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: 3/22/2010

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: 3/10/2010

<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).	Confirm

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://reportcard2008.gaosa.org/(S(gnmkyv550wpybyfejhzwzp45))/k12/accountability.aspX?ID=ALL:ALL&TestKey=HQ&TestType=acct

When you open this web site, you will need to do the following:
1. Click detailed school HQT information
2. Open excel spreadsheet
3. All schools are listed (must scroll to the right and access column F, H, and I). This will give the information by percentage.

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://reportcard2008.gaosa.org/(S(gnmkyv550wpybyfejhzwzp45))/k12/accountability.aspX?ID=ALL:ALL&TestKey=HQ&TestType=acct

When you open this web site, you will need to do the following:
1. Click detailed school HQT information

2. Open excel spreadsheet
3. All schools are listed (must scroll to the right and access column F, H, and I). This will give the information by percentage.

Statewide data for (a)(1):

Classes Not Taught by Highly Qualified Teachers (HQT) in the State of Georgia during the 2008-2009 School Year		
	Low Poverty Schools	**High Poverty Schools**
State	**1335.05 (1.42%)**	**2514.75 (3.2%)**

This table can be found at the following link:
http://reportcard2009.gaosa.org/(S(za1mz355y1wov1r2nhi13r45))/k12/accountability.aspX?ID=ALL:ALL&TestKey=HQ&TestType=acct

[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).	Confirm

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. The equity plan was last revised on September 1, 2009.

http://www.gapsc.com/educatorpreparation/nochildleftbehind/Admin/Files/EquityPlan_9-1-09.pdf

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]

In Georgia under state law (O.C.G.A. Section 20-2-210), 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 locally-approved equivalent to evaluate each teacher. Results from those evaluations, i.e. satisfactory or unsatisfactory ratings, are used by LEAs to determine professional development needs of teachers and future employment, including promotion, retention, and removal. Furthermore, "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).

Link to Code Section 20-2-212 (a).

http://www.lexis-nexis.com/hottopics/gacode/default.asp

Click the ok-close button. Then enter 20-2-212 in the search box. Click on 20-2-212 Salary schedules.

Link to Code Section 20-2-210.

http://www.lexis-nexis.com/hottopics/gacode/default.asp

Click the ok-close button. Then enter 20-2-210 in the search box. Click on 20-2-210 Annual performance evaluation.

[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.

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.

Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA a description of the manner in which results of GTEP are used in decisions regarding teacher development, compensation, promotion, retention, and removal. Such information will be posted to the State's Report Card annually beginning in August 2011.

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. Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA a description of the way in which evaluation systems take into consideration the academic gains of students assigned to teachers. Such information will be posted to the State's Report Card annually beginning August in 2011.

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.

Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA aggregate data for the number and percentage of teachers rated satisfactory or unsatisfactory by the GTEP or the locally-approved equivalent instrument. Such information will be posted to the State's Report Card annually beginning in August 2011.

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.

Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA school-level aggregate data for the number and percentage of teachers rated satisfactory or unsatisfactory by the GTEP or the locally-approved equivalent instrument. Such information will be posted to the State's Report Card annually beginning in August 2011.

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]

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 (O.C.G.A. Section 20-2-210), 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 and used to determine professional development needs of principals and future employment decisions, including promotion, retention, and removal.

Link to Code Section 20-2-210.

http://www.lexis-nexis.com/hottopics/gacode/default.asp

Click the ok-close button. Then enter 20-2-210 in the search box. Click on 20-2-210 Annual performance evaluation.

[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.

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.
➔

Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA a description of the manner in which results of principal evaluations are used in decisions regarding teacher development, compensation, promotion, retention, and removal. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and resources, there is no additional budget cost to the state.

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.

Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA a description of the way in which principal evaluation systems take into consideration the academic gains of students. Such information will be posted to the State's Report Card annually beginning in August 2011.

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. Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA aggregate data for the number and percentage of principals rated satisfactory or unsatisfactory. Such information will be posted to the State's Report Card annually beginning in August 2011.

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.

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.

Implementation Plan: Georgia has currently developed the Student Profile as part of its data warehouse. The Student Profile contains student achievement data from the state assessment programs and is available through GaDOE's secure online portal. The profile contains historical data at both the test and domain level for individual students and allows teachers to examine both class and student level data. The Georgia Department of Education will refine the tools and functionality of the Student Profile. Within the Student Profile teachers will be able to analyze the progress of students in their class(es). A methodology for gauging teacher impact will be investigated and reports developed to help teachers assess the effectiveness of their instructional programs in a timely manner. Reports will be available through the online portal.

Timeline/Milestones:

- GaDOE staff will research various teacher impact models and prepare a summary report to include:
    - Strengths and weaknesses of each model

- Challenges faced by states who have implemented

- Convene stakeholder meetings and workgroups to study methodologies for determining teacher impact
- Develop technical specifications
- Design interactive reports with teacher input
- Conduct and evaluate small scale pilot(s)
- GaDOE preparation for statewide implementation
  - Design of reporting structures and procedures, including interpretative guidance
  - Identification of training and dissemination needs
- **Tentative Implementation: 2013/2014 school year**

The above timeline is tentative and may be adjusted as needed. Progress will be posted on the GaDOE website for public access. GaDOE will leverage lessons learned from the Gates Foundation's Teacher-Student Linkage Project. Additionally, Georgia's Technical Advisory Committee will provide significant input throughout development and implementation.

Budget

Technical consultant to assist GaDOE with development of an effective model customized to meet the state's needs and conduct impact studies as needed: $75,000 (Federal)

Design and development of reporting structures and associated documentation including interpretive guidance and training: $250,000 (Federal)

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.**	Confirm

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]

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*.

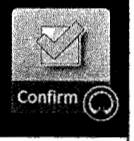
➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

➔ 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]

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]

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)

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.

The Accommodations Frequently Asked Questions document to include information on how the state evaluates accommodations. Here is the link:

http://www.gadoe.org/DMGetDocument.aspx/Accommodations%20FAQ.pdf?p=6CC6799F8C1371F6D6B8C8A23AAB1D48F279FD6B17A4945B98F376DF0737B57C&Type=D

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.

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

Responsible Agency:

Georgia Department of Education

Timeline:

Discuss needs with stakeholder: March – April 2010
Post information on Assessment webpage: May 15, 2010.

Budget:

There is no budget impact. This work can be completed with existing data and resources.

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)

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.

The Accommodations Frequently Asked Questions document to include information on how the state evaluates accommodations. Here is the link:

http://www.gadoe.org/DMGetDocument.aspx/Accommodations%20FAQ.pdf?p=6CC6799F8C1371F6D6B8C8A23AAB1D48F279FD6B17A4945B98F376DF0737B57C&Type=D

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.

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

Responsible Agency:

Georgia Department of Education

Timeline:

Discuss needs with stakeholder: March – April 2010
Post information on Assessment webpage: May 15, 2010.

Budget:

There is no budget impact. This work can be completed with existing data and resources.

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.	Confirm

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

The information can be found on page 12: (i) All students shall be assessed in English.

[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:

The most recent NAEP results for Georgia are included in the 2007-2008 Report Card. The report includes:

- 2007 results on Reading
- 2007 results on Mathematics

http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1&FY=2008

Click on the "National Tests" tab to access the NAEP data.

The 2009 results on Mathematics will be posted on February 15th and the 2009 results on Reading will be posted by the end of March on the following link.

http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1&FY=2009

Click on the "National Tests" tab to access the NAEP data.

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 Sate Report Card. Georgia will continue to use the Leaver Rate through the 2009-2010 school year (see US ED Grad Rate Peer Review document for details). It will begin reporting out Cohort Rate data for the 2010- 2011 school year as required in federal regulations. Such information will be publicly reported by GaDOE press release in September of 2011, and made available on the State Report Card in November of 2011. (O.C.G.A. 20-14-27 requires that the report card be posted be December 1 of each year.) Georgia will then begin using the Cohort Rate for accountability for the 2011-2012 school year as required in federal regulations. The state will report the rate by press release in September of 2012, and will post it to the State Report Card in November of 2012. 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. Due to using existing Georgia Department of Education staff and

resources, there is no additional budget cost to the state. GaDOE press releases are located at http://www.k12.ga.us/.

[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.

[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 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.

The State is working on a program with the Bill & Melinda Gates Foundation titled the "National Student Clearinghouse Pilot: Postsecondary Outcomes for High Schools." This project calls for the State, working with the Gates Foundation, the National Student Clearinghouse, and several other partners, to produce reports including those listed in this indicator, in preliminary form in March 2011, and in final form in July 2011. This project is being funded by the Bill & Melinda Gates Foundation and the reports created in 2011 will be completed at no cost to the State. After FY 2011, the State will use state general funds to cover the statewide contract with NSC.

☐ 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 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 its 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 began in January 2010 and will be publicly released in August 2011. Due to using existing staff and resources, there is no additional budget cost to the state.

[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]

[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.

Implementation Plan: To meet this indicator, the Assessment and Accountability Division of the Georgia Department of Education will calculate the average statewide school gain for the "all students" category and each student subgroup. Data currently are available for this calculation at the LEA. Georgia staff will consult with US ED staff as needed to ensure the requirements for these indicators are met. The number and identity of the Title I schools for each LEA and the state (in improvement, corrective action, or restructuring) that have made progress will be posted at http://www.gadoe.org/tss_school.aspx. This information will be posted annually on the State Report Card by December 15th of each year.

Responsible Agency:

Georgia Department of Education

Timeline:

Post information on State Report Card: April 15, 2010.
Post annually on State Report Card: December 15 each year.

Budget:

The state will use existing staff and current federal resources to complete this work. It is expected that the cost will be $1,800 (three days work for IT contractor).

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]

[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.

Implementation Plan: To meet this indicator, the Assessment and Accountability Division of the Georgia Department of Education will calculate the average statewide school gain for the "all students" category and each student subgroup. Data currently are available for this calculation at the LEA. Georgia staff will consult with US ED staff as needed to ensure the requirements for these indicators are met. The number and identity of the Title I schools for each LEA and the state (in improvement, corrective action, or restructuring) that have made progress will be posted at http://www.gadoe.org/tss_school.aspx. This information will be posted annually on the State Report Card by December 15th of each year.

Responsible Agency:

Georgia Department of Education

Timeline:

Post information on State Report Card: April 15, 2010.
Post annually on State Report Card: December 15 each year.

Budget:

The state will use existing staff and current federal resources to complete this work. It is expected that the cost will be $1,800 (three days work for IT contractor).

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]

State Fiscal Stabilization Fund and School Improvement Grant 1003 (g) Lowest Achieving Schools Definition

Persistently lowest-achieving schools in Georgia means the following:

Tier I schools: Any Title I school in improvement, corrective action, or restructuring that

(1) Is among the lowest-achieving 5percent of those schools in the State (or the lowest-achieving five such schools); or
(2) Is a high school that has a three-year average graduation rate < 60 percent.

Calculations to identify **Tier I** schools will be based on:

(1) 2009-10 Title I schools in improvement, corrective action, and restructuring,
(2) Lack of progress in academic achievement over a two-year period for all students in Reading/English Language Arts and Mathematics combined.

Tier II Schools: Any secondary school that is eligible for, but does not receive, Title I, Part A funds and:

(1) Is among the lowest-achieving 5 percent of such secondary schools in the State or the lowest- achieving five such secondary schools) or
(2) Is a high school that has a three-year average graduation rate <60 percent.

Calculations to identify **Tier II** schools will be based on:

(1) Proficiency combined with lack of progress over time for all students.
(2) Proficiency based on combined scores for Reading/English Language Arts and Mathematics for all student.
(3) Lowest-achieving schools chosen from lowest to highest proficiency rates stopping at 5%.

Tier III Schools: Any Title I school in improvement, corrective action, or restructuring that is not a Tier I or a Tier II school.

The Single Percentage Method will be used in calculating academic achievement in terms of proficiency, and the Lowest Achieving Over Multiple Years method will be used in determining whether a school has demonstrated a lack of progress over a number of years. Weights will also be

applied based on school type (elementary, middle, high).

Academic progress is defined as improving proficiency levels on state assessments in the "all students" group by a significant amount (5-10 percent) over prior year levels.

SIG guidance defines secondary school as "a school that provides 'secondary education, as defined under state law, except that the term does not include any education beyond grade 12.'" While Georgia law doesn't provide a definition for a secondary school, the operational definition of secondary school has been any school with the combination of grades 9-12.

The SEA did not identify any newly eligible schools as a result of the January 2010 final requirements.

Georgia's definition for "persistently lowest performing schools" can be found at:

http://www.gadoe.org/tss_school.aspx click on the link: SIG Lowest Achieving Schools – Definition.

http://www.gadoe.org/DMGetDocument.aspx/LAS%20Definition%203-10-10.pdf?p=6CC6799F8C1371F681CAD98B92C8FD454397ABB8B6BC5ABE42BF5B39436A7DC9&Type=D

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]

Georgia's definition for "persistently lowest performing schools" can be found at:

http://www.gadoe.org/tss_school.aspx click on the link: SIG Lowest Achieving Schools – Definition.

http://www.gadoe.org/DMGetDocument.aspx/LAS%20Definition%203-10-10.pdf?p=6CC6799F8C1371F681CAD98B92C8FD454397ABB8B6BC5ABE42BF5B39436A7DC9&Type=D

[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]

[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.

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 will be posted no later than April 1, 2010 at **http://www.gadoe.org/tss_school.aspx.**

[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.

[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.

Implementation Plan: The number and identity of all Title I persistently lowest achieving schools that have turned around, restarted, closed or transformed will be posted on the School Improvement website as soon as the final AYP data is released in late summer of each school year (3rd Quarter). The 2009-2010 data will be posted based on the current Georgia school improvement models. The first year for collection on the four new reform models will being in the 20010-2011 school year and will be posted in the 3rd quarter of 2011.

Timeline:

The information will be posted on the School Improvement website at http://www.gadoe.org/tss_school.aspx. The 2009-2010 data will be posted by the 3rd quarter in calendar year 2010.

Responsible Agency:

Georgia Department of Education, Division of School Improvement

Budget:

The state will use existing staff and federal funds to complete the calculations and post the information. The estimated cost annually is $10,000 for technology work.

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.

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 will be posted no later than April 1, 2010 at **http//www.gadoe.org/tss_school.aspx.**

[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.

Race to the Top

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.

[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.

Implementation Plan: The number and identity of the persistently lowest achieving schools (that are eligible for but do not receive, Title I funds) that have turned around, restarted, closed or transformed will be posted on the School Improvement website as soon as the final AYP data is released in late summer of each school year (3rd Quarter). The 2009-2010 data will be posted based on the current Georgia school improvement models. The first year for collection on the four new reform models will being in the 20010-2011 school year and will be posted in the 3rd quarter of 2011.

Timeline:

The information will be posted on the School Improvement website at http://www.gadoe.org/tss_school.aspx. The 2009-2010 data will be posted by the 3rd quarter in calendar year 2010.

Responsible Agency:

Georgia Department of Education, School Improvement Division

Budget:

The state will use existing staff and federal funds to complete the calculations and post the information. The estimated cost annually is $10,000 for technology work.

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.	Race to the Top

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

Georgia law does not place any restrictions on the number of Charter schools any authorizer can authorize. A complete list of currently authorized charter schools can be found at the following web address:

http://public.doe.k12.ga.us/pea_charter.aspx

The list is located under the Most Requested Information heading under 'List of Georgia Charter Schools' and also 'History of Charters Granted and Terminated'. Georgia Charter School Statutes, the State Board of Education Charter Schools Rule is located under the heading Rules and Regulations. It is possible to view both the Georgia Charter School Statute and State Board of Education Charter Schools Rule by clicking on their respective links.

[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.	Confirm

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

A complete list of currently authorized charter schools can be found at the following web address:

http://public.doe.k12.ga.us/pea_charter.aspx

The list is located under the Most Requested Information heading under 'List of Georgia Charter Schools' and also 'History of Charters Granted and Terminated'. Georgia Charter School Statutes, the State Board of Education Charter Schools Rule is located under the heading Rules and Regulations. It is possible to view both the Georgia Charter School Statute and State Board of Education Charter Schools Rule by clicking on their respective links.

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.

A complete list of currently authorized charter schools can be found at the following web address:

http://public.doe.k12.ga.us/pea_charter.aspx

The list is located under the Most Requested Information heading under 'List of Georgia Charter Schools' and also 'History of Charters Granted and Terminated'. Georgia Charter School Statutes, the State Board of Education Charter Schools Rule is located under the heading Rules and Regulations. It is possible to view both the Georgia Charter School Statute and State Board of Education Charter Schools Rule by clicking on their respective links.

[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.

The link is the 2008-2009 annual report on Georgia's Charter Schools.

https://public.doe.k12.ga.us/DMGetDocument.aspx/2009%20Annual%20Report.pdf?p=6CC6799F8C1371F6C6BF09107B94A6F8A1CA3D9ACE7B5AC211A4295FA52B3714&Type=D

See pages Xii to Xxi.

[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.

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

The link provides a list of all charter schools in Georgia from 1995 to present. The charter schools that have closed are typed in red.

2009 - 0
2008 - 0
2007 - 1
2006 - 2
2005 - 0

The State of Georgia has different types of charter schools.
Charter Types (The LEA is listed in each box.)

1. Conversion: a charter school that existed as a local school prior to becoming a charter school and that operates under the terms of a charter between the public school, local board of education, and the SBOE.

2. Start-up: a charter school created by a petition brought forth by private individuals, private organizations, or a state or local public entity and that operates the school according to the terms of a charter contract between the charter petitioner, local board of education, and the SBOE.

3. Local Educational Agency Start-up: a start-up charter school created by submission of a petition by the LEA to the local school board.

4. State Chartered Special School: a charter school created as a special school that is operating under the terms of a charter between the charter petitioner and the SBOE. Petitioners may apply to become a state chartered special school if their petition is first denied by the local board and they apply for state chartered special school status to the SBOE. Conversion charter school petitioners may not apply to be state chartered special schools.

5. Commission School: a charter school created as an independent school that is operating under terms of a charter between the charter petitioner and the Georgia Charter Schools Commission. Petitioners may apply to become a commission school if their petition is first denied by their local board or if they draw students from five or more counties. Conversion charter school petitioners may not apply to be commission schools.

6. System Charter School: a conversion charter school that is contained within a charter system and that operates according to the terms of the charter system's contract between the local school system and the SBOE.

[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.

A complete list of all charter closings can be found at the following web address: http://public.doe.k12.ga.us/pea_charter.aspx . The History of Charters Granted and Terminated can be located under the Most Requested Information heading. This document does not include the specific reasons for the school's closure but the specific reasons can be found by accessing another part of the website.

The reasons for a school's closure can be located on the Georgia Department of Education's eboard website as official state board items: https://eboard.eboardsolutions.com/index.aspx?S=1262 . After accessing the eboard website, click on the 'Meetings' tab located towards the top of the web page. Then scroll to 'board meeting' to access the drop down menu of all meetings. Click on 'Full List of meetings'. From this website, it is possible to access the minutes and board items and find the explicit reasons why the State Board of Education decided to terminate or non-renew a charter school. For example, the State Board of Education terminated Connected Charter Academy in June 2009. To access the information, an individual would find the June 2009, Committee of the Whole Meeting link from the full list of meeting's web page. The individual would then click on the June Committee of the Whole Meeting Link. All charter items are located under the category 'Charter Committee Items' found in the left hand column. Clicking on the Charter Termination link will display the board item recommendation in the middle column.

The GA DOE will provide this data in a consolidated format prior to May 1, 2010.

[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	x	X

	student achievement outcomes or student growth data as an evaluation criterion?		
	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 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).	X	X
	Indicator (c)(12) -- Does the State collect these data (as defined in Indicator		X

	(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.		
	Descriptor (d)(1) --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 purposed of this indictor?		X
	Indicator (d)(1) --Does the State collect these data? 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.	X	X
	Indicator (d)(2) --Does the State collect these data? 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	X	X
	Indicator (d)(3) --Does the State collect this information? 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.		X
	Indicator (d)(4)	X	X

	--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.			
	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	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.

Indicator B (1) – Elements 8 and 9:

Implementation Plan: The application which will be used to collect this data has already been developed and is currently in production collecting data for grades 6-12. Therefore, there is no cost to collect additional grades levels. The application will be operational by September 1, 2011. However; each LEA must communicate this new requirement to their SIS vendor and require the vendor to produce this extract by the due date. Please note that this new requirement will also have financial implications for the LEA due to the need for their SIS vendor involvement.

Because this will be a new requirement and the first time this data is collected for Pre-K and Kindergarten, the integrity of the data will be highly questionable. The Georgia DOE will work with the LEAs to allow for school personnel and vendors to ensure the integrity of the reported data.

Documentation concerning this new requirement will be posted on the Data Collection documentation page for resources 2010-2011. The documentation website link is: http://www.gadoe.org/pea_infosys_data.aspx

Responsible Agency: The Georgia DOE is responsible for the development, execution, and oversight of this plan including the infrastructure and all work will be completed by the Georgia DOE.

Timeline: The Georgia DOE will implement elements 8 and 9 by September 1, 2011.

Budget: There is no cost to the Georgia DOE to collect additional grade levels; however, the cost of reporting additional grade levels for each of the districts is unknown because this will be determined by each of their SIS vendors. Each LEA must communicate this new requirement to their SIS vendor and require the vendor to produce this extract by the due date. Please note that this new requirement will also have financial implications for the LEA due to the need for their SIS vendor involvement.

State Fiscal Stabilization Phase II

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

Indicator/Descriptor	Date Amended
Indicator (d)(10): Check the correct box to indicate the information is publicly available.	Revised application – 2-1-10
Indicator (a)(2): Must check to ensure the latest equity plan is posted.	http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/Admin/Files/EquityPlan_9-1-09.pdf The Georgia Equity Plan was last updated on September 1, 2009. Revised application - 2-1-10
Indicator (b)(1): The Department will review Appendix C of GA's latest SLDS grant application to determine if and which elements require a more comprehensive state plan.	Emailed the US DOE appendix C on 1-29-10. **Indicator B (1) – Elements 8 and 9:** Implementation Plan: The application which will be used to collect this data has already been developed and is currently in production collecting data for grades 6-12. Therefore, there is no cost to collect additional grades levels. The application will be operational by September 1, 2011. However; each LEA must communicate this new requirement to their SIS vendor and require the vendor to produce this extract by the due date. Please note that this new requirement will also have financial implications for the LEA due to the need for their SIS vendor involvement. Because this will be a new requirement and the first time this data is collected for Pre-K and Kindergarten, the integrity of the data will be highly questionable. The Georgia DOE will work with the LEAs to allow for school personnel and vendors to ensure the integrity of the reported data. Documentation concerning this new requirement will be posted on the Data Collection documentation page for resources 2010-2011. The documentation website link is: http://www.gadoe.org/pea_infosys_data.aspx Responsible Agency: The Georgia DOE is responsible for the development, execution, and oversight of this plan including the infrastructure and all work will be completed by the Georgia DOE. Timeline: The Georgia DOE will implement elements 8 and 9 by September 1, 2011. Budget: There is no cost to the Georgia DOE to collect additional grade levels; however, the cost of reporting

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

	additional grade levels for each of the districts is unknown because this will be determined by each of their SIS vendors. Each LEA must communicate this new requirement to their SIS vendor and require the vendor to produce this extract by the due date. Please note that this new requirement will also have financial implications for the LEA due to the need for their SIS vendor involvement. Revised application - 3-12-10
Please provide directions to locate the specific data at the website for the following: Indicator (a)(1)	Updated the link and provide details on how to find the data: http://reportcard2008.gaosa.org/(S(gnmkyv550wpybyfejhzwzp45))/k12/accountability.aspX?ID=ALL:ALL&TestKey=HQ&TestType=acct When you open this web site, you will need to do the following: 1. Click detailed school HQT information 2. Open excel spreadsheet 3. All schools are listed (must scroll to the right and access column F, H, and I). This will give the information by percentage. Revised application - 2-1-10
Descriptor (a)(1) to Indicator (a)(7): Please submit a state plan to collect and post the necessary data, based on the existing evaluation system, for each district by the 9/2011 deadline.	Revised application - 2-3-10
Descriptor (a)(1)	In Georgia under state law (O.C.G.A. Section 20-2-210), 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 locally-approved equivalent to evaluate each teacher. Results from those evaluations, i.e. satisfactory or unsatisfactory ratings, are used by LEAs to determine professional development needs of teachers and future employment, including promotion, retention, and removal. Furthermore, "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). Link to Code Section 20-2-212 (a). http://www.lexis-nexis.com/hottopics/gacode/default.asp Click the ok-close button. Then enter 20-2-212 in the search box.

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

Click on 20-2-212 Salary schedules.

Link to Code Section 20-2-210.

http://www.lexis-nexis.com/hottopics/gacode/default.asp

Click the ok-close button. Then enter 20-2-210 in the search box. Click on 20-2-210 Annual performance evaluation.

Beginning in September 2010, the Governor's Office of Student Achievement (OSA), in partnership with the Georgia Department of Education, will collect from each LEA a description of the manner in which results of GTEP are used in decisions regarding teacher development, compensation, promotion, retention, and removal. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and resources, there is no additional budget cost to the state.

Statewide data for (a)(1):

Classes Not Taught by Highly Qualified Teachers (HQT) in the State of Georgia during 2008-2009 School Year

		Low Poverty Schools	High Poverty Sch
State		1335.05 (1.42%)	2514.75 (3.2%)

This table can be found at the following link: http://reportcard2009.gaosa.org/(S(za1mz355y1wov1r2nhi13r45))/k12/accountability.aspX?ID=ALL:ALL&TestKey=HQ&TestType=acct

Revised application 3-18-10

Indicator (a)(3)

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. Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA a description of the way in which evaluation systems take into consideration the academic gains of students assigned to teachers. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

	resources, there is no additional budget cost to the state. Revised application - 2-3-10
Indicator (a)(4)	Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA aggregate data for the number and percentage of teachers rated satisfactory or unsatisfactory by the GTEP or the locally-approved equivalent instrument. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and resources, there is no additional budget cost to the state. Revised application - 2-3-10
Indicator (a)(5)	Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA school-level aggregate data for the number and percentage of teachers rated satisfactory or unsatisfactory by the GTEP or the locally-approved equivalent instrument. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and resources, there is no additional budget cost to the state. Revised application - 2-3-10
Descriptor (a)(2)	In Georgia under state law (O.C.G.A. Section 20-2-210), 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 and used to determine professional development needs of principals and future employment decisions, including promotion, retention, and removal. Link to Code Section 20-2-210. http://www.lexis-nexis.com/hottopics/gacode/default.asp Click the ok-close button. Then enter 20-2-210 in the search box. Click on 20-2-210 Annual performance evaluation. Beginning in September 2010, the Governor's Office of Student

State Fiscal Stabilization Phase II

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

	Achievement, in partnership with the Georgia Department of Education, will collect from each LEA a description of the manner in which results of principal evaluations are used in decisions regarding teacher development, compensation, promotion, retention, and removal. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and resources, there is no additional budget cost to the state. Revised application - 2-3-10
Indicator (a)(6)	Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA a description of the way in which principal evaluation systems take into consideration the academic gains of students. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and resources, there is no additional budget cost to the state. Revised application - 2-3-10
Indicator (a)(7)	The State does not collect detailed information about performance evaluations of principals now. Beginning in September 2010, the Governor's Office of Student Achievement, in partnership with the Georgia Department of Education, will collect from each LEA aggregate data for the number and percentage of principals rated satisfactory or unsatisfactory. Such information will be posted to the State's Report Card annually beginning in August 2011. Due to using existing Georgia Department of Education and OSA staff and resources, there is no additional budget cost to the state. Revised application - 2-3-10
Indicator (c)(1-3): Confirm data against ED's updated records and edit the application accordingly.	Yes, the information is accurate. Checked 1-27-2010 Changed (c)(1-3) from No to Yes.
Please provide directions to locate the specific data at the website for the following:	http://public.doe.k12.ga.us/_documents/doe/legalservices/160-3-1-.07.pdf

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Indicator (c)(7)	The information can be found on page 12: (i) All students shall be assessed in English. Revised application - 2-3-10
Please provide directions to locate the specific data at the website for the following: Indicator (c)(9)	The most recent NAEP results for Georgia are included in the 2007-2008 Report Card. The report includes: • 2007 results on Reading • 2007 results on Mathematics http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1&FY=2008 The 2009 results on Mathematics will be posted on February 15th and the 2009 results on Reading will be posted by the end of March on the following link. http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1&FY=2009 Revised application - 2-3-10 Click on the "National Tests" tab to access the NAEP data. Revised application - 3-8-10
Please provide directions to locate the specific data at the website for the following: Indicator (d)(1)	**Implementation Plan:** To meet this indicator, the Assessment and Accountability Division of the Georgia Department of Education will calculate the average statewide school gain for the "all students" category and each student subgroup. Data currently are available for this calculation at the LEA. Georgia staff will consult with US ED staff as needed to ensure the requirements for these indicators are met. The number and identity of the Title I schools for each LEA and the state (in improvement, corrective action, or restructuring) that have made progress will be posted at http://www.gadoe.org/tss_school.aspx. This information will be posted annually on the State Report Card by December 15th of each year. **Responsible Agency:**

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	Georgia Department of Education **Timeline:** Post information on State Report Card: April 15, 2010. Post annually on State Report Card: December 15 each year. **Budget:** The state will use existing staff and current federal resources to complete this work. It is expected that the cost will be $1,800 (three days work for IT contractor). Revised application - 3-14-10
Please provide directions to locate the specific data at the website for the following: Indicator (d)(2)	**Implementation Plan:** To meet this indicator, the Assessment and Accountability Division of the Georgia Department of Education will calculate the average statewide school gain for the "all students" category and each student subgroup. Data currently are available for this calculation at the LEA. Georgia staff will consult with US ED staff as needed to ensure the requirements for these indicators are met. The number and identity of the Title I schools for each LEA and the state (in improvement, corrective action, or restructuring) that have made progress will be posted at http://www.gadoe.org/tss_school.aspx. This information will be posted annually on the State Report Card by December 15th of each year. **Responsible Agency:** Georgia Department of Education **Timeline:** Post information on State Report Card: April 15, 2010. Post annually on State Report Card: December 15 each year. **Budget:**

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	The state will use existing staff and current federal resources to complete this work. It is expected that the cost will be $1,800 (three days work for IT contractor). Revised application - 3-14-10
Please provide directions to locate the specific data at the website for the following: Indicator (d)(3) Indicator (d) (5) Indicator (d) (4) Indicator (d) (6)	**(d)(3) – Add this statement:** 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 will be posted no later than April 1, 2010 at **http://www.gadoe.org/tss_school.aspx.** **(d)(5) – Add this statement:** 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 will be posted no later than April 1, 2010 at **http//www.gadoe.org/tss_school.aspx.** **(d)(4): Implementation Plan:** The number and identity of all Title I persistently lowest achieving schools that have turned around, restarted, closed or transformed will be posted on the School Improvement website as soon as the final AYP data is released in late summer of each school year (3rd Quarter). The 2009-2010 data will be posted based on the current Georgia school improvement models. The first year for collection on the four new reform models will being in the 20010-2011 school year and will be posted in the 3rd quarter of 2011. **Timeline:** The information will be posted on the School Improvement website at http://www.gadoe.org/tss_school.aspx. The 2009-2010 data will be posted by the 3rd quarter in calendar year 2010. **Responsible Agency:** Georgia Department of Education, Division of School Improvement **Budget:** The state will use existing staff and federal funds to complete the calculations and post the information. The estimated cost annually

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	is $10,000 for technology work. **(d)(6): Implementation Plan:** The number and identity of the persistently lowest achieving schools (that are eligible for but do not receive, Title I funds) that have turned around, restarted, closed or transformed will be posted on the School Improvement website as soon as the final AYP data is released in late summer of each school year (3rd Quarter). The 2009-2010 data will be posted based on the current Georgia school improvement models. The first year for collection on the four new reform models will being in the 20010-2011 school year and will be posted in the 3rd quarter of 2011. **Timeline:** The information will be posted on the School Improvement website at http://www.gadoe.org/tss_school.aspx. The 2009-2010 data will be posted by the 3rd quarter in calendar year 2010. **Responsible Agency:** Georgia Department of Education, School Improvement Division **Budget:** The state will use existing staff and federal funds to complete the calculations and post the information. The estimated cost annually is $10,000 for technology work. Revised application - 3-18-10
Please provide directions to locate the specific data at the website for the following: 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.	Georgia law does not place any restrictions on the number of Charter schools any authorizer can authorize. A complete list of currently authorized charter schools can be found at the following web address: http://public.doe.k12.ga.us/pea_charter.aspx The list is located under the Most Requested Information heading under 'List of Georgia Charter Schools' and also 'History of Charters Granted and Terminated'. Georgia Charter School Statutes, the State Board of Education Charter Schools Rule is located under the heading Rules and Regulations. It is possible to

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	view both the Georgia Charter School Statute and State Board of Education Charter Schools Rule by clicking on their respective links. Revised application 3-8-10
Please provide directions to locate the specific data at the website for the following: Indicator (d)(8) Confirm, for the State and for each LEA in the state that operated charter schools, the number of charter schools currently operating.	Provide same link in (d)(8) A complete list of currently authorized charter schools can be found at the following web address: http://public.doe.k12.ga.us/pea_charter.aspx The list is located under the Most Requested Information heading under 'List of Georgia Charter Schools' and also 'History of Charters Granted and Terminated'. Georgia Charter School Statutes, the State Board of Education Charter Schools Rule is located under the heading Rules and Regulations. It is possible to view both the Georgia Charter School Statute and State Board of Education Charter Schools Rule by clicking on their respective links. Revised application 3-8-10
Please provide directions to locate the specific data at the website for the following: Indicator (d)(9)	The link is the 2008-2009 annual report on Georgia's Charter Schools. https://public.doe.k12.ga.us/DMGetDocument.aspx/2009%20Annual%20Report.pdf?p=6CC6799F8C1371F6C6BF09107B94A6F8A1CA3D9ACE7B5AC211A4295FA52B3714&Type=D See pages Xii to Xxi. Revised application 3-8-10
Please provide directions to locate the specific data at the website for the following: 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.	http://public.doe.k12.ga.us/DMGetDocument.aspx/Charter%20History%20since%201995%208.12.09.pdf?p=6CC6799F8C1371F6D697C660434C3EBBD99633A7221C94B7B7A89B28A1ED43DB&Type=D. The link provides a list of all charter schools in Georgia from 1995 to present. The charter schools that have closed are typed in red. 2009 - 0 2008 - 0 2007 - 1 2006 - 2 2005 - 0

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	The State of Georgia has different types of charter schools. Charter Types (The LEA is listed in each box.) 1. Conversion: a charter school that existed as a local school prior to becoming a charter school and that operates under the terms of a charter between the public school, local board of education, and the SBOE. 2. Start-up: a charter school created by a petition brought forth by private individuals, private organizations, or a state or local public entity and that operates the school according to the terms of a charter contract between the charter petitioner, local board of education, and the SBOE. 3. Local Educational Agency Start-up: a start-up charter school created by submission of a petition by the LEA to the local school board. 4. State Chartered Special School: a charter school created as a special school that is operating under the terms of a charter between the charter petitioner and the SBOE. Petitioners may apply to become a state chartered special school if their petition is first denied by the local board and they apply for state chartered special school status to the SBOE. Conversion charter school petitioners may not apply to be state chartered special schools. 5. Commission School: a charter school created as an independent school that is operating under terms of a charter between the charter petitioner and the Georgia Charter Schools Commission. Petitioners may apply to become a commission school if their petition is first denied by their local board or if they draw students from five or more counties. Conversion charter school petitioners may not apply to be commission schools. 6. System Charter School: a conversion charter school that is contained within a charter system and that operates according to the terms of the charter system's contract between the local school system and the SBOE. Revised application 3-8-10
Please provide directions to locate the specific data at the website for the following: Indicator (d)(12)	A complete list of all charter closings can be found at the following web address: http://public.doe.k12.ga.us/pea_charter.aspx . The History of Charters Granted and Terminated can be located under the Most Requested Information heading. This document does not include the specific reasons for the school's closure but the specific

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	reasons can be found by accessing another part of the website. The reasons for a school's closure can be located on the Georgia Department of Education's eboard website as official state board items: https://eboard.eboardsolutions.com/index.aspx?S=1262 . After accessing the eboard website, click on the 'Meetings' tab located towards the top of the web page. Then scroll to 'board meeting' to access the drop down menu of all meetings. Click on 'Full List of meetings'. From this website, it is possible to access the minutes and board items and find the explicit reasons why the State Board of Education decided to terminate or non-renew a charter school. For example, the State Board of Education terminated Connected Charter Academy in June 2009. To access the information, an individual would find the June 2009, Committee of the Whole Meeting link from the full list of meeting's web page. The individual would then click on the June Committee of the Whole Meeting Link. All charter items are located under the category 'Charter Committee Items' found in the left hand column. Clicking on the Charter Termination link will display the board item recommendation in the middle column. The GA DOE will provide this data in a consolidated format prior to May 1, 2010. Revised application 3-8-10
Indicator (b)(2): Add budget information and estimated timelines/milestones, which must be posted publicly. Once the task force develops a more concrete timeline, the final version will need to be posted. Clearly distinguish between the details of the plan for (b)(2) and (b)(3) to address the different requirements.	**Georgia has reviewed the requirements for Indicator (b)(2) and has changed its response from "no" to "yes."** **Requirement (b)(2)** asks if 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. Georgia provides detailed reports to teachers in a very timely manner (approximately 1 to 2 weeks after the test administration). Reports include student level performance at both the test and domain level so student strengths and weaknesses can be identified and remediation planned. - This is critical as Georgia has a promotion/retention law requiring students pass the reading assessment in grades 3, 5, and 8 and the math assessment in grades 5 and 8. Remediation and a retest opportunity are provided for students who fail to achieve proficiency. Retest results are provided in

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	5 days.
	- The timeliness and detail of these reports allow teachers to immediately prescribe instructional interventions or enrichment within the current school year.
	- Additionally, for the reading assessment, a Lexile score is provided allowing teachers to match student reading skill with appropriate reading material.
	- Importantly, information is reported for all grades and content areas, not just those associated with promotion/retention requirements.
	
	Data are provided in a number of ways:
	- Approximately 1 to 2 weeks after the administration the following information is provided to systems through GaDOE's secure online portal:
	  o an electronic roster of students failing to achieve proficiency in promotion/retention grades and content areas
	  o class rosters with student test and domain performance are posted for all grades and content areas
	  o data files are posted so that systems can load the results into their student information systems and/or complete analyses as needed
	- Approximately 10 days after the electronic reports are posted Individual Student Reports are shipped to school systems
	- Approximately two months after the close of the testing window school and system summary reports are shipped to school systems.
	
	At the beginning of each school year student assessment data from the previous year are available to teachers to help inform instructional planning and address student strengths and weaknesses. Data from the end of the year assessment, provided in a timely manner as outlined above, allows teachers to evaluate student growth and evaluate instructional programs and interventions.

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Indicator (b)(3): Add budget information and estimated timelines/milestones, which must be posted publicly. Once the task force develops a more concrete timeline, the final version will need to be posted. Clearly distinguish between the details of the plan for (b)(2) and (b)(3) to address the different requirements.	**Implementation Plan:** Georgia has currently developed the Student Profile as part of its data warehouse. The Student Profile contains student achievement data from the state assessment programs and is available through GaDOE's secure online portal. The profile contains historical data at both the test and domain level for individual students and allows teachers to examine both class and student level data. The Georgia Department of Education will refine the tools and functionality of the Student Profile. Within the Student Profile teachers will be able to analyze the progress of students in their class(es). A methodology for gauging teacher impact will be investigated and reports developed to help teachers assess the effectiveness of their instructional programs in a timely manner. Reports will be available through the online portal.
	
	Timeline/Milestones:
	
	• GaDOE staff will research various teacher impact models and prepare a summary report to include:
	  o Strengths and weaknesses of each model
	  o Challenges faced by states who have implemented
	
	• Convene stakeholder meetings and workgroups to study methodologies for determining teacher impact
	
	• Develop technical specifications
	
	• Design interactive reports with teacher input
	
	• Conduct and evaluate small scale pilot(s)
	• GaDOE preparation for statewide implementation
	  o Design of reporting structures and procedures, including interpretative guidance
	  o Identification of training and dissemination needs
	• **Tentative Implementation: 2013/2014 school year**
	
	The above timeline is tentative and may be adjusted as needed. Progress will be posted on the GaDOE website for public access. GaDOE will leverage lessons learned from the Gates Foundation's Teacher-Student Linkage Project. Additionally, Georgia's Technical Advisory Committee will provide significant input throughout development and implementation.

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	Budget Technical consultant to assist GaDOE with development of an effective model customized to meet the state's needs and conduct impact studies as needed: $75,000 (Federal) Design and development of reporting structures and associated documentation including interpretive guidance and training: $250,000 (Federal) Revised application - 3-8-10
Indicator (b)(3): Plan needs to clarify how it will attempt to measure teacher impact on student growth; please note the 9/2011 deadline does not apply to this indicator and therefore the timeline to fulfill this indicator is not restricted.	See above information.
Indicator (c)(4): Post information stating that the analysis has been conducted and when—provide this link.	updated the Accommodations Frequently Asked Questions document to include information on how the state evaluates accommodations. Here is the link: http://www.gadoe.org/DMGetDocument.aspx/Accommodations%20FAQ.pdf?p=6CC6799F8C1371F6D6B8C8A23AAB1D48F279FD6B17A4945B98F376DF0737B57C&Type=D Revised application - 2-8-10 **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

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	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.

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	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. Once a determination is made regarding what to report, information will be posted on the Assessment webpage. **Responsible Agency:** Georgia Department of Education **Timeline:** Discuss needs with stakeholder: March – April 2010 Post information on Assessment webpage: May 15, 2010. **Budget:** There is no budget impact. This work can be completed with existing data and resources. Revised application - 3-8-10
Indicator (c)(6): Post information stating that the analysis has been conducted and when—provide this link.	updated the Accommodations Frequently Asked Questions document to include information on how the state evaluates accommodations. Here is the link: http://www.gadoe.org/DMGetDocument.aspx/Accommodations%20FAQ.pdf?p=6CC6799F8C1371F6D6B8C8A23AAB1D48F279FD6B17A4945B98F376DF0737B57C&Type=D Revised application - 2-8-10 **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

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	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

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	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. Once a determination is made regarding what to report, information will be posted on the Assessment webpage. **Responsible Agency:** Georgia Department of Education **Timeline:** Discuss needs with stakeholder: March – April 2010 Post information on Assessment webpage: May 15, 2010. **Budget:** There is no budget impact. This work can be completed with existing data and resources. Revised application - 3-8-10
Indicator (c)(10): Please provide budget information and a more detailed timeline/milestones.	Georgia reports out graduation rate data by state, district, and school for all subgroups each year on the Sate Report Card. Georgia will continue to use the Leaver Rate through the 2009-2010 school year (see US ED Grad Rate Peer Review document for details). It will begin reporting out Cohort Rate data for the 2010-2011 school year as required in federal regulations. Such information will be publicly reported by GaDOE press release in September of 2011, and made available on the State Report Card in November of 2011. (O.C.G.A. 20-14-27 requires that the report card be posted be December 1 of each year.) Georgia will then begin using the Cohort Rate for accountability for the 2011-2012 school year as required in federal regulations. The state will report the rate by press release in September of 2012, and will post it to the

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	State Report Card in November of 2012. 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. Due to using existing Georgia Department of Education staff and resources, there is no additional budget cost to the state. GaDOE press releases are located at http://www.k12.ga.us/. Revised application - 3-18-10
Indicator (c)(11): Please provide budget information and a more detailed timeline/milestones. Indicator (c)(11): It seems more accurate to mark that GA does not collect all the data required for this indicator. Please also indicate whether GA plans to develop and implement or develop and not implement.	For c11: No, the State does not collect these data. 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. The State is working on a program with the Bill & Melinda Gates Foundation titled the "National Student Clearinghouse Pilot: Postsecondary Outcomes for High Schools." This project calls for the State, working with the Gates Foundation, the National Student Clearinghouse, and several other partners, to produce reports including those listed in this indicator, in preliminary form in March 2011, and in final form in July 2011. This project is being funded by the Bill & Melinda Gates Foundation and the reports created in 2011 will be completed at no cost to the State. Revised application - 3-8-10
Indicator (c)(12): Please provide budget information and a more detailed timeline/milestones.	The University System of Georgia 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 its 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 began in January 2010 and will be publicly released in August 2011. Due to using existing staff and resources, there is no additional budget cost to the state. Revised application - 3-8-10
Persistently lowest-achieving schools	State Fiscal Stabilization Fund and School Improvement Grant 1003 (g) Lowest Achieving Schools Definition

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	Persistently lowest-achieving schools in Georgia means the following: Tier I schools: Any Title I school in improvement, corrective action, or restructuring that (1) Is among the lowest-achieving 5percent of those schools in the State (or the lowest- achieving five such schools); or (2) Is a high school that has a three-year average graduation rate < 60 percent. Calculations to identify Tier I schools will be based on: (1) 2009-10 Title I schools in improvement, corrective action, and restructuring, (2) Lack of progress in academic achievement over a two-year period for all students in Reading/English Language Arts and Mathematics combined. Tier II Schools: Any secondary school that is eligible for, but does not receive, Title I, Part A funds and: (1) Is among the lowest-achieving 5 percent of such secondary schools in the State or the lowest- achieving five such secondary schools) or (2) Is a high school that has a three-year average graduation rate <60 percent. Calculations to identify Tier II schools will be based on: (1) Proficiency combined with lack of progress over time for all students. (2) Proficiency based on combined scores for Reading/English Language Arts and Mathematics for all student. (3) Lowest-achieving schools chosen from lowest to highest proficiency rates stopping at 5%. Tier III Schools: Any Title I school in improvement, corrective action, or restructuring that is not a Tier I or a Tier II school. The Single Percentage Method will be used in calculating academic achievement in terms of proficiency, and the Lowest Achieving Over Multiple Years method will be used in determining whether a school has demonstrated a lack of progress over a number of years. Weights will also be applied based on school type (elementary, middle, high). Academic progress is defined as improving proficiency levels on

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	state assessments in the "all students" group by a significant amount (5-10 percent) over prior year levels. SIG guidance defines secondary school as "a school that provides 'secondary education, as defined under state law, except that the term does not include any education beyond grade 12.'" While Georgia law doesn't provide a definition for a secondary school, the operational definition of secondary school has been any school with the combination of grades 9-12. The SEA did not identify any newly eligible schools as a result of the January 2010 final requirements. Georgia's definition for "persistently lowest performing schools" can be found at: http://www.gadoe.org/tss_school.aspx click on the link: SIG Lowest Achieving Schools – Definition. http://www.gadoe.org/DMGetDocument.aspx/LAS%20Definition%203-10-10.pdf?p=6CC6799F8C1371F681CAD98B92C8FD454397ABB8B6BC5ABE42BF5B39436A7DC9&Type=D Revised application - 3-15-10