federal requirement to implement no later than September 30, 2011.

Development and Implementation Plan: To accomplish the goal of reporting student growth and teacher impact in a timely manner to inform instruction, several steps will be taken. The first step will be to convene a taskforce of critical partners and stakeholders. The task force should include membership from the following groups/organizations:

- Georgia Department of Education
- State Board of Education
- Georgia Professional Standards Commission
- Governor's Office of Student Achievement
- Stakeholders, including:
    - District and school administrators
    - Teachers
    - Parents
    - Business leaders

Additionally, Georgia will seek input and advice from its Technical Advisory Committee, comprised of six nationally renowned measurement experts.

The task force will meet in early 2010 to begin discussions surrounding growth and teacher impact models. One of the first tasks that will be undertaken by the task force will be the development of a timeline that includes milestones. Tasks to be completed by the task force will include, but are not limited to, the following

- Identification of specific outcomes and uses of a model designed to measure student growth and provide information on teacher impact
    - What information is needed?
    - How will the information be used? By whom?
    - What, if any, differences exist between elementary/middle and high schools?
    - What are potential strengths and weaknesses?
- Review of measures and models employed by other states and/or school systems

    - What are the strengths and weakness of each approach
    - Consideration of how favored models would work within Georgia
- Identification of data elements required to implement
    - Define any new data elements
- Consideration of technical attributes of selected model(s)
- Design of reporting structures and procedures, including interpretative guidance
- Review and evaluation of small scale pilot(s)
- Identification of training and dissemination needs

As Georgia makes progress toward full-scale implementation of a model designed to report student growth and teacher impact, information will be shared.

Attachment 3 – Indicators (c)(4) & (c)(6)

Georgia's Plan and Timeline for Indicators (c)(4) and (c)(6)

Requirement (c)(4): Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Requirement (c)(6): Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Background Information: Georgia has a strong commitment to ensuring appropriate and effective accommodations are provided to students with disabilities and English language learners. To that end, Georgia annually reviews its accommodation policies, trains stakeholders on appropriate accommodation use, and analyzes data from the assessment process. Within the Department of Education there is very strong collaboration between the curriculum, assessment, special education, and the Title III offices. Decisions about accommodations involve discussion about student needs, curriculum standards, and the constructs measured. Additionally, guidance is sought from Georgia's Technical Advisory Committee, which is comprised of six nationally renowned measurement experts.

During the last two years Georgia has monitored the appropriateness and effectiveness of accommodation usage in the following ways:

- Georgia requires that the inappropriate use of accommodations (such as providing an incorrect accommodation or failure to provide an accommodation) be reported as an testing irregularity.
- Georgia requires that accommodation usage be coded on student answer documents
    - Coding is done at the student level for each content area test and by type of accommodation (e.g., presentation, setting, scheduling, response, etc.)
- The number of students receiving accommodation is monitored. When anomalies, such as exceeding large numbers, are noted, systems are contacted, asked to investigate, and report findings.
- Georgia reports summary data for accommodated students by the following subgroups: all accommodated; students with disabilities; Section 504; English language learners; and English language learner monitored. Data are reported at the school, system, and state

level and include the number of students who received accommodations and summarized performance (mean scale score and percent at each achievement level).

- For each main administration Georgia analyzes and reports the reliability of accommodated and non-accommodated scores as well as other traditional measures (mean, standard deviation, standard error of measurement). This information is included in each program's annual technical report.

Implementation Plan: Georgia will work with stakeholders to determine what information would be helpful to publicly report. Georgia understands and agrees with the goal of publicly reporting to ensure transparency, accountability, and understanding. To that end, working with stakeholders to determine what data would best foster thoughtful consideration of accommodations is important.

To achieve this objective, Georgia will work with key stakeholders (district and school administrators, teachers, and parents) to determine what data currently collected should be publicly reported and in what format. If it is determined that additional data need to be collected, the Department of Education will make effort to do so. This work will be conducted during the 2009-2010 school year.

Once a determination is made regarding what to report, information will be posted on the Assessment webpage.

OFFICE OF PLANNING AND BUDGET

Sonny Perdue
Governor

Trey Childress
Director

June 19, 2009

MEMORANDUM

TO: Agency Heads
Fiscal Officers

FROM: Trey Childress TC

SUBJECT: FY 2009 Allotment and Lapse Funds

On May 28, 2009, Governor Perdue revised the revenue estimate for state general funds, as passed in House Bill 118 for the Amended Fiscal Year 2009 Budget by $274,342,946, from $18,903,699,531 to $18,629,356,585 due to declines in revenue collections.

The Governor directed the Office of Planning and Budget to withhold 25 percent of allotment requests for the month of June to meet this revision. For budgetary compliance, agencies can only obligate and expend up to their Amended Fiscal Year 2009 state general funds appropriation less the required 25 percent withhold. This withheld amount in appropriations will lapse for Fiscal Year 2009. The State Accounting Office will be providing guidance on accounting/reporting options that are available to assist organizations in managing these allotment reductions.

Should you have any questions, please contact your OPB Policy Analyst.

TC/lsg

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