

# Georgia's Race to the Top Annual Performance Report

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[Download Year One State-reported Annual Performance Report for All Race to the Top Grantees](#)

The Year One State-reported Annual Performance Report for all Race to the Top Grantees will be posted here when available.

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### State-reported information

**Question:** Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

## Georgia's State-reported Progress in Comprehensive Education Reform

### State-reported response: Race to the Top - Year One Highlights

Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

#### PSAT Testing

As state funding for PSAT (Pre-Scholastic Aptitude Test) testing has been reduced in the State of Georgia's budget, Race to the Top funds made it possible for any high school sophomore in Georgia to take the PSAT. In October 2010, the College Board, which handled the administration, scoring, and reporting services for the PSAT, provided service to 95,521 sophomores who took the test.

#### CEISMC Story

Race to the Top focuses on improving Science, Technology, Engineering, and Mathematics (STEM) education for Georgia students. The plan includes providing professional development for math and science teachers, strengthening the pipeline of science and math teachers from institutes of higher education, and expanding STEM related virtual courses. As a result, in partnership with the Georgia Department of Education, Georgia Tech received funding through the Race to the Top program to expand STEM programs through its outreach center, the Center for Education Integrating Science, Mathematics and Computing (CEISMC).

This year, CEISMC has reached a number of significant milestones within their projects. Here are just a few of the goals and an explanation of how they were reached:

Offer three online courses (Mathematics, Instructional Technology, Problem-based Inquiry Learning, and Robotics) for RT3 STEM teachers through NASA Electronic Professional Development Network (ePDN). During the summer of 2011, CEISMC offered two online Race to the Top (RT3) STEM courses, "What is Project-Based Inquiry Learning (PBIL)" and "Getting Started in Robotics", for

middle and high school teachers. These courses, offered as part of the NASA Electronic Professional Development Network (ePDN), were designed to improve content and pedagogical knowledge. The thirty-two participants from nine school districts will receive Professional Learning Units from Georgia Tech. The start date of the mathematics course, Statistics (formerly titled Data Analysis), was postponed until September 14, 2011 due to the retirement of the instructor. A new instructor, Paul Myers, has been hired. Table 1 provides an overview of RT3 ePDN summer course offerings.

Offer advanced courses in college-level calculus II and III to advanced high school students through the use of live video conferencing pioneered by Georgia Tech. Admittance into the Distance Calculus program takes place in the summer after Advanced Placement scores are reported. At this point acceptances are sent out, and some students are put on the waiting list. Because RT3 is funding one graduate student to teach an extra section of the course, Georgia Tech will increase the number of admitted students from 250 to 300. As of July 22nd, 293 were admitted, and all of the students with incomplete applications were reminded for the fourth time. An additional seven students will be admitted from students who complete applications and from those on the waiting list. Courses began August 22, 2011.

Offer the Math 4- Operation Research (OR)/Mathematics of Industry and Government course. The Math 4 – Operations Research (Mathematics of Industry and Government) course is being offered in various districts beginning fall semester 2011. CEISMC RT3 efforts to support teachers as they implement the course. CEISMC leaders and twenty-one teachers representing Atlanta Public, Bryan\*, Chatham, Cobb\*, Crisp\*, Dekalb, Dodge\*, Griffin\*, Gwinnett, Fulton\*, Lamar\*, Lee\*, Murray\*, Oconee\*, Richmond, and White School Systems and 5 RESA Specialist (First District, Griffin, Metro, Northeast Georgia\*, Oconee\*) attended a course on professional development @ GADOE from June 13 -16, 2011 and June 27-30, 2011.

Develop the curriculum for the 8th grade Integrated STEM class (Engineering Design and Robotics) aligned with Georgia's Performance Standards. CEISMC has started development of the curriculum for the 8th grade Integrated STEM class (Engineering Design and Robotics). The curriculum is aligned with the Georgia Performance Standards in mathematics, science, and career, technical, and agricultural education (engineering) and the Common Core Standards in mathematics.

#### Innovation Fund

In year one, Georgia established the "Innovation Fund," a competitive grant program to promote innovative and high-impact practices that boost student achievement. The program is designed to support the establishment and deepening of partnerships among Georgia's local education authorities (LEAs) or charter schools, institutions of higher education (IHEs), businesses and non-profit organizations.

As of June 30 (the first of three deadlines for application submissions), 73 applications were submitted. Applicants for the Innovation Fund grants included some of the following:

Almost 60 School Districts throughout Georgia

More than 40 different schools (Colleges/Universities) within the University System of Georgia and the Technical College System of Georgia

Business such as: Microsoft, Apple, Citizens Trust Bank, Houghton Mifflin, YMCA, Carnegie Learning, CBS Radio Atlanta, etc.

Five Charter Schools and two Charter School Associations

RT3 Innovation Fund will reward grantees through announcing three rounds of winners. The first round of awards was announced August 8, 2011 and the winning grantees included:

Drew Charter School Partners of Innovation – A partnership between Georgia State University and Georgia Institute for Technology and Drew Charter School to create one of the state's first STEAM (Science, Technology, Engineering, Arts and Mathematics) schools.

Teach for Georgia – A teacher pipeline program modeled after Teach for America that will recruit Georgia Institute for Technology STEM majors to teach in rural areas of Georgia.

21st Century STEM Collaborations: Applications of the Direct to Discovery Model – A collaboration between Barrow County Schools and the Georgia Institute for Technology to integrate the Direct to Discovery method into the requirements of the Georgia Performance Standards.

The KIPP Teacher Fellows Program – A teacher induction program that will train Georgia State University and Mercer University College of Education graduates and deploy them to metro Atlanta schools where they are most needed.

The Regional Charter STEM Academy – A partnership between White, Hall, and Lumpkin county school systems and North Georgia College & State University to create a tri-county STEM charter school.

#### Communities in Schools - Georgia

Through Race to the Top funds, Georgia is expanding its existing partnership with Communities in

Schools in Georgia (CISGA). These funds allow for the creation of three new CISGA-led centers in LEAs that have lowest-achieving schools. These Performance Learning Centers (PLCs) will deliver prevention services to high school students who are at risk of dropping out.

Currently, two PLCs have opened (Richmond PLC and Floyd County PLC). A third PLC will open in Carrollton City next Fall.

The Richmond County PLC has 100 students with a goal of 150 by next year. The Floyd County PLC has 38 students with a goal of 75 for this year and 150 by next year. Also, Floyd County had its first graduate on August 12, 2011.

Race to the Top funds are helping staff these centers. In Richmond County, RT3 funds fully or partially fund a CIS Executive Director and an Administrative Assistant. In Floyd County, RT3 funds fully or partially fund two facilitators/certified teachers, one CIS site coordinators, one CIS executive director, and an administrative assistant.

#### The New Teacher Project and Teach For America

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

On July 14, Georgia Professional Standards Commission approved The New Teacher Project as an official teacher certification provider through the Ga TAPP Educator Preparation Program . This means that the individuals participating with the New Teacher Project efforts in Burke, Chatham, Dougherty, Meriwether, Muscogee, and Richmond school districts will also receive their Georgia teaching certification through this experience.

Teach for America, whose efforts are focused on some of Metro Atlanta RT3 partner districts such as Atlanta Public Schools, DeKalb County, and Gwinnett County School Systems, will work with the Professional Standards Commission to become an official GaTAPP provider in 2012.

#### Race to the Top Steering Committees

The Race to the Top - Georgia "steering committees" continue their work around three major components of the program: Value Add/Student Growth, Evaluations, and Other Student Learning Measures.

The three committees consist of representatives from each of the twenty-six LEAs (partner school systems), teachers associations (PAGE, GAE), Colleges and Universities (Technical Schools of Georgia and University System of Georgia), Professional Standards Commission (PSC), Superintendents' Association, Georgia Association of Educational Leaders, PTA, Chambers of Commerce (Metro Atlanta and Georgia), and other Georgia Education partners.

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# Georgia

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## Local Educational Agency (LEA) Participation

LEAs participating in Georgia's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing Georgia's plan in each of the reform areas

Collapse All

### LEAs participating in Georgia's Race to the Top plan

#### State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	196	26	26	0
Schools	2,323	884	891	0
K-12 Students	1,677,067	667,831	664,214	0
Students in poverty	961,954	419,908	425,437	0
Teachers	111,898	47,146	45,769	0
Principals	2,324	884	909	0

[View Table Key](#)

**Question:** Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

**State-reported response:** In Georgia's application, Jones County School System was listed as one of the 26 participating school districts. On October 25, 2010, Jones County decided it would not be able to participate and withdrew from RT3. On November 8, 2010, Treutlen County School System sign on as Georgia's 26th participating school district. Jones' withdrawal and the addition of Treutlen did not appreciably change the overall composition of the 26 participating districts as a whole.

Close

#### Additional information provided by the State:

Detailed enrollment reports are available at the following GaDOE sites:  
[http://app3.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_enrollgrade.entry\\_form](http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.entry_form)  
[http://app3.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_ethnicsex.entry\\_form](http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex.entry_form)

Free / reduced lunch reports are available at the following GaDOE site:  
[http://app3.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_frl001\\_public.entry\\_form](http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form)

Detailed school and district demographic and performance data are available at the GOSA Report Card site:

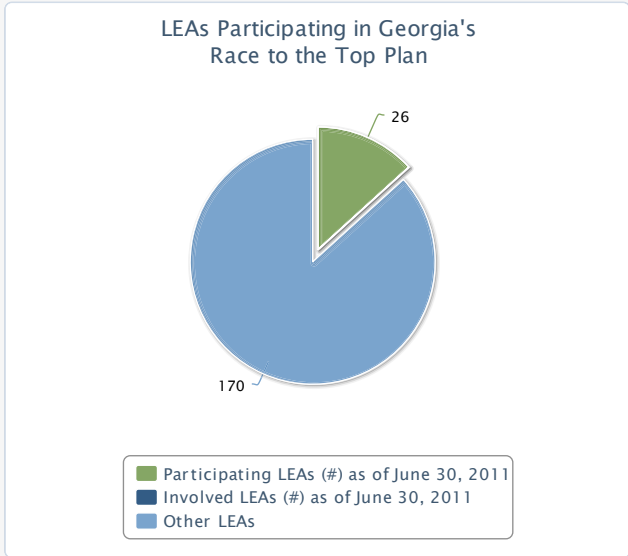
Note 1: Student enrollment counts include K-12 students. In addition to the K-12 students, there were 13,343 PK students enrolled in PK programs operated by these 26 school districts.

Note 2: As part of the aggregate data Georgia collects each October, PK students are included in counts of students in poverty.

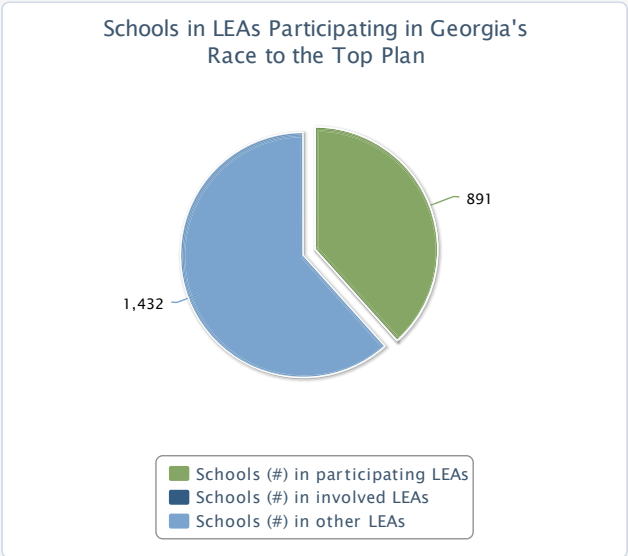
Detailed school personnel reports are available at the following GOSA site:

<http://gaosa.org/FindASchool.aspx?PageReq=106&amp;StateId=All&amp;SY=2010>

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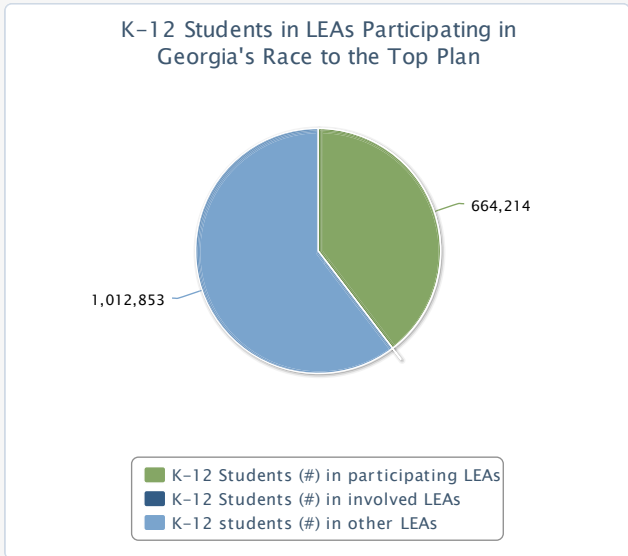


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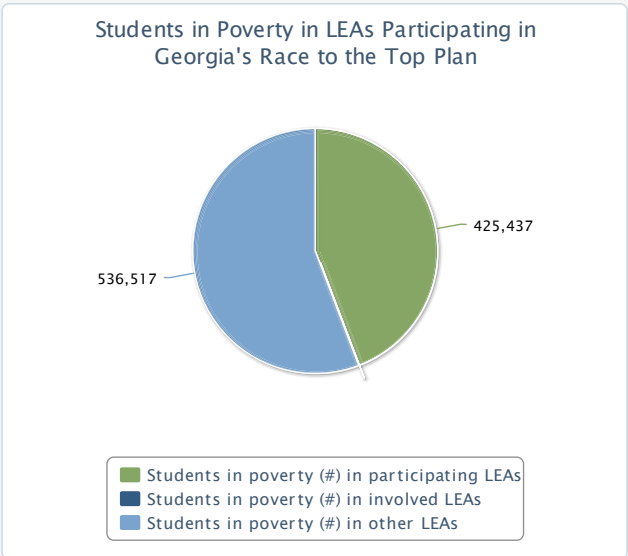


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[Click to see the name and NCES ID for each participating LEA](#)

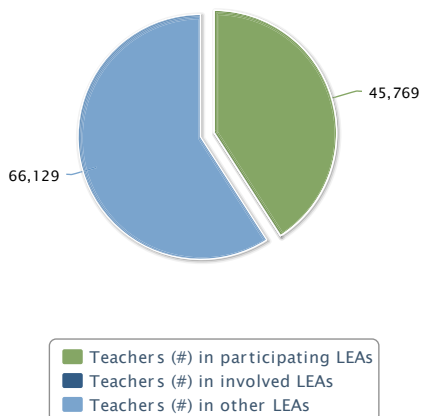


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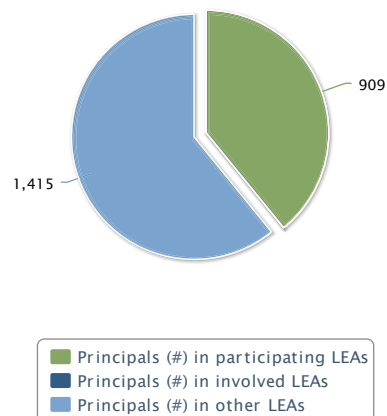
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### Teachers in LEAs Participating in Georgia's Race to the Top Plan



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### Principals in LEAs Participating in Georgia's Race to the Top Plan



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Term	State's Definition
<b>Teacher</b>	For reporting purposes, teachers are identified via specific job codes utilized in the Georgia Department of Education's Certified / Classified Personnel Information (CPI) data collection (collected twice per year). A complete listing of job codes is available at the link provided below. Teachers are identified with job codes from 080 through 199. Teacher job codes are as follows: Job Code Title 080 Pre-School Regular Education Teacher 085 Kindergarten Regular Education Teacher 100 Grades K-5 Combination Teacher 101 Grade 1 Teacher 102 Grade 2 Teacher 103 Grade 3 Teacher 104 Grade 4 Teacher 105 Grade 5 Teacher 106 Grade 6 Teacher 107 Grade 7 Teacher 108 Grade 8 Teacher 109 Grade 9 Teacher 110 Grade 10 Teacher 111 Grade 11 Teacher 112 Grade 12 Teacher 113 Grades 6-8 Combination Teacher 114 Grades 9-12 Combination Teacher 115 Military Science Teacher 116 Teacher - Extended Day (High School) 117 Teacher-Extended Day (6-8) 118 Crossroads 119 Extended Year Teacher 120 Middle School Connections (6-8) Teacher 121 Crossroads Alternative School Teacher (9-12) 122 In-School Suspension (ISS) Teacher 123 Middle School Career, Technical and Agricultural Teacher 124 Work Based Learning (WBL) Teacher (School Level 130 Instructional Specialist (P-8) 131 Early Intervention Teacher (Kindergarten) 132 Early Intervention Primary Teacher 133 EIP 4th and 5th Grade Teacher 135 Literacy Coach 141 Preschool Special Education Teacher 142 Career Technical Instruction Teacher 144 ESOL Teacher 145 Hospital/Homebound Instructor 146 Gifted Elementary Teacher (P-5) 147 Gifted Middle Teacher (6-8) 148 Gifted High (9-12) Teacher 149 Adapted Physical Education Teacher 150 Career, Technical and Agricultural Education (9-12) Teacher 151 Young Farmer Teacher 152 GNETS Teacher - Locally Funded 153 GNETS Teacher - Grant Funded 154 Night School Teacher for High School (9-12) 155 Adult Education Teacher 156 Other Instructional Provider 157 Other Instructional Provider 158 Teacher of Emotional/Behavioral Disorder Students 159 Teacher of Specific Learning Disability Students 160 Teacher of Mild Intellectual Disability Students 161 Teacher of Moderate Intellectual Disability Students 162 Teacher of Severe Intellectual Disability Students 163 Teacher of Profound Intellectual Disability Students 164 Teacher of Hearing Impaired Students 165 Teacher of Visually Impaired Students 166 Teacher for Deaf/Blind Students 167 Teacher of Autistic Students 168 Teacher of Traumatically Brain Injured Students 169 Teacher of Orthopedic Impaired Students 170 Teacher of Other Health Impaired Students 171 Special Education Interrelated Teacher 195 20 DAY -Extended Day/Extended Year QBE Funded
<b>Principal</b>	Principals and assistant principals are also identified via the CPI data collection. Principals are coded with a job code of 610; assistant principals are coded 615.

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### The name and NCES ID for each participating LEA

#### State-reported information

LEA	NCES ID
ATLANTA PUBLIC SCHOOLS	1300120
BEN HILL COUNTY	1300360
BIBB COUNTY	1300420
BURKE COUNTY	1300660
CARROLLTON CITY	1300870
CHATHAM COUNTY	1301020
CHEROKEE COUNTY	1301110
CLAYTON COUNTY	1301230
DADE COUNTY	1301590

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LEA	NCES ID
DEKALB COUNTY	1301740
DOUGHERTY COUNTY	1301830
GAINESVILLE CITY	1302310
GWINNETT COUNTY	1302550
HALL COUNTY	1302610
HENRY COUNTY	1302820
MERIWETHER COUNTY	1303630
MUSCOGEE COUNTY	1303870
PEACH COUNTY	1304050

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LEA	NCES ID
PULASKI COUNTY	1304220
RABUN COUNTY	1304320
RICHMOND COUNTY	1304380
ROCKDALE COUNTY	1304410
SPALDING COUNTY	1302520
TREUTLEN COUNTY	1305100
VALDOSTA CITY	1305310
WHITE COUNTY	1305670

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**Participating LEAs committed to implementing Georgia's plan in each of the reform areas**

**State-reported information**

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriterion (%)
	Conditional Participating LEAs	Total Participating LEAs	
<b>B. Standards and Assessments</b>			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	26	100
<b>C. Data Systems to Support Instruction</b>			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	26	100
(ii) Professional development on use of data	0	26	100
(iii) Availability and accessibility of data to researchers	0	26	100
<b>D. Great Teachers and Leaders</b>			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	26	100
(ii) Design and implement evaluation systems	0	26	100
(iii) Conduct annual evaluations	0	26	100
(iv)(a) Use evaluations to inform professional development	0	26	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	26	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	26	100
(iv)(d) Use evaluations to inform removal	0	26	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	26	100
(ii) Hard-to-staff subjects and specialty areas	0	26	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	26	100
(ii) Measure effectiveness of professional development	0	26	100
<b>E. Turning Around the Lowest-Achieving Schools</b>			
(E)(2) Turning around the lowest-achieving schools	0	17	65.38

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**Additional information provided by the State:**

The lowest-achieving schools targeted in Georgia's RT3 are in 17 of the 26 participating LEAs.



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- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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## Local Educational Agency (LEA) Participation

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# Georgia

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## Student Outcomes Data: State Assessment Results

English language arts (ELA) assessment results

Mathematics assessment results

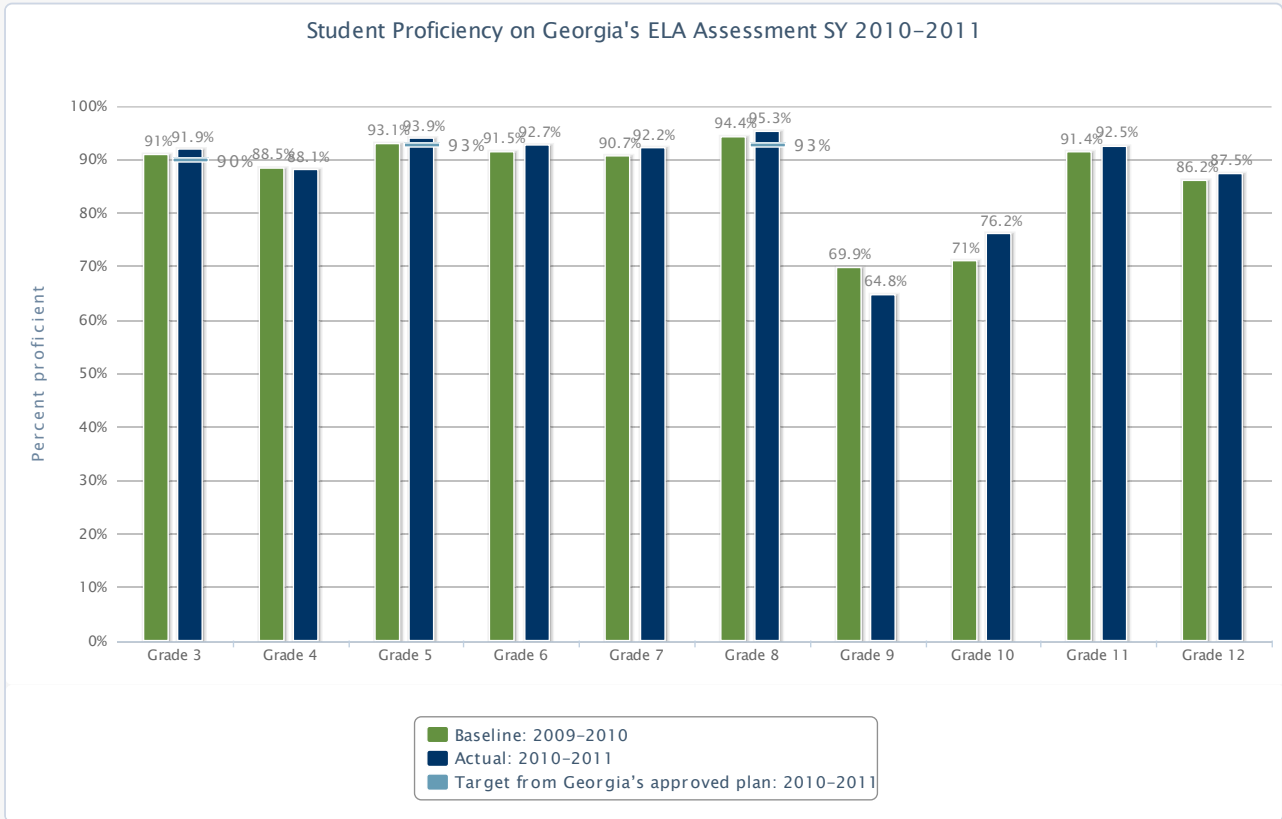
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### English language arts (ELA) assessment results

State-reported information

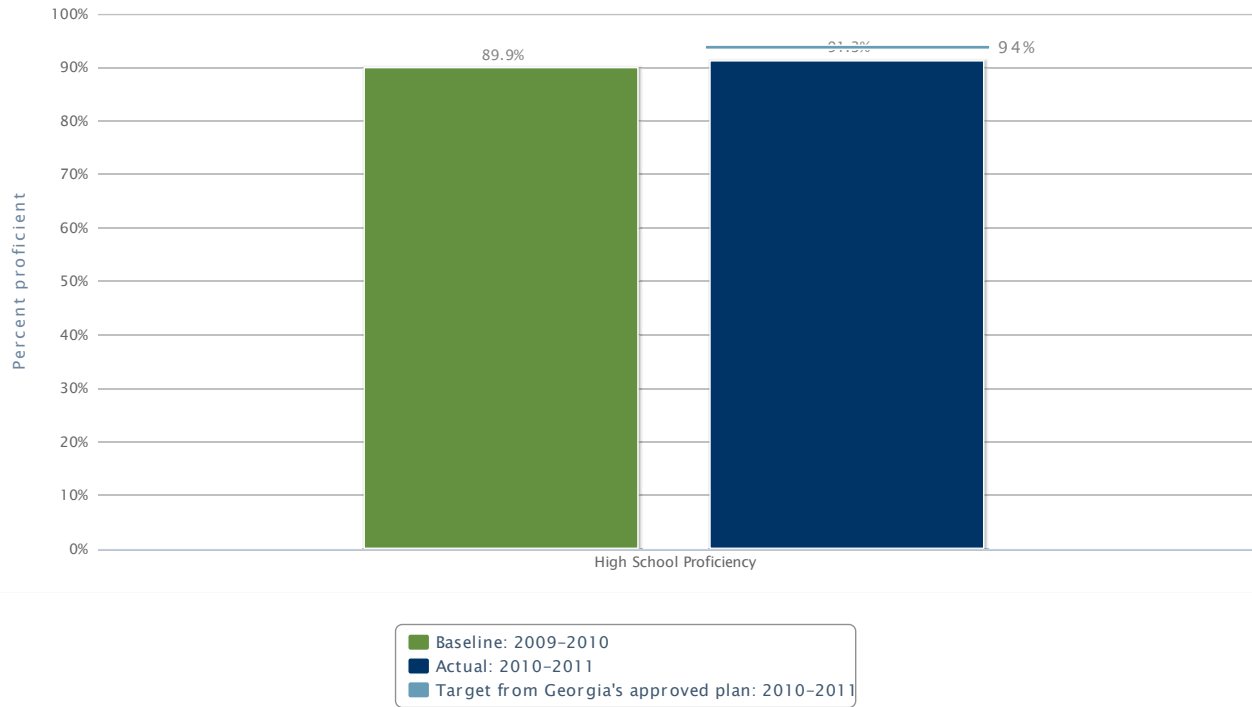
#### Results of Georgia's ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: October 19, 2011



[View Table \(Accessible\)](#)

### Student Proficiency on Georgia's ELA Assessment SY 2010–2011



[View Table \(Accessible\)](#)

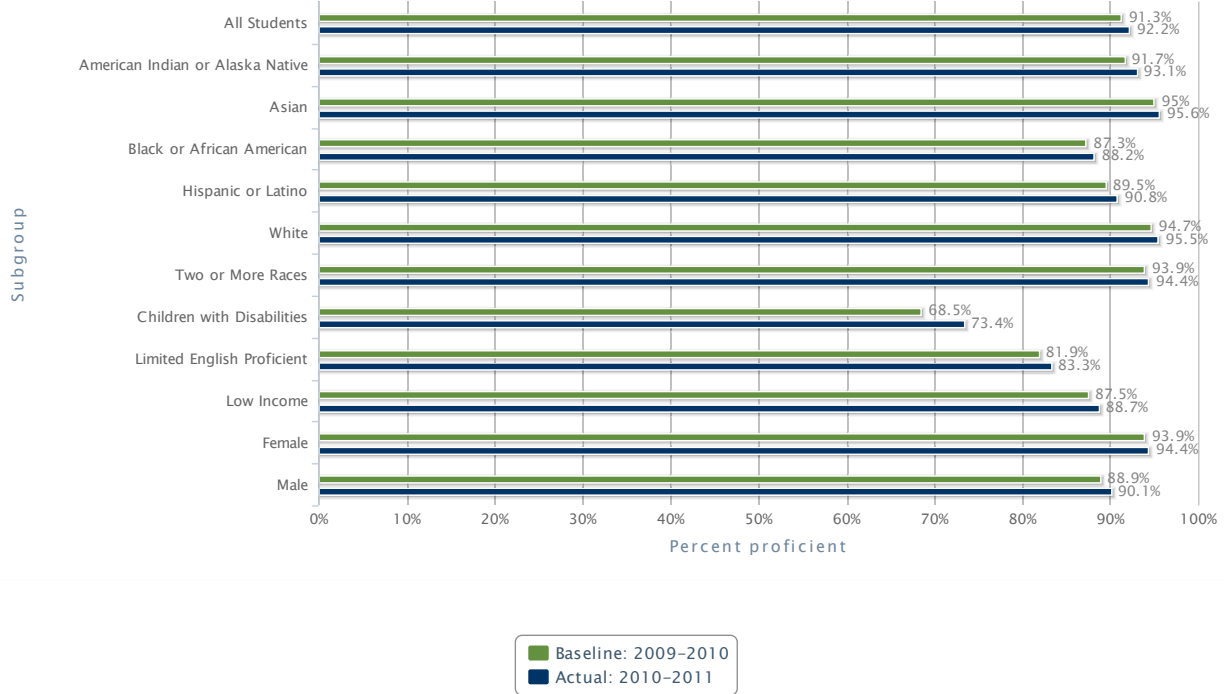
Student proficiency on Georgia's ELA assessment SY 2010-2011. Preliminary data reported as of October 19, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
<b>Grade 3</b>	91%	91.9%	90%
<b>Grade 4</b>	88.5%	88.1%	N/A
<b>Grade 5</b>	93.1%	93.9%	93%
<b>Grade 6</b>	91.5%	92.7%	N/A
<b>Grade 7</b>	90.7%	92.2%	N/A
<b>Grade 8</b>	94.4%	95.3%	93%
<b>Grade 9</b>	69.9%	64.8%	N/A
<b>Grade 10</b>	71%	76.2%	N/A
<b>Grade 11</b>	91.4%	92.5%	N/A
<b>Grade 12</b>	86.2%	87.5%	N/A
<b>High School Proficiency</b>	89.9%	91.3%	94%

[View Table Key](#)

**NOTE:** Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011. However, this State has elected to provide data corresponding to the seven racial and ethnic groups on an earlier timeframe, permitting comparability between data for SY 2009-2010 racial and ethnic groups and data for SY 2010-2011 racial and ethnic groups.

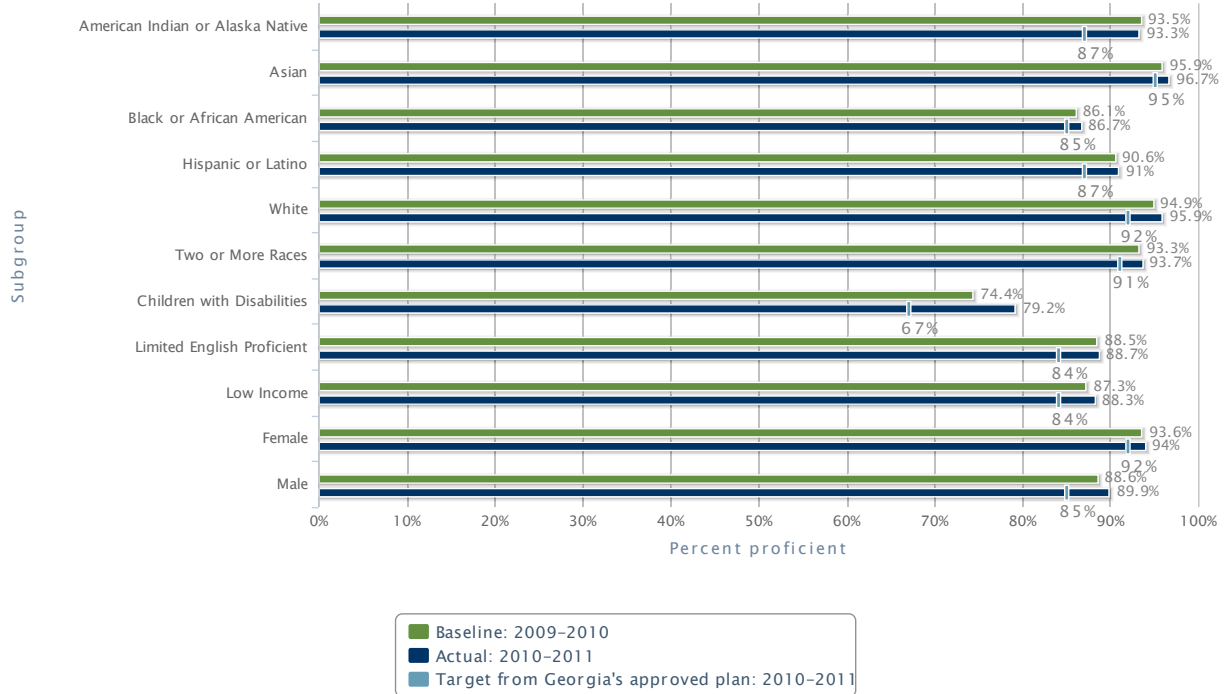
Georgia provided additional targets for grade span, high school proficiency. Please see the supporting files section to access this data.

### Overall Proficiency on Georgia's ELA Assessment SY 2010-2011



[View Table \(Accessible\)](#)

### Grade 3 Proficiency on Georgia's ELA Assessment SY 2010-2011



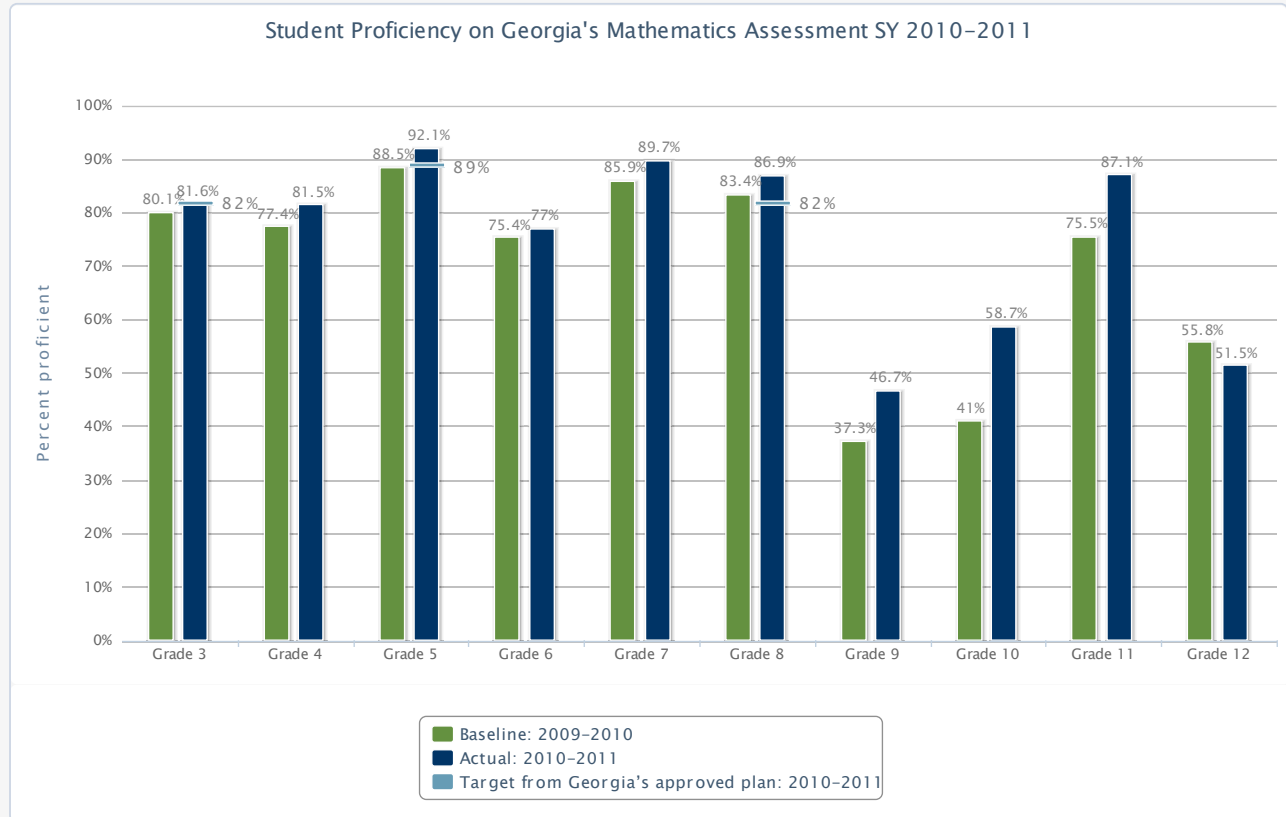
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### Mathematics assessment results

State-reported information

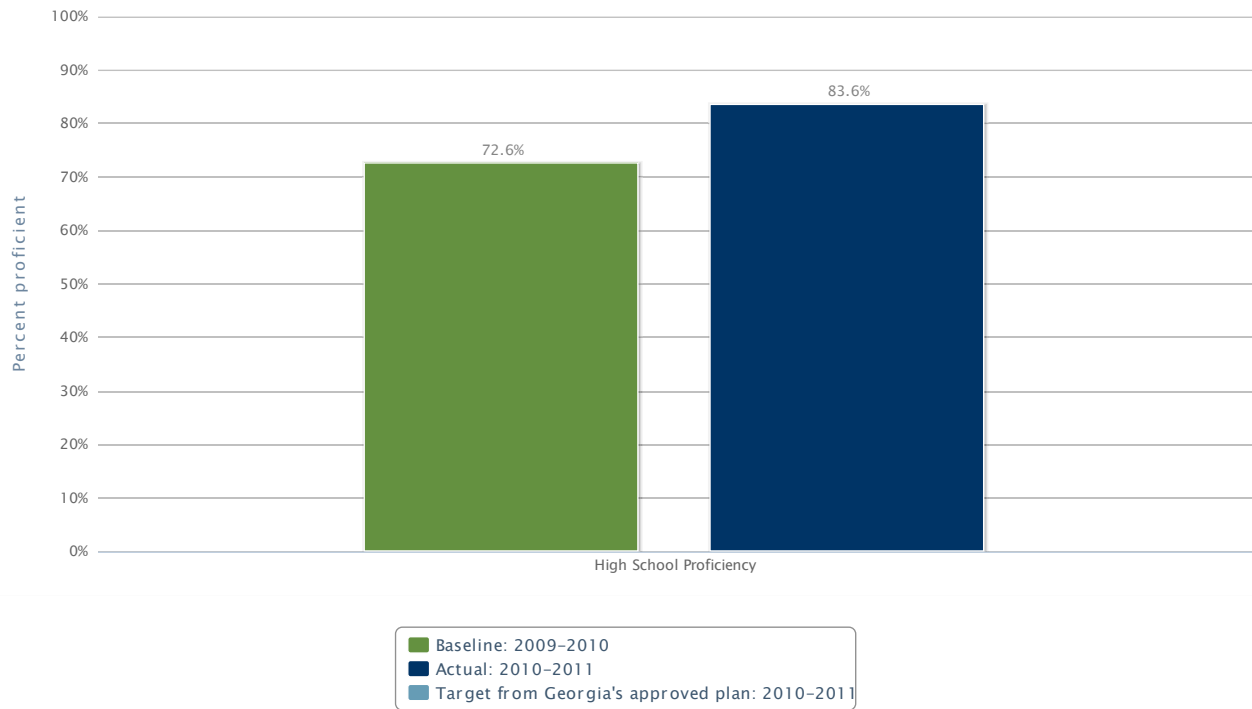
#### Results of Georgia's mathematics assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: **October 19, 2011**



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### Student Proficiency on Georgia's Mathematics Assessment SY 2010–2011



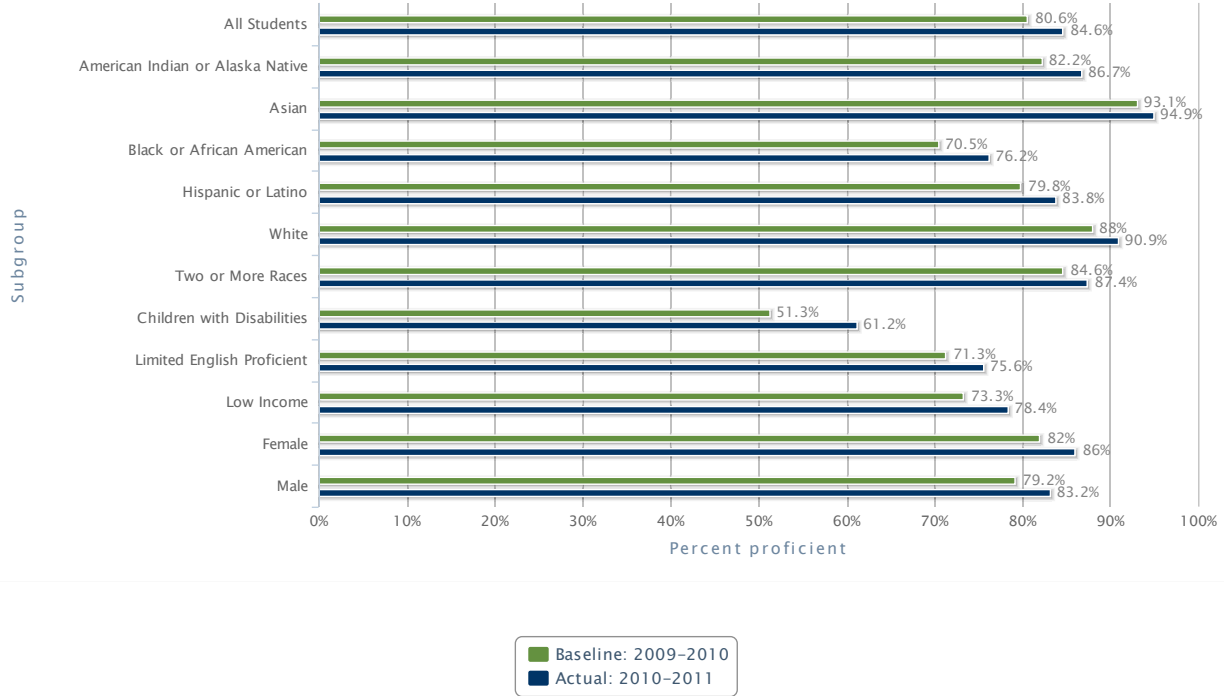
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Student proficiency on Georgia's mathematics assessment SY 2010-2011. Preliminary data reported as of October 19, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
<b>Grade 3</b>	80.1%	81.6%	82%
<b>Grade 4</b>	77.4%	81.5%	N/A
<b>Grade 5</b>	88.5%	92.1%	89%
<b>Grade 6</b>	75.4%	77%	N/A
<b>Grade 7</b>	85.9%	89.7%	N/A
<b>Grade 8</b>	83.4%	86.9%	82%
<b>Grade 9</b>	37.3%	46.7%	N/A
<b>Grade 10</b>	41%	58.7%	N/A
<b>Grade 11</b>	75.5%	87.1%	N/A
<b>Grade 12</b>	55.8%	51.5%	N/A
<b>High School Proficiency</b>	72.6%	83.6%	N/A

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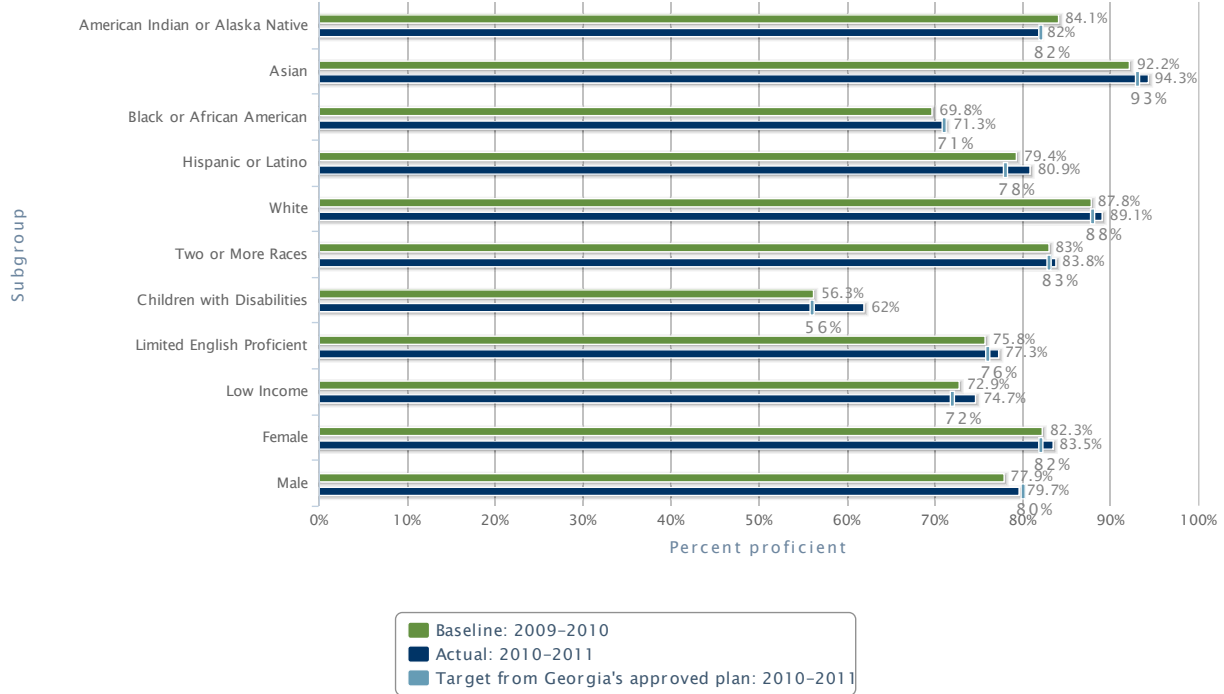
**NOTE:** Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011. However, this State has elected to provide data corresponding to the seven racial and ethnic groups on an earlier timeframe, permitting comparability between data for SY 2009-2010 racial and ethnic groups and data for SY 2010-2011 racial and ethnic groups.

### Overall Proficiency on Georgia's Mathematics Assessment SY 2010–2011



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### Grade 3 Proficiency on Georgia's Mathematics Assessment SY 2010–2011



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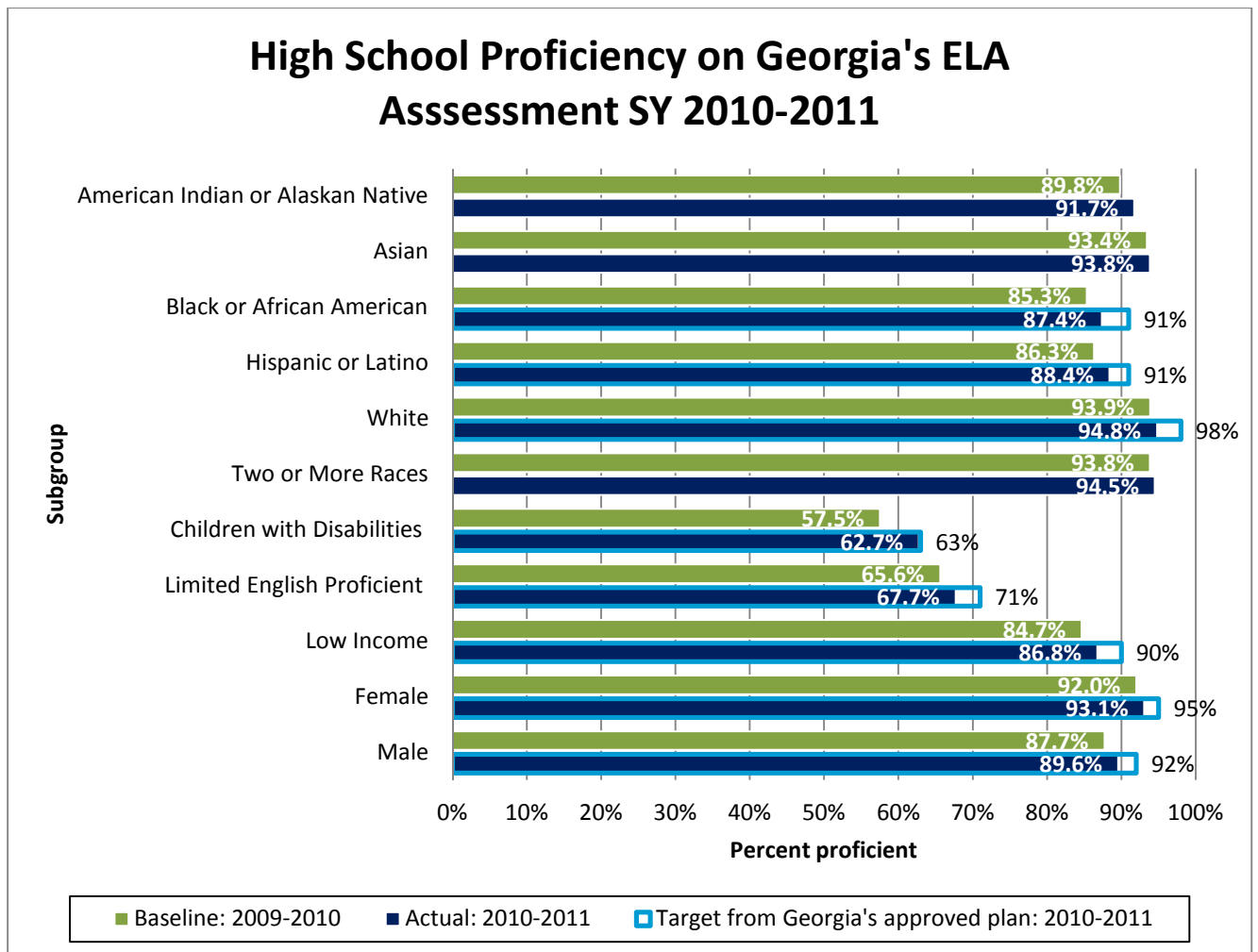
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► English language arts (ELA) assessment results

Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011. However, this State has elected to provide data corresponding to the seven racial and ethnic groups on an earlier timeframe, permitting comparability between data for SY 2009-2010 racial and ethnic groups and data for SY 2010-2011 racial and ethnic groups.

Georgia provided additional targets for grade span, high school proficiency, as seen below.



<b>High School Proficiency SY 2010-2011</b>			
<b>Category</b>	<b>Baseline: SY 2010-2011</b>	<b>Actual: SY 2010-2011</b>	<b>Target from Georgia's approved plan: SY 2010-2011</b>
<b>American Indian or Alaska Native</b>	89.8%	91.7%	N/A
<b>Asian</b>	93.4%	93.8%	N/A
<b>Black or African American</b>	85.3%	87.4%	91%
<b>Hispanic or Latino</b>	86.3%	88.4%	91%
<b>Native Hawaiian or other Pacific Islander</b>	--	--	N/A
<b>White</b>	93.9%	94.8%	98%
<b>Two or More Races</b>	93.8%	94.5%	
<b>Children with Disabilities</b>	57.5%	62.7%	63%
<b>Limited English Proficient</b>	65.6%	67.7%	71%
<b>Low Income</b>	84.7%	86.8%	90%
<b>Female</b>	92.0%	93.1%	95%
<b>Male</b>	87.7%	89.6%	92%
<b>Children without Disabilities</b>	93.3%	94.3%	95%
<b>Not Low Income</b>	94.5%	95.5%	96%



# Georgia

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## Student Outcomes Data: NAEP Results

NAEP reading results

NAEP mathematics results

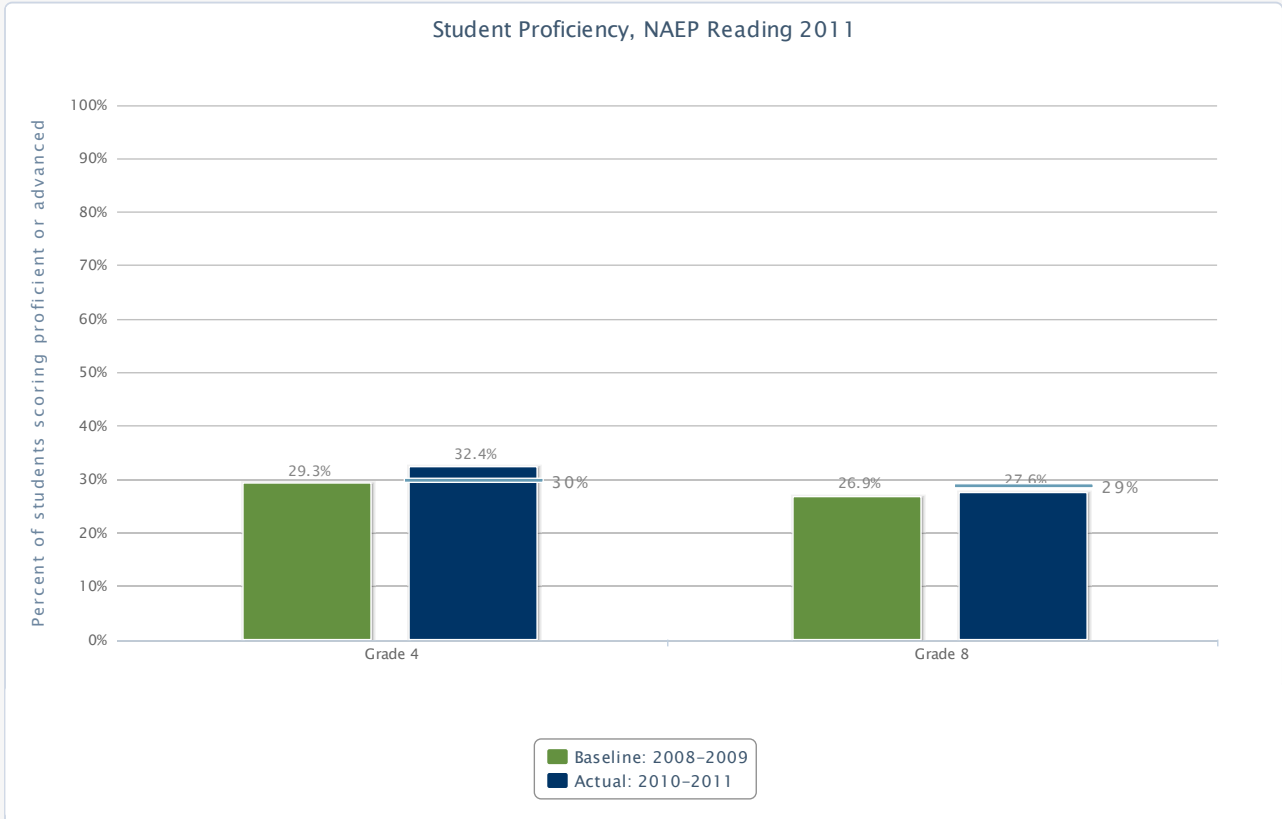
Collapse All

### NAEP reading results

#### Department-reported information

**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Georgia's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.



[View Table \(Accessible\)](#)

**NOTE:**

**Percentages:**

The percentage of Georgia's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

The percentage of Georgia's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

**Scale Score:**

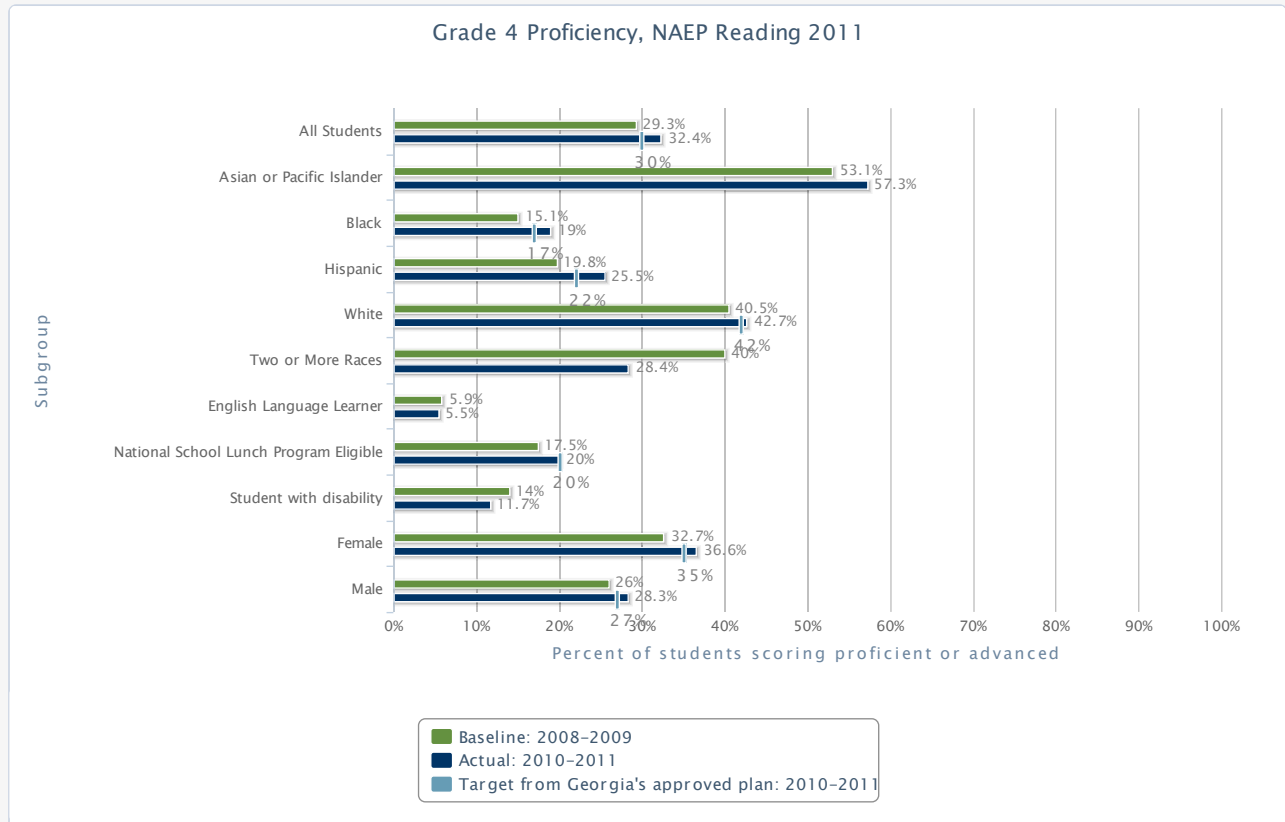
Georgia's grade 4 reading score was not significantly different in 2011 than in 2009.

Georgia's grade 8 reading score was not significantly different in 2011 than in 2009.

[Close](#)

Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Georgia's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
<b>Grade 4</b>	29.3%	32.4%	30%	217.8	220.8
<b>Grade 8</b>	26.9%	27.6%	29%	260.2	262.4

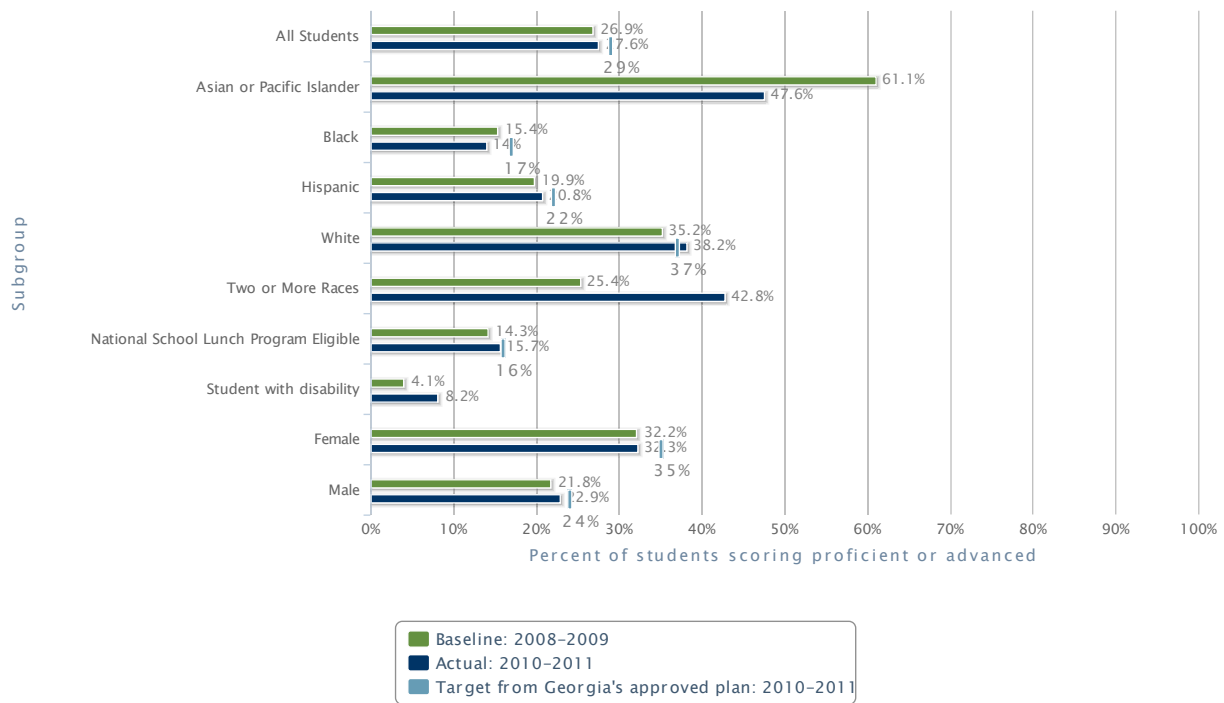
[View Table Key](#)



<a href="#">Percentages</a>	<a href="#">Scale Score</a>
-----------------------------	-----------------------------

[View Table \(Accessible\)](#)

### Grade 8 Proficiency, NAEP Reading 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Georgia's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	53.1%	57.3%	N/A	238	241.8
Black	15.1%	19%	17%	204.3	207.9
Hispanic	19.8%	25.5%	22%	208.3	214.4
White	40.5%	42.7%	42%	228.9	230.9
Two or More Races	40%	28.4%	N/A	224.1	216.8
English Language Learner	5.9%	5.5%	N/A	187.8	192.3
National School Lunch Program Eligible	17.5%	20%	20%	206.8	209.3
Student with Disability	14%	11.7%	N/A	188.1	190.1
Female	32.7%	36.6%	35%	221.4	225.7
Male	26%	28.3%	27%	214.3	216

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Georgia's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n

Asian/Pacific Islander	61.1%	47.6%	N/A	286.3	277.4
Black	15.4%	14%	17%	248.9	250.5
Hispanic	19.9%	20.8%	22%	254.2	257.6
White	35.2%	38.2%	37%	268.3	271.6
Two or More Races	25.4%	42.8%	N/A	264.7	272.7
English Language Learner	<n	<n	N/A	<n	<n
National School Lunch Program Eligible	14.3%	15.7%	16%	249.2	252.8
Student with Disability	4.1%	8.2%	N/A	224	234
Female	32.2%	32.3%	35%	265.6	267
Male	21.8%	22.9%	24%	254.9	257.7

View Table Key

Close Subgroup Graphs

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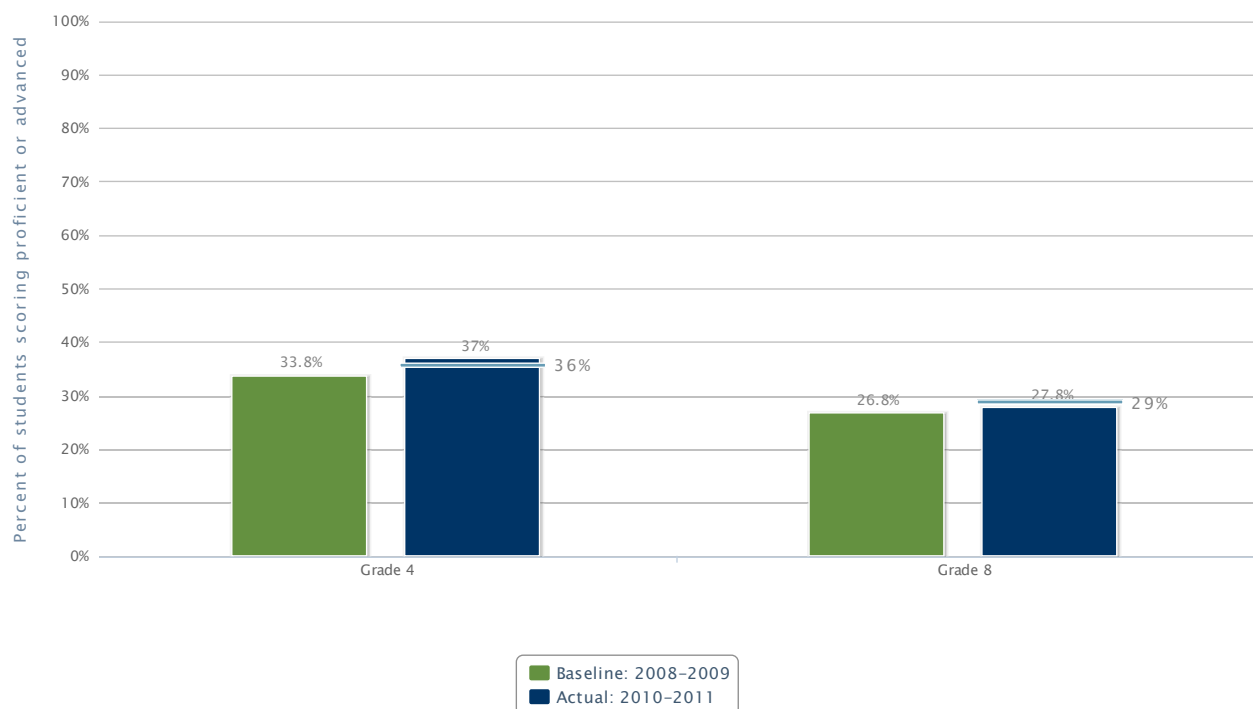
## NAEP mathematics results

### Department-reported information

**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Georgia's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

Student Proficiency, NAEP Mathematics 2011



Percentages Scale Score

[View Table \(Accessible\)](#)

**NOTE:**

Percentages:

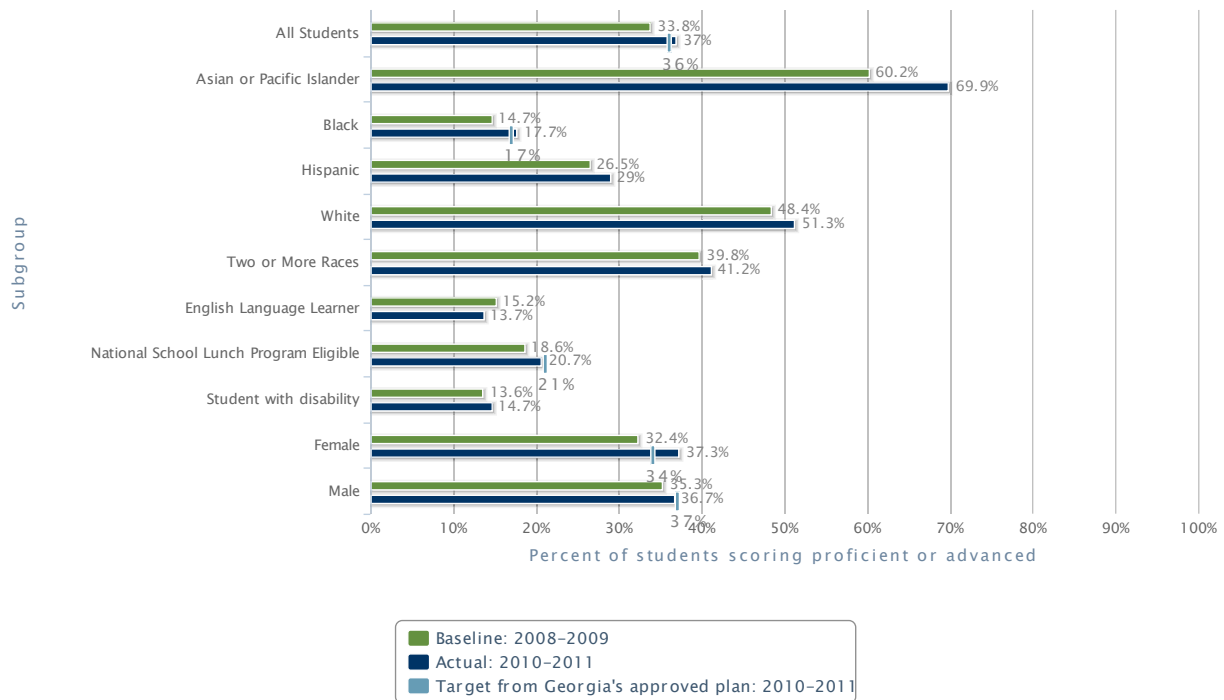
The percentage of Georgia's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

[Expand to See More](#)

Student proficiency on NAEP mathematics	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Georgia's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
<b>Grade 4</b>	33.8%	37%	36%	236	238.4
<b>Grade 8</b>	26.8%	27.8%	29%	277.6	278.5

[View Table Key](#)

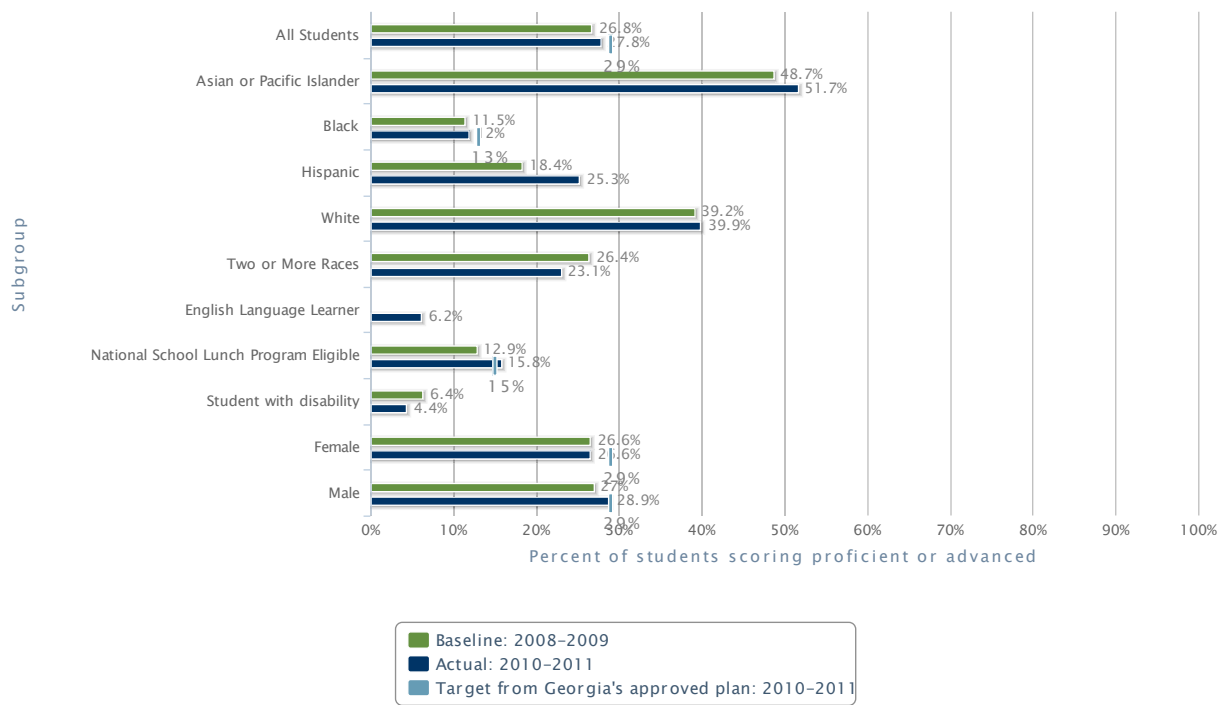
Grade 4 Proficiency, NAEP Mathematics 2011



Percentages | [Scale Score](#)

[View Table \(Accessible\)](#)

### Grade 8 Proficiency, NAEP Mathematics 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Georgia's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	60.2%	69.9%	N/A	255.7	262.5
Black	14.7%	17.7%	17%	221.5	224.1
Hispanic	26.5%	29%	N/A	231.5	233.2
White	48.4%	51.3%	N/A	246.9	248.8
Two or More Races	39.8%	41.2%	N/A	240.8	240.8
English Language Learner	15.2%	13.7%	N/A	221.5	220.4
National School Lunch Program Eligible	18.6%	20.7%	21%	225.4	227.2
Student with Disability	13.6%	14.7%	N/A	215.4	214.2
Female	32.4%	37.3%	34%	235.5	239
Male	35.3%	36.7%	37%	236.5	237.7

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Georgia's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n



<b>Asian/Pacific Islander</b>	48.7%	51.7%	N/A	300.1	302.1
<b>Black</b>	11.5%	12%	13%	262.5	262.1
<b>Hispanic</b>	18.4%	25.3%	N/A	270.3	277.2
<b>White</b>	39.2%	39.9%	N/A	289.4	290.9
<b>Two or More Races</b>	26.4%	23.1%	N/A	277.4	275.1
<b>English Language Learner</b>	<n	6.2%	N/A	<n	244.6
<b>National School Lunch Program Eligible</b>	12.9%	15.8%	15%	264.6	267.3
<b>Student with Disability</b>	6.4%	4.4%	N/A	244.6	243.6
<b>Female</b>	26.6%	26.6%	29%	278.2	278.2
<b>Male</b>	27%	28.9%	29%	276.9	278.8

[View Table Key](#)

[Close Subgroup Graphs](#)

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### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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## Student Outcomes Data: NAEP Results

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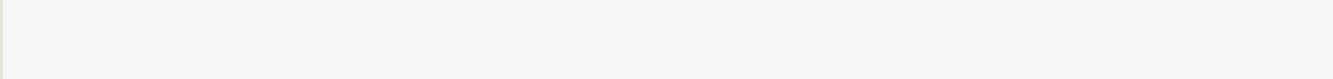


State-reported APR: Year One

# Georgia

Standard Version

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## Student Outcomes Data: Closing Achievement Gaps

Page 4.3 of 12

- Results in closing the achievement gap on Georgia's ELA assessment
- Results in closing the achievement gap on Georgia's mathematics assessment
- Results in closing the achievement gap on NAEP reading
- Results in closing the achievement gap on NAEP mathematics

Collapse All

### Results in closing the achievement gap on Georgia's ELA assessment

State-reported information

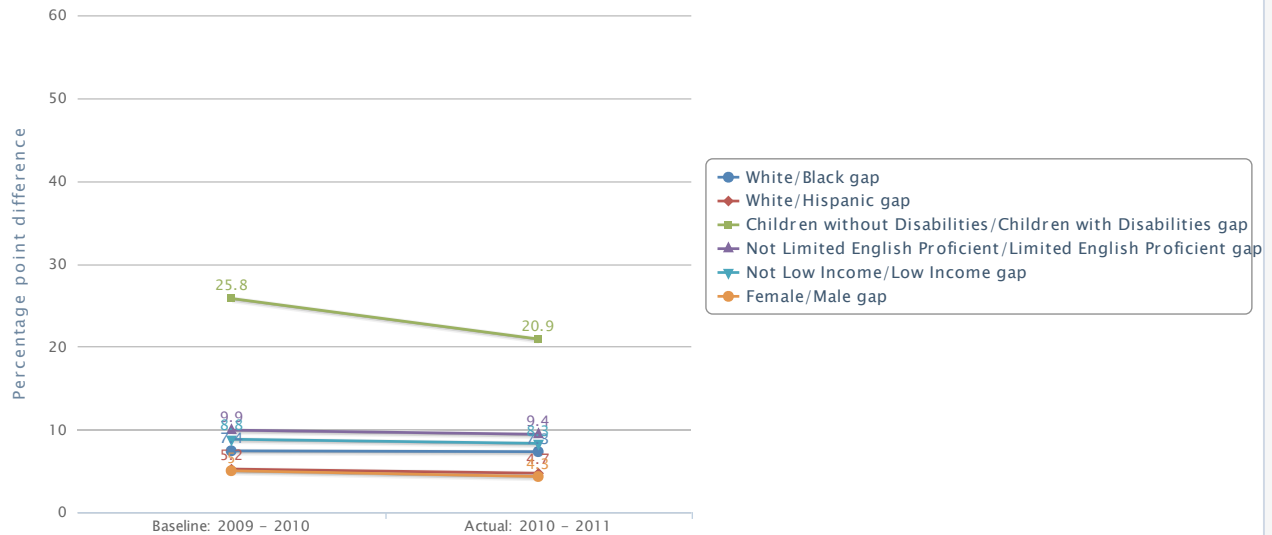
Preliminary SY 2010-2011 data reported as of: [October 19, 2011](#)

**NOTE:** Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

### Achievement Gap on Georgia's ELA Assessment SY 2010-2011



[View Table \(Accessible\)](#)

**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Georgia's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 19, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
White/Black gap	7.4	7.3	N/A
White/Hispanic gap	5.2	4.7	N/A
Children without Disabilities/Children with Disabilities gap	25.8	20.9	N/A
Not Limited English Proficient/Limited English Proficient gap	9.9	9.4	N/A
Not Low Income/Low Income gap	8.8	8.3	N/A
Female/Male gap	5	4.3	N/A

[View Table Key](#)

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### Results in closing the achievement gap on Georgia's mathematics assessment

**State-reported information**

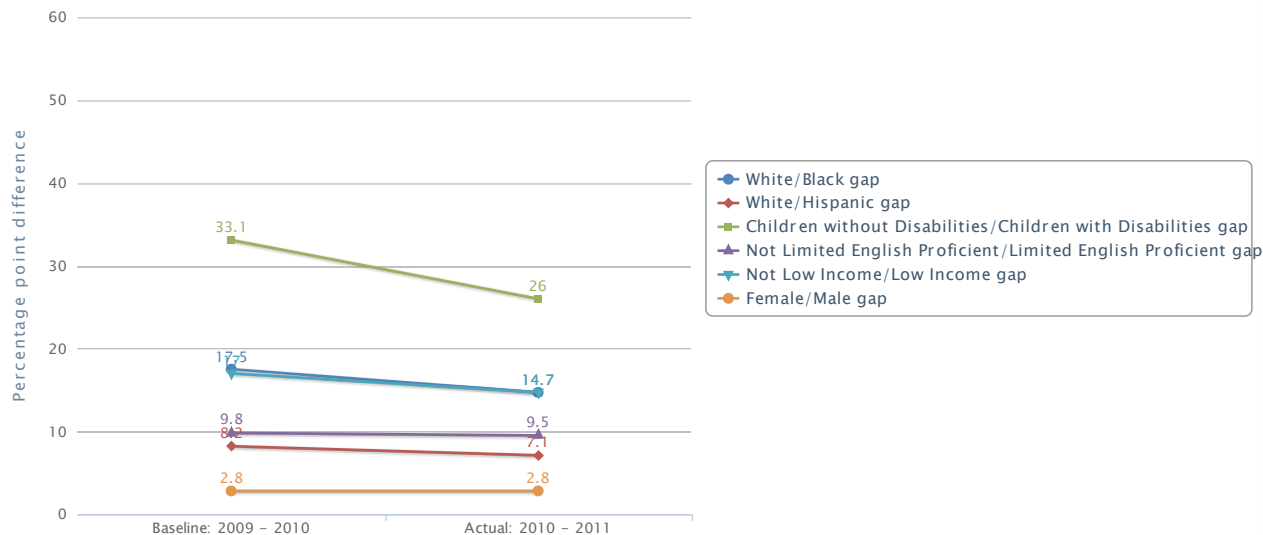
Preliminary SY 2010-2011 data reported as of: **October 19, 2011**

**NOTE:** Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

### Achievement Gap on Georgia's Mathematics Assessment SY 2010–2011



[View Table \(Accessible\)](#)

**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Georgia's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 19, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
White/Black gap	17.5	14.7	N/A
White/Hispanic gap	8.2	7.1	N/A
Children without Disabilities/Children with Disabilities gap	33.1	26	N/A
Not Limited English Proficient/Limited English Proficient gap	9.8	9.5	N/A
Not Low Income/Low Income gap	17	14.7	N/A
Female/Male gap	2.8	2.8	N/A

[View Table Key](#)

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### Results in closing the achievement gap on NAEP reading

#### Department-reported information

**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

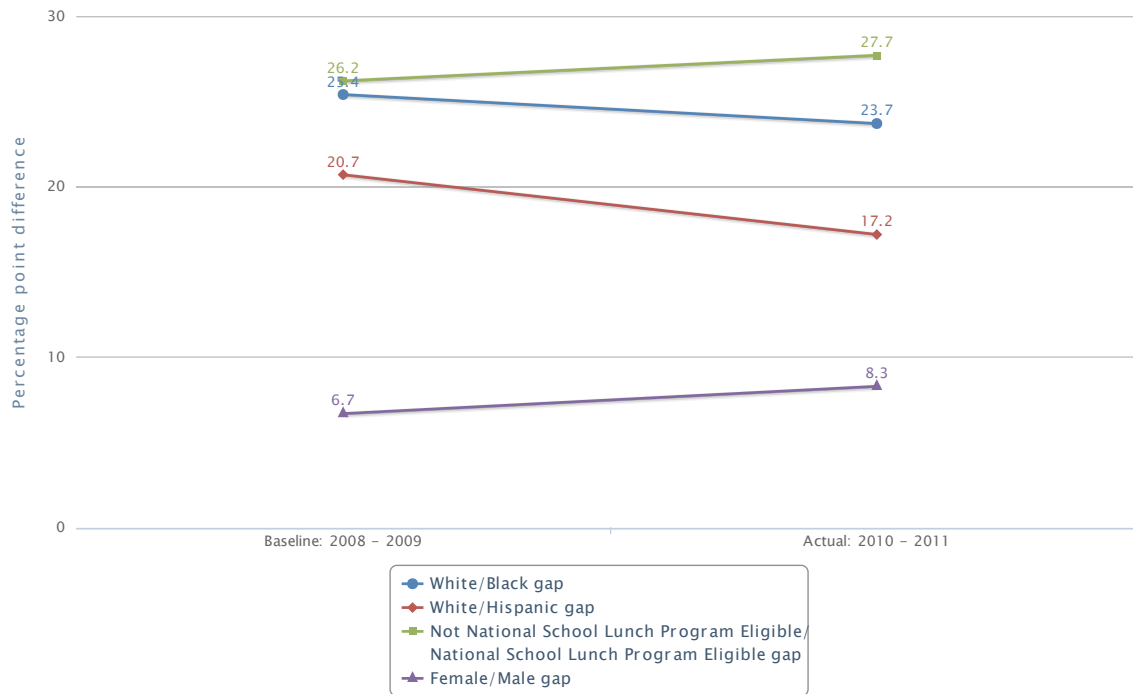
Georgia's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

### Grade 4 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

[View Table \(Accessible\)](#)

**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
White/Black gap	25.4	23.7	N/A
White/Hispanic gap	20.7	17.2	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	26.2	27.7	N/A
Female/Male gap	6.7	8.3	N/A

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
White/Black gap	19.8	24.2	N/A
White/Hispanic gap	15.3	17.4	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	25.4	26.9	N/A
Female/Male gap	10.4	9.4	N/A

[View Table Key](#)

## Results in closing the achievement gap on NAEP mathematics

Department-reported information

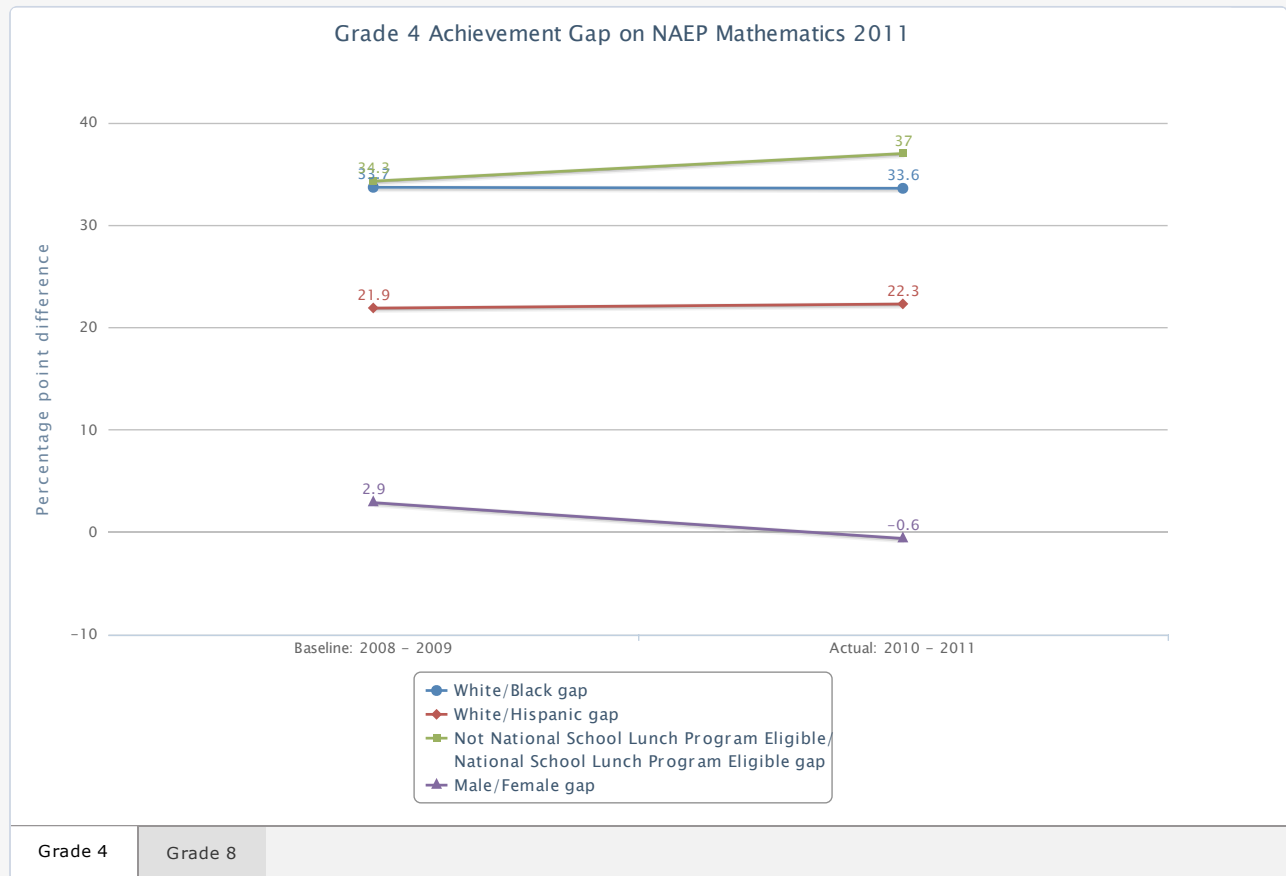
**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Georgia's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
White/Black gap	33.7	33.6	N/A
White/Hispanic gap	21.9	22.3	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	34.3	37	N/A
Male/Female gap	2.9	-0.6	N/A

View Table Key

**Grade 8 Achievement Gap**

<b>Achievement gap as measured by percentage point difference on NAEP mathematics 2011</b>	<b>Baseline: SY 2008-2009</b>	<b>Actual: SY 2010-2011</b>	<b>Target from Georgia's approved plan: SY 2010-2011</b>
<b>White/Black gap</b>	27.7	27.9	N/A
<b>White/Hispanic gap</b>	20.8	14.6	N/A
<b>Not National School Lunch Program Eligible/National School Lunch Program Eligible gap</b>	27.7	27.5	N/A
<b>Male/Female gap</b>	0.4	2.3	N/A
<a href="#">View Table Key</a>			

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**Table Key**

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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# Georgia

State-reported APR: Year One

Standard Version

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## Student Outcomes Data: Graduation Rates and Postsecondary Data

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High school graduation rates

College enrollment rates

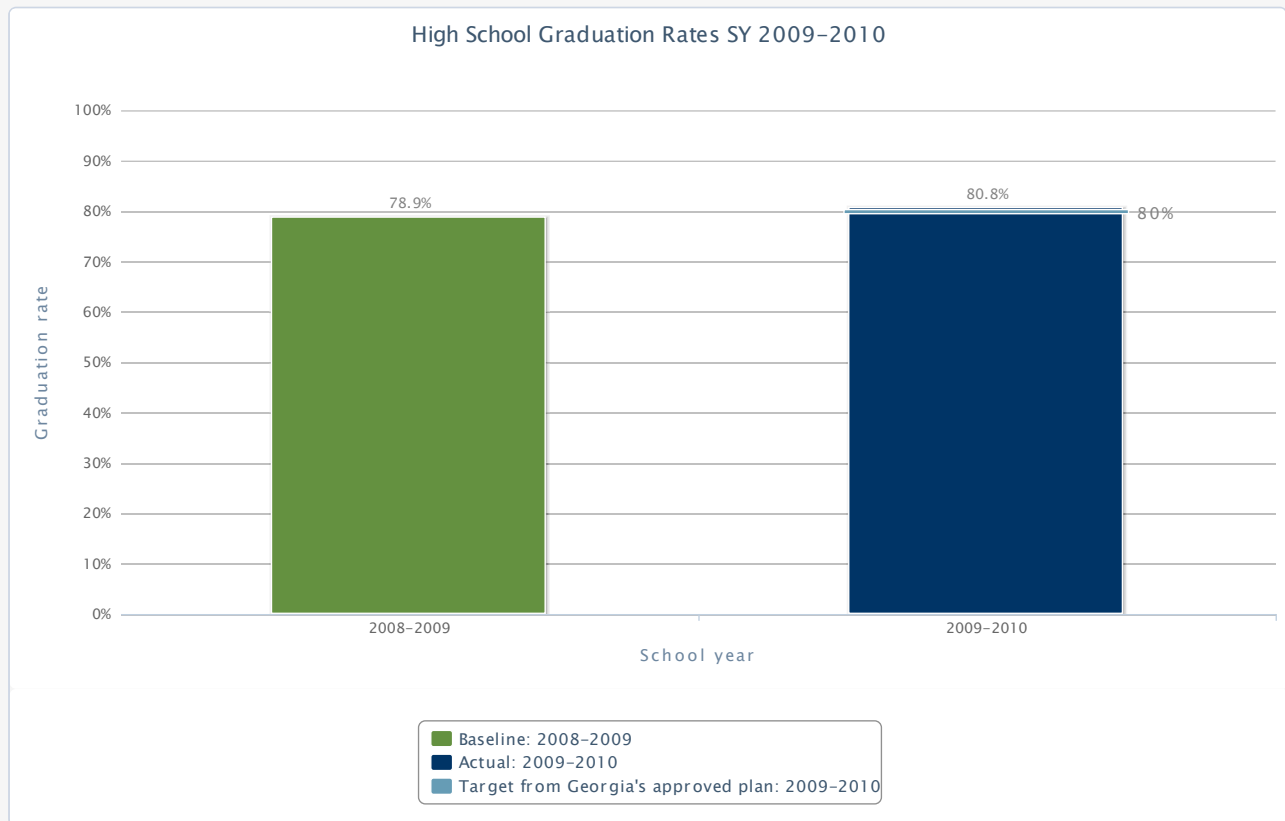
College course completion rates

Collapse All

### High school graduation rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 19, 2011](#)

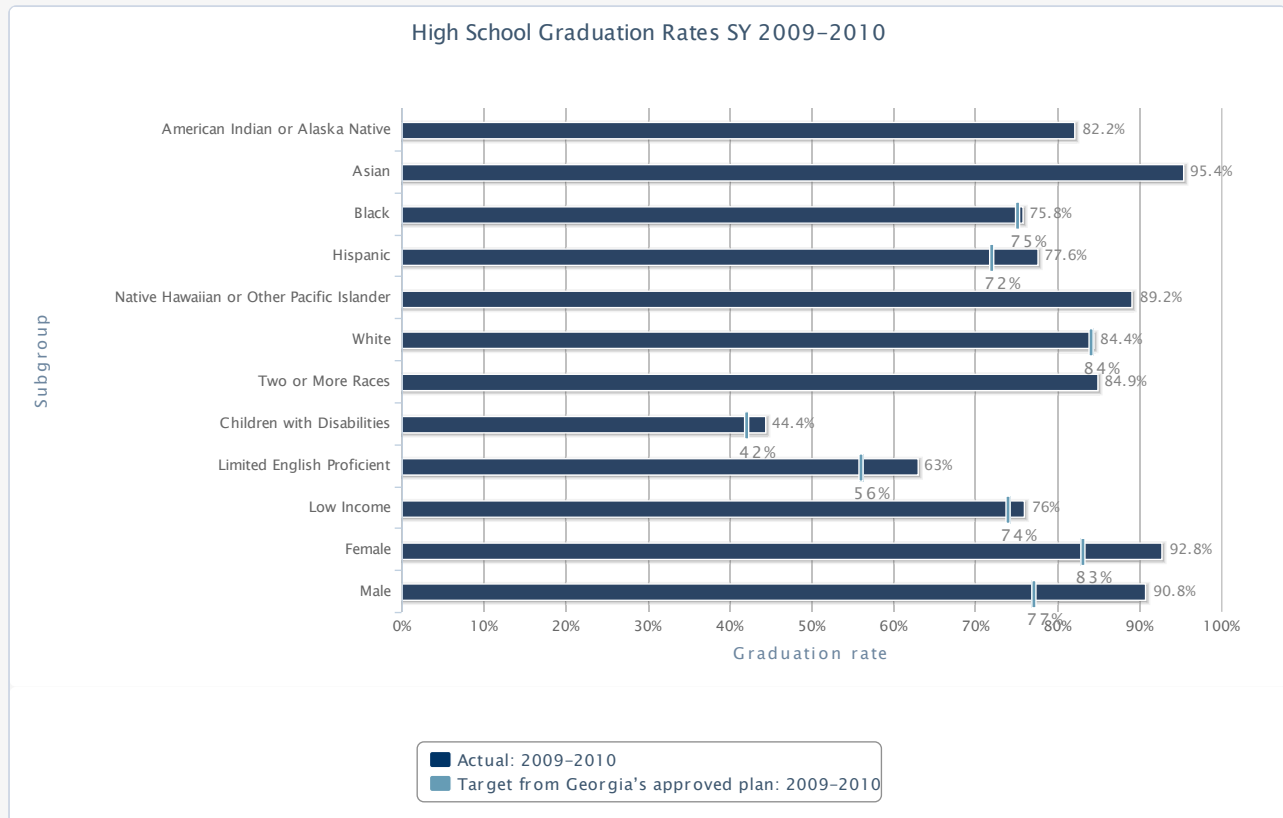


[View Table \(Accessible\)](#)



Preliminary high school graduation rates reported as of October 19, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Georgia's approved plan: SY 2009-2010
All Students	78.9%	80.8%	80%
<a href="#">View Table Key</a>			

**NOTE:** Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data. For graduation rates, States will report on the seven racial and ethnic groups for the SY 2010-2011 data. This State has elected to transition to the seven racial and ethnic groups on an earlier timeframe. As a result, data reported for SY 2008-2009 may not be directly comparable to racial and ethnic data reported for SY 2009-2010.



[View Table \(Accessible\)](#)

High School Graduation Rates SY 2008-2009	
Subgroup	Baseline: SY 2008-2009
American Indian or Alaska Native	80.9%
Asian or Pacific Islander	91%
Black, non-Hispanic	74.2%
Hispanic	71%
White, non-Hispanic	82.6%
Children with Disabilities	41.4%
Limited English Proficient	55%
Low Income	72.9%
Female	82.3%
Male	75.5%
Children without Disabilities	- -
Not Low Income	- -

[View Table Key](#)

#### Preliminary High School Graduation Rates

Subgroup	Actual: SY 2009-2010	Target from Georgia's approved plan: SY 2009-2010
American Indian or Alaska Native	82.2%	N/A
Asian	95.4%	N/A
Black	75.8%	75%
Hispanic	77.6%	72%
Native Hawaiian or other Pacific Islander	89.2%	N/A
White	84.4%	84%
Two or More Races	84.9%	N/A
Children with Disabilities	44.4%	42%
Limited English Proficient	63%	56%
Low Income	76%	74%
Female	92.8%	83%
Male	90.8%	77%
Children without Disabilities	- -	84%
Not Low Income	- -	84%

[View Table Key](#)

[Close Subgroup Graph](#)

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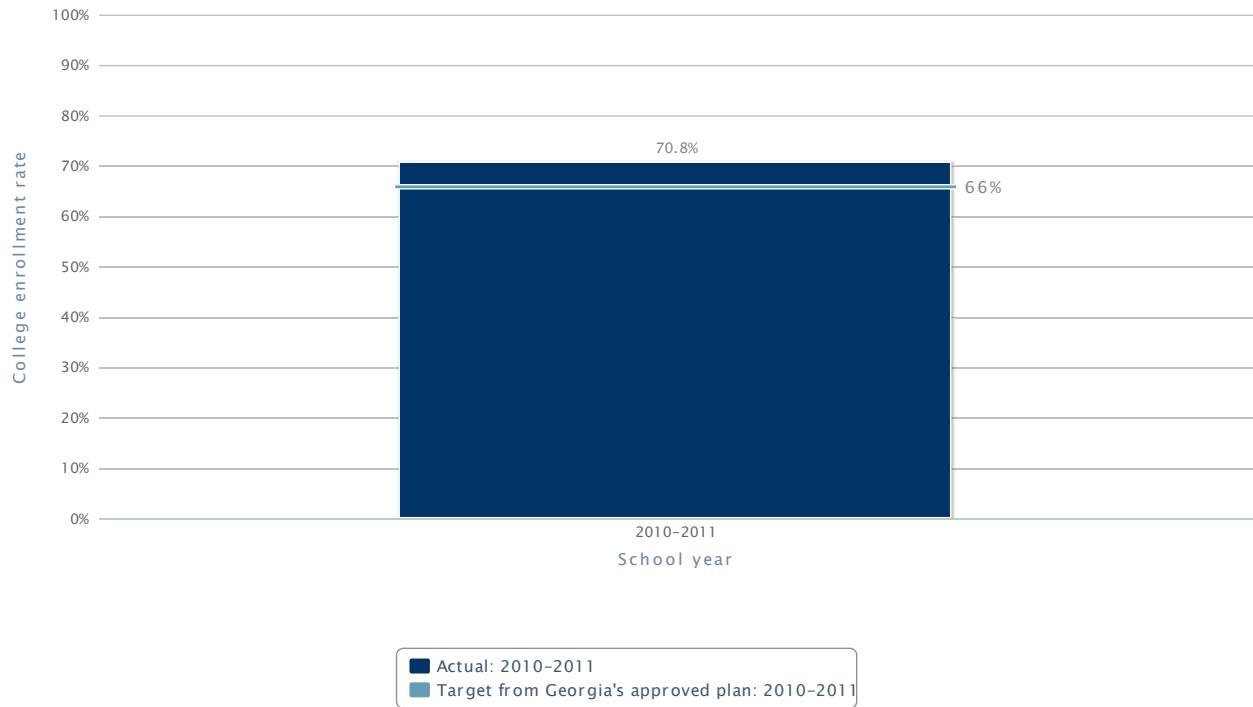
## College enrollment rates

### State-reported information

Preliminary SY 2009-2010 data reported as of: [October 19, 2011](#)

**NOTE:** The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.

### College Enrollment Rates SY 2010–2011



[View Table \(Accessible\)](#)

Preliminary college enrollment rates reported as of October 19, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
All Students	--	70.8%	66%
<a href="#">View Table Key</a>			

#### Additional information provided by the State:

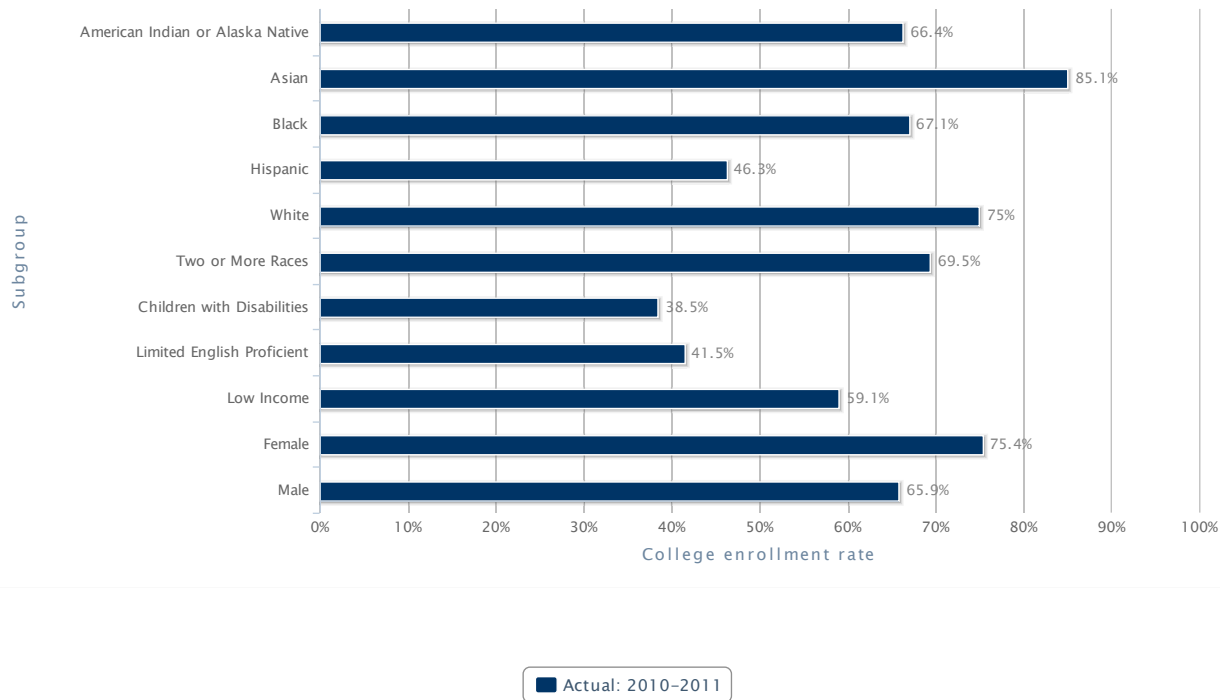
\* Note:

Georgia data reported is for high school graduates who enrolled in PSE within 12 months of HS graduation. The available data reports enrollment within 12 months and enrollment 13-24 months after high school graduation. The number of additional college enrollees in the 13-24 month time frame was minimal.

College enrollment data are for 2009 graduates of Georgia public high schools and reflects the number / percent enrolling in postsecondary within one year of graduating. These data are from reports provided by the National Student Clearinghouse to the Governor's Office of Student Achievement (GOSA). GOSA does not have prior data on hand. No additional data are available at this time.

[Close](#)

### College Enrollment Rate SY 2010–2011



[View Table \(Accessible\)](#)

Preliminary College Enrollment Rates			
Subgroup	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
American Indian or Alaska Native	--	66.4%	N/A
Asian	--	85.1%	N/A
Black	--	67.1%	N/A
Hispanic	--	46.3%	N/A
Native Hawaiian or Other Pacific Islander	--	--	N/A
White	--	75%	N/A
Two or More Races	--	69.5%	N/A
Children with Disabilities	--	38.5%	N/A
Limited English Proficient	--	41.5%	N/A
Low Income	--	59.1%	N/A
Female	--	75.4%	N/A
Male	--	65.9%	N/A

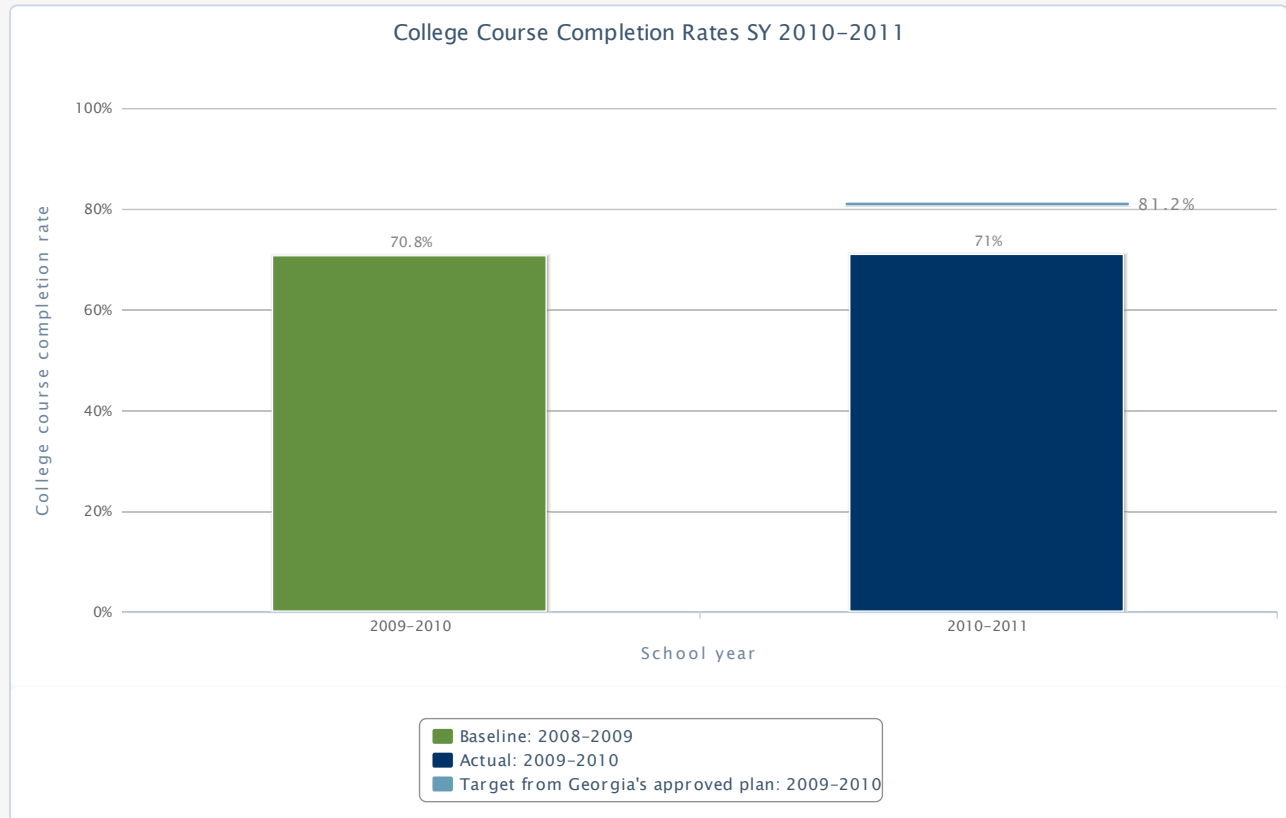
[View Table Key](#)

[Close Subgroup Graph](#)

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Preliminary SY 2010-2011 data reported as of: [October 19, 2011](#)

**NOTE:** The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.



[View Table \(Accessible\)](#)

Preliminary college course completion rates reported as of October 19, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
All Students	70.8%	71%	81.2%

[View Table Key](#)

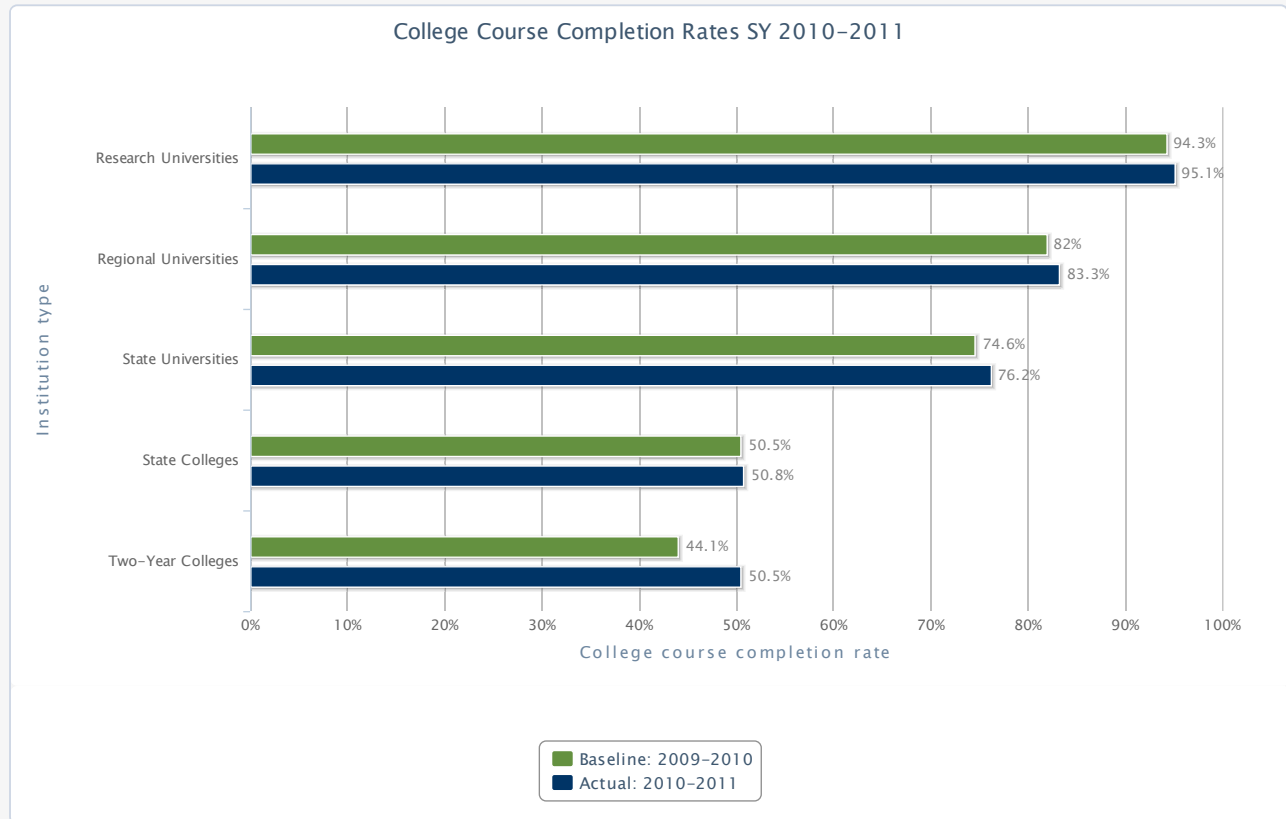
**Additional information provided by the State:**

- The preliminary college course completion rates include students registered in the University System of Georgia.
- The baseline data are incorrect for the percentage of graduates who have completed a year's worth of college credits within two years of enrollment within a University System of Georgia institution. The 2007 baseline data should have been 70.8%. Additionally, the targets in the approved state scope of work are incorrect. See attached files.
- Regarding section RT3 Goals and Performance Benchmarks, GaDOE will remove the state goal number 3 regarding enrollment within a technical college system of Georgia. The State will only report on the increase in the percentage of graduates who have completed a year's worth of college credits within two years of enrollment within a University System of Georgia institution.

Close

**NOTE:** Georgia did not provide subgroup data for college course completion. Georgia did provide data by institution type,

as seen below.



[View Table \(Accessible\)](#)

Preliminary college course completion rates reported as of October 19, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
<b>Research Universities</b>	94.3%	95.1%	N/A
<b>Regional Universities</b>	82%	83.3%	N/A
<b>State Universities</b>	74.6%	76.2%	N/A
<b>State Colleges</b>	50.5%	50.8%	N/A
<b>Two-Year Colleges</b>	44.1%	50.5%	N/A

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## Table Key

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## Student Outcomes Data: Graduation Rates and Postsecondary Data

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# Georgia

Standard Version

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## College and Career-Ready Standards and Assessments

Supporting the transition to college and career-ready standards and high-quality assessments

Standards and assessments: Optional measures

Collapse All

### Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

**NOTE:** The Department does not expect States to begin implementing such assessments until school year 2014-2015.

**Question:** Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

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### Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
Usage of www.georgiastandards.org site: Number of unique visitors per year separated into teachers vs. non-teachers	(B)(3)	N/A	N/A	N/A
Percent of new teachers statewide, by content area (Math, ELA) and overall, who participate in state-developed PLU on standards	(B)(3)	N/A	N/A	N/A
Percent of veteran teachers, by tested subject area and overall, who participate in state-developed PLU on assessments and use of data to modify instruction.	(B)(3)	N/A	N/A	N/A
Percent of teachers, by content area and overall, in Participating LEAs who score above threshold score on those strands in the new evaluation tool that pertains to knowledge of standards, delivery of standards, and development/ use of assessments to boost	(B)(3)	N/A	N/A	N/A
Percent of new teachers, by tested subject area and overall, who participate in state-developed PLU on assessments and use of data to modify instruction	(B)(3)	N/A	N/A	N/A
Percent of teachers, by content area and overall, in Participating LEAs, using formative assessments in their classrooms	(B)(3)	N/A	N/A	N/A



Percent of veteran teachers statewide, by content area (Math, ELA) and overall, who participate in state-developed PLU on standards	(B)(3)	N/A	N/A	N/A
Usage of www.georgiaoas.org site: Number of unique visitors per year separated into teachers vs. non-teachers	(B)(3)	N/A	N/A	N/A
<a href="#">View Table Key</a>				

### Additional information provided by the State:

Regarding (B)(3) performance measures, GaDOE will provide the following information:

1. a. For performance measure number 5: Percent of teachers, by content area and overall, in Participating LEAs who score above threshold score on those strands in the new evaluation tool that pertains to knowledge of standards, delivery of standards, and development/ use of assessments to boost student learning - submit baseline data for 2011-2012 and targets for 2012-2013 and 2013-2014 by September 30, 2012;
2. b. For performance measure number 6: Percent of teachers, by content area and overall, in Participating LEAs, using formative assessments in their classrooms - submit baseline data for 2012-2013 and a target for 2013-2014 by July 15, 2013; and
3. c. For performance measure number 7: Usage of www.georgiastandards.org site: Number of unique visitors per year separated into teachers vs. non-teachers and number 8: Usage of www.georgiaoas.org site: Number of unique visitors per year separated into teachers vs. non-teachers - submit baseline data for 2011-2012 and targets for 2012-2013 and 2013-2014 by July 15, 2012; GaDOE will submit a revised SOW to reflect the 8.3 and 8.8 amendments; and will revise the 4th note in the (B)(3) optional measures table to reflect the revised dates.

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# Georgia

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## Data Systems to Support Instruction

**Fully implementing a statewide longitudinal data system**

**Data systems to support instruction: Optional measures**

Collapse All

### Fully implementing a statewide longitudinal data system

**State-reported information**

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	

[View Table Key](#)

**Additional information provided by the State:**

The Data Quality Campaign state report for Georgia is available at:  
[http://www.dataqualitycampaign.org/files/state\\_pdfs/GA.pdf](http://www.dataqualitycampaign.org/files/state_pdfs/GA.pdf)

**Data systems to support instruction: Optional measures**

**State-reported information**

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
Percent of all teachers accessing new Instructional Improvement Reports (IIR) through teacher portal	(C)(3)	N/A	N/A	N/A
Percent of LEAs with instructional improvement systems (IIS)	(C)(3)	N/A	N/A	N/A
Percent of principals accessing new IIR through administrator portal	(C)(3)	N/A	N/A	N/A
Percent of science teachers accessing new IIR through teacher portal	(C)(3)	N/A	N/A	N/A
Percent of teachers in high-poverty, high-minority (or both) schools accessing new IIR through teacher portal	(C)(3)	N/A	N/A	N/A
Number of Unique Visitors to the State's Report Card (website)	(C)(2)	N/A	1,081,215	745,724
Percent of math teachers accessing new IIR through teacher portal	(C)(3)	N/A	N/A	N/A

[View Table Key](#)

**Additional information provided by the State:**

In Georgia's application, the performance measure was written as "Number of unique visitors to the state's Report Card (website)". However, the actual data reported were the number of page views / hits, rather than unique visitors. The 2010-2011 target and actual reported here are number of page views / hits. The number of unique visitors to the site in 2010-2011 was 111,043. All data reported here show web traffic for <http://www.gaosa.org/>.

IIS data not available for baseline year. Survey of participating LEAs will be conducted in 2011-12, and a baseline will be established for 2011-12. IIR reports will not be available until Fall of 2013.

GaDOE will submit baseline data for 2011-2012 and targets for 2012-2013 and 2013-2014 by August 30, 2012 for percent of LEAs with instructional improvement systems (IIS).

GaDOE provided targets for performance measures two through 6 at 25 percent for 2012-2013.

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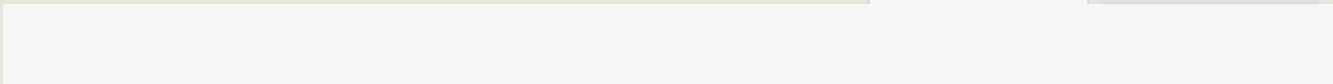
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# Georgia

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## Great Teachers and Leaders

- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs
- Great teachers and leaders: Optional measures

Collapse All

### Providing high-quality pathways for aspiring teachers and principals

#### State-reported information

**Question:** In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

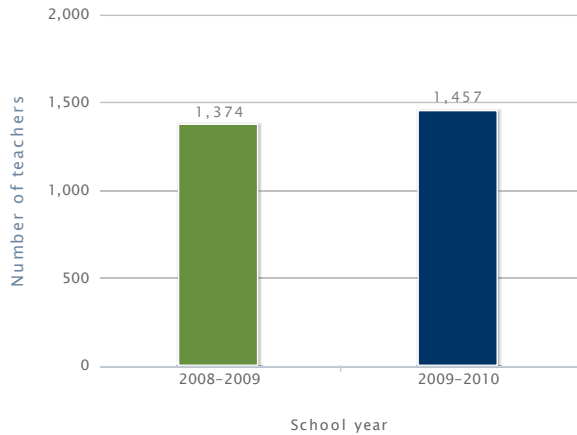
**State-reported response:** No changes.

**Question:** Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2008-2009	Most recent year: SY 2009-2010
Number of alternative certification programs for teachers	26	26
Number of alternative certification programs for principals	1	1
View Table Key		

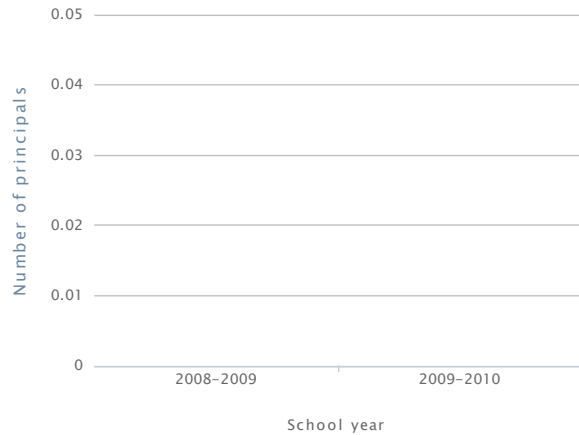
**Question:** Report the number of teachers and principals who completed an alternative routes to certification in the State.

Teachers Completing Alternative Certification



[View Table \(Accessible\)](#)

Principals Completing Alternative Certification



[View Table \(Accessible\)](#)

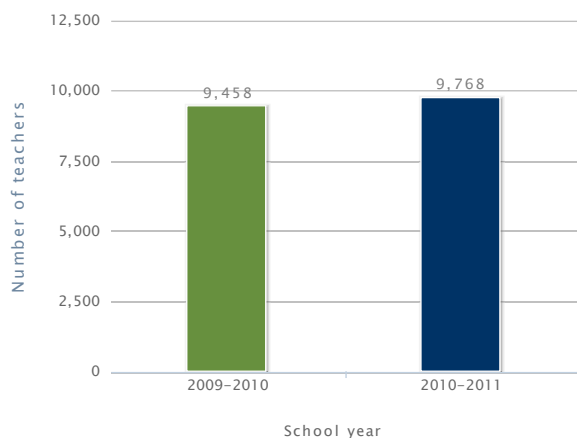
Category	Prior year: SY 2008-2009	Most recent year: SY 2009-2010
Number of teachers who have completed alternative certifications	1,374	1,457
Number of principals who have completed alternative certifications	0	0
<a href="#">View Table Key</a>		

**Additional information provided by the State:**

In both 2008-2009 and in 2009-2010, there were 27 non-traditional (alternate route) educator preparation program providers. Twenty-six were providers offering only teacher prep programs; the last program provider is a principal (leader) prep only program provider. See attached file.

**Question:** Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



[View Table \(Accessible\)](#)

Principals Newly Certified Statewide



[View Table \(Accessible\)](#)

Category	Prior year: SY	Most recent year: SY

	2009-2010	2010-2011
Teachers	9,458	9,768
Principals	1,354	321
<a href="#">View Table Key</a>		

#### Additional information provided by the State:

Data reported are number of newly certified teachers and leaders, whether they are coming from in-state program providers or out-of-state program providers. A breakdown of the distribution between in- and out-of-state is available in the attached file. The large difference in the number of people getting a leadership certificate from 2010 to 2011 reflects the change in Professional Standards Commission (PSC) rules regarding leadership degrees. The state no longer pays a salary increase based on attaining a leadership degree / certificate if the individual is not employed in a leadership position. (See [https://www.gapsc.com/Policies\\_guidelines/documents/HB455\\_923.pdf](https://www.gapsc.com/Policies_guidelines/documents/HB455_923.pdf) for details.) PSC Rule 505-2-.41 EDUCATOR CERTIFICATE UPGRADES, which became effective December 2010, limits certificate upgrades (which lead to salary increases) based on more stringent criteria regarding the rigor of the preparation program and the relevance of the degree to the teacher's current certification. Detailed explanations of this rule change are available at [https://www.gapsc.com/Policies\\_guidelines/pg\\_certificateUpgrade.asp](https://www.gapsc.com/Policies_guidelines/pg_certificateUpgrade.asp).

Additional information is available on the number of individuals completing a teacher or leader prep program.

Total teacher prep program completers (alternative routes, public IHEs, and private IHEs - 10,255 in 2009-2010; 11,034 in 2008-2009.

Total leader prep program completers (alternative routes, public IHEs, and private IHEs - 1,074 in 2009-2010; 1,664 in 2008-2009.

2010-2011 program completer data not available until March 2012.

See attached files.

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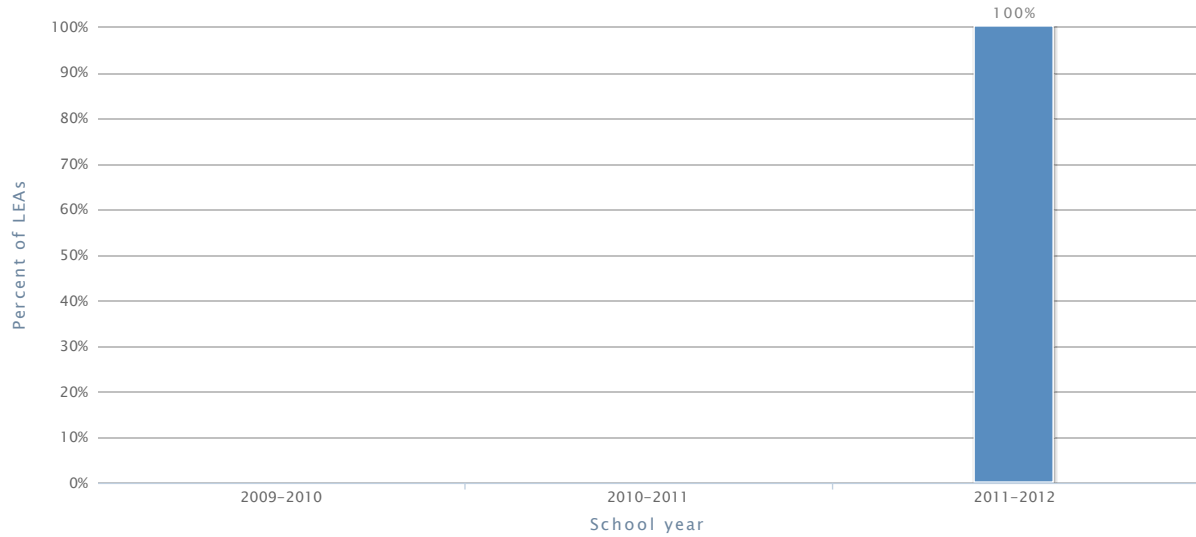
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#### Improving teacher and principal effectiveness based on performance

State-reported information

**Question:** Report on the number of participating LEAs that measure student growth.

### Percentage of LEAs that Measure Student Growth



■ Baseline: 2009-2010  
■ Actual: 2010-2011  
■ Target from Georgia's approved plan: 2010-2011  
■ Target from Georgia's approved plan: 2011-2012

[View Table \(Accessible\)](#)

**NOTE:** Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011	Target from Georgia's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	0%	0%	0%	100%
<a href="#">View Table Key</a>				

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	0%	0%	0%
• Teacher and principal compensation	0%	0%	0%
• Teacher and principal promotion	0%	0%	0%
• Retention of effective teachers and principals	0%	0%	0%
• Granting of tenure and/or full certification (where applicable) to teachers and principals	0%	0%	0%
• Removal of ineffective tenured and untenured teachers and principals	0%	0%	0%
<a href="#">View Table Key</a>			

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from Georgia's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals

Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	0%	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	0%	0%	N/A	N/A
View Table Key						

### Additional information provided by the State:

In 2011-12, the GaDOE will pilot a growth/VAM model and evaluation system in participating LEAs. Roll out of evaluation system to additional LEAs (up to 60 more) in SY 2012-13 and SY 2013-14. The pilot is defined as a qualifying evaluation system.

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## Ensuring equitable distribution of effective teachers and principals

### State-reported information

**NOTE:** Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A



Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of mathematics teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of science teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of special education teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	N/A	N/A
View Table Key			

Term	State's Definition
<b>Mathematics teachers</b>	Grades 6-12 mathematics teachers identified via CPI subject code 27 (mathematics). Unless otherwise noted, teachers coded with job codes 085-105 (grades K-5) are included as elementary grades mathematics.
<b>Science teachers</b>	Grades 6-12 science teachers identified via CPI subject codes: 26 Life Sciences 40 Physical Sciences 41 Science (Grades K-6) 4C Physical Sciences Chemistry 4P Physical Sciences Physics 4S Physical Sciences Earth & Space Sciences Unless otherwise noted, teachers coded with job codes 085-105 (grades K-5) are included as elementary grades science.
<b>Special education teachers</b>	Identified via CPI job codes as follows: Job Code Title 141 Preschool Special Education Teacher 149 Adapted Physical Education Teacher 152 GNETS Teacher - Locally Funded 153 GNETS Teacher - Grant Funded 158 Teacher of Emotional/Behavioral Disorder Students 159 Teacher of Specific Learning Disability Students 160 Teacher of Mild Intellectual Disability Students 161 Teacher of Moderate Intellectual Disability Students 162 Teacher of Severe Intellectual Disability Students 163 Teacher of Profound Intellectual Disability Students 164 Teacher of Hearing Impaired Students 165 Teacher of Visually Impaired Students 166 Teacher for Deaf/Blind Students 167 Teacher of Autistic Students 168 Teacher of Traumatically Brain Injured Students 169 Teacher of Orthopedic Impaired Students 170 Teacher of Other Health Impaired Students 171 Special Education Interrelated Teacher
<b>Teachers in language instruction educational programs</b>	ESOL teachers are identified via CPI job code 144 (ESOL) and CPI subject code 55 (ESOL).
View Table Key	

#### Additional information provided by the State:

In 2011-12, the GaDOE will pilot a growth/VAM model and evaluation system in participating LEAs. Roll out of evaluation system to additional LEAs (up to 60 more) in SY 2012-13 and SY 2013-14. The pilot is defined as a qualifying evaluation system.

CPI Data Collection Job Codes are available at: [http://app3.doe.k12.ga.us/ows-bin/owa/cpi\\_pack\\_codes01.entry\\_form](http://app3.doe.k12.ga.us/ows-bin/owa/cpi_pack_codes01.entry_form)

CPI Data Collection Subject Codes are available at: [http://app3.doe.k12.ga.us/ows-bin/owa/cpi\\_pack\\_codes02.entry\\_form](http://app3.doe.k12.ga.us/ows-bin/owa/cpi_pack_codes02.entry_form)

Definitions of Job Codes and Subject Codes are available at: [http://public.doe.k12.ga.us/DMGetDocument.aspx/CPI%20Glossary%202011\\_08212010.doc?p=6CC6799F8C1371F61C4D9A08AC63D0ECE5934DDE61B4355F4FA19854A137B4&Type=D](http://public.doe.k12.ga.us/DMGetDocument.aspx/CPI%20Glossary%202011_08212010.doc?p=6CC6799F8C1371F61C4D9A08AC63D0ECE5934DDE61B4355F4FA19854A137B4&Type=D)

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## Improving the effectiveness of teacher and principal preparation programs

### State-reported information

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	N/A	N/A

Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	N/A	N/A
Total number of teacher preparation programs in the State	0	62	N/A
Total number of principal preparation programs in the State	0	17	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	N/A	0
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	N/A	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	N/A	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	N/A	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	N/A	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	N/A	N/A
<a href="#">View Table Key</a>			

#### Additional information provided by the State:

The State will produce a Teacher Preparation Program Effectiveness Measure and Leader Preparation Program Effectiveness Measure starting September 2013.

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#### Great teachers and leaders: Optional measures

##### State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
Percent of LEAs offering formal induction programs to new teachers	(D)(5)	77	73	77
Percent of all schools that have a minimum of 60 minutes per week of common planning time for teachers (either by grade level-elementary, or subject area-secondary)	(D)(5)	74	91	74
Participation in Summer Leadership Academy (total number of participants per year in summer leadership academy)	(D)(5)	234	767	300
Participating in Summer Leadership Academy (total number of schools participating per year in summer leadership academies)	(D)(5)	23	78	30
Percent of new teachers participating in in induction programs. Percentage based on number of new teachers in all 26 participating districts.	(D)(5)	70	86	73
Percent of new principals participating in induction programs. Percentage based on number of new principals (208) in all 26 participating districts	(D)(5)	74	56	77
Percent of new principals participating in induction programs. Percentage based on number of new principals (199) in districts that HAVE induction programs.	(D)(5)	77	56	77
Percent of LEAs offering formal induction programs to new principals	(D)(5)	46	35	46
Percent of high-poverty, high-minority (or both) schools that have a minimum of 60 minutes per week of common planning time for teachers (either by grade level-elementary, or subject area-secondary)	(D)(5)	70	94	70
Percent of new teachers participating in in induction programs. Percentage based on number of new teachers in districts that HAVE induction programs.	(D)(5)	73	86	73

Percent of 26 participating LEAs who send leadership teams to the Summer Leadership Academy every year	(D)(5)	58	73	73
Percent of lowest-achieving schools that have a minimum of 60 minutes per week of common planning time for teachers (either by grade level-elementary, or subject area-secondary)	(D)(5)	70	82	70
<a href="#">View Table Key</a>				

#### Additional information provided by the State:

Notes:

- 1) The baseline data for the number of participants in Summer Leadership Academy is actually 234. The 2010-2011 target was raised from 200 to 300.
- 2) The baseline data for the number of schools participating in Summer Leadership Academy is actually 23. The 2010-2011 target was raised from 20 to 30.
- 3) Final data for SY 2010-11 will be available November, 2011.
- 4) The DOE Induction Specialist has scheduled site visits to all 26 participating districts. While there, she will work with the districts to determine whether the 2010 and 2011 data were reported accurately, to better understand any changes in 2011 induction offerings, and to work with the districts so that in subsequent years they all offer formal induction programs based on the newly-developed induction guidelines. 5) Percentage based on number of new teachers / principals in all 26 participating districts. 6) SY 2009-2010 (Summer 2010); SY 2010-2011 (Summer 2011); SY 2011-2012 (Summer 2012); SY 2012-2013 (Summer 2013); SY 2013-2014 (Summer 2014).

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## Georgia

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### Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

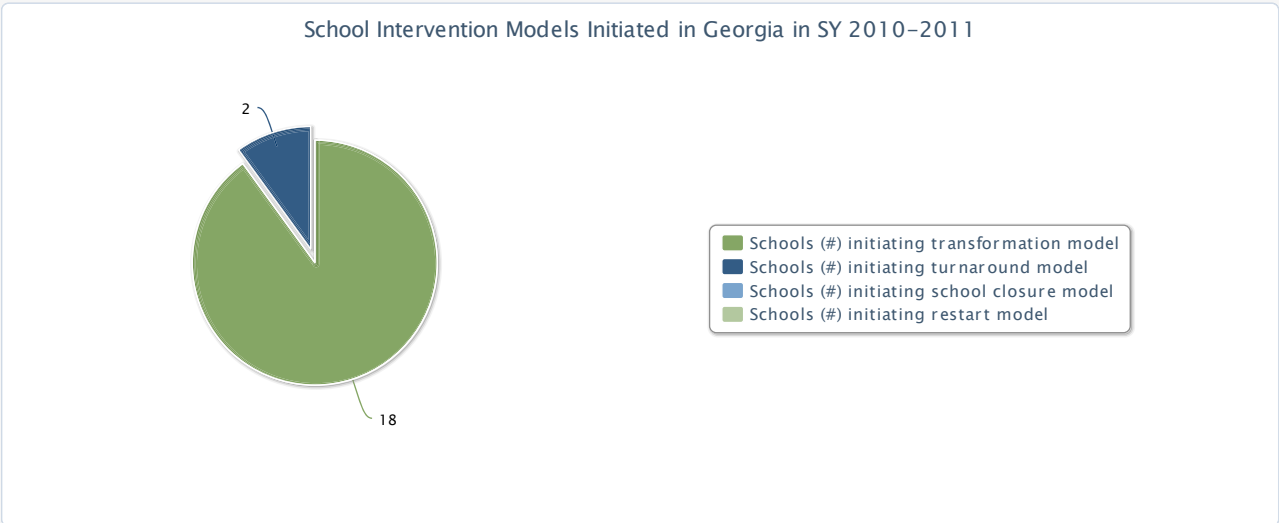
Changes to Georgia's legal, statutory, or regulatory authority to intervene in Georgia's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

#### Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	9	20	34

[View Table Key](#)

**Question:** For each school for which one of the four school intervention models was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Crim High School	130012000120	Atlanta Public Schools	1300120	Transformation model
Douglass High School	130012000089	Atlanta Public Schools	1300120	Transformation model
Northeast High School	130042001943	Bibb County	1300420	Transformation model
Southwest High School	130042001944	Bibb County	1300420	Transformation model
Rutland High School	130042002610	Bibb County	1300420	Transformation model
William S. Hutchings Career Center	130042002477	Bibb County	1300420	Transformation model
Burke County High School	130066001991	Burke County	1300660	Transformation model
Beach High School	130102000376	Chatham County	1301020	Turnaround model
Dade County High School	130159000775	Dade County	1301590	Transformation model
Clarkston High School	130174000708	DeKalb County	1301740	Transformation model
McNair High School	130174000712	DeKalb County	1301740	Transformation model
Henry County High School	130282001208	Henry County	1302820	Transformation model
Jordan Vocational High School	130387001430	Muscogee County	1303870	Transformation model
Spencer High School	130387001418	Muscogee County	1303870	Transformation model
Peach County High School	130405001483	Peach County	1304050	Transformation model
Hawkinsville High School	130422001514	Pulaski County	1304220	Transformation model
Josey High School	130438001533	Richmond County	1304380	Transformation model
Glenn Hills High School	130438001536	Richmond County	1304380	Transformation model
Laney High School	130438001573	Richmond County	1304380	Turnaround model
Griffin High School	130252001092	Spalding County	1302520	Transformation model
View Table Key				

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#### Additional information provided by the State:

See attached document.

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#### Changes to Georgia's legal, statutory, or regulatory authority to intervene in Georgia's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

##### State-reported information

**Question:** Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

**State-reported response:** N/A

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## Turning around the lowest-achieving schools: Additional information

State-reported information

### Additional information provided by the State:

N/A

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### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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# Georgia

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## Education Funding and Charter Schools

**Making education funding a priority**

**Ensuring successful conditions for high-performing charter schools and other innovative schools**

Collapse All

### Making education funding a priority

State-reported information

**Question:** Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

**State-reported response:** No changes.

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### Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

**State-reported response:** No changes.

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that [student achievement](#) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to [high-need students](#) and have closed or not renewed ineffective charter schools.

**State-reported response:** In May, 2011, the Georgia Supreme Court ruled that the legislation which created the Georgia

Charter Schools Commission—a state-level, independent charter school authorizing entity—was found unconstitutional on the grounds that the authority to approve and operate public charter schools is vested within the state's local boards of education. See the attached document for the Court's full opinion. The opinion states:

"No other constitutional provision authorizes any other governmental entity to compete with or duplicate the efforts of local boards of education in establishing and maintaining general K-12 schools. By providing for local boards of education to have exclusive control over general K-12 schools, our constitutions, past and present, have limited governmental authority over the public education of Georgia's children to that level of government closest and most responsive to the taxpayers and parents of the children being educated."

As a result of this decision, the Georgia Charter Schools Commission ceased operations on June 30, 2011. All Commission Charter Schools applied to and were approved by either the State Board of Education as State Chartered Special Schools or the local Board of Education(s) within their respective attendance zone(s).

For those Commission Charter Schools (CCS) that became State Chartered Special Schools (SCSS), the Governor appropriated monies in addition to those guaranteed to SCSS in order to prevent any operational interruption and maintain school funding at levels comparable to those of CCS in previous years.

[Close](#)

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

**State-reported response:** No changes.

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

**State-reported response:** No changes.

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate [innovative, autonomous public schools](#) other than charter schools.

**State-reported response:** No changes.

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#### Table Key

< n

indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met;



	sample size insufficient to permit a reliable estimate.
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N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Emphasis on Science, Technology, Engineering, and Mathematics (STEM) Page 10 of 12

**STEM performance measures**

**STEM performance measures: Additional information**

**Progress in implementing a high-quality STEM plan (Optional)**

Collapse All

### STEM performance measures

State-reported information

**Question:** Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
Increase the number of students taking advanced STEM courses developed through CEISMC.	N/A	N/A	0	0	0
Increase the number of teachers that participate in the CEISMC-developed Georgia Intern-Fellowships for Teachers.	N/A	10	0	0	0

[View Table Key](#)

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### STEM performance measures: Additional information

State-reported information

**Additional information provided by the State:**

Note: The advanced courses begin in the 2011-2012 school year.

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### Progress in implementing a high-quality STEM plan (Optional)

State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

**State-reported response:** See attachment CEISMC Progress Report Related to STEM.

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#### Table Key

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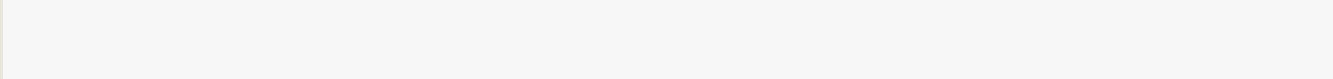
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# Georgia

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## Progress Updates on Invitational Priorities

- Innovations for improving early learning outcomes (Optional)
- Expansion and adaption of statewide longitudinal data systems (Optional)
- P-20 coordination, vertical and horizontal alignment (Optional)
- School-level conditions for reform, innovation, and learning (Optional)
- Additional optional performance measures (Optional)

Collapse All

### Innovations for improving early learning outcomes (Optional)

State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

**State-reported response:** See attached document: Innovations for improving early learning outcomes.

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### Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working

together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.”

**State-reported response:** The statewide longitudinal data systems director was hired April 2011. Currently, working groups are determining the data elements, reporting and functionality requirements, and the infrastructure for the P-20 data system. P-20 data system will be developed in phases. First phase will be operational in spring of 2012. This first phase will focus on the transition from high school to post-secondary. Subsequent phases will incorporate workforce data. The additional phases will greatly expand the data included and the functionality of the system.

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### P-20 coordination, vertical and horizontal alignment (Optional)

#### State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State’s progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that **high-need students** (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

**State-reported response:** Georgia began its P-20 collaborative work over eighteen years ago by establishing the first P-16 Council in the nation. Over the past eighteen years, the state's education agencies and partners have collaborated on an array of initiatives and projects that promote successful transitions for all students through the P-20 education pipeline. Georgia's P-20 council has evolved into its current structure, the Alliance of Education Agency Heads (the Alliance).

In early 2006, the Alliance was formed to include the leaders of Georgia's seven education agencies and the Governor's Education Policy Director. Through the Alliance, Georgia has established a cohesive vision for education and aligned its education priorities. The Alliance coordinates and meets with the Joint Education Boards Liaison Committee (JEBLC) that is comprised of members of each of the seven state education agencies' boards. The Alliance's member agencies include the Georgia Department of Early Care and Learning, Georgia Department of Education, Georgia Professional Standards Commission, Georgia Student Finance Commission, Governor's Office of Student Achievement, Technical College System of Georgia and University System of Georgia. The Alliance's education goals are aligned to Georgia's Race to the Top work.

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### School-level conditions for reform, innovation, and learning (Optional)

#### State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in **increased learning time** (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to **high-need students** (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

**State-reported response:** Currently twenty schools have implemented a reform model under turning around the lowest achieving schools assurance area (see section E(2)).

A majority of the school-level conditions for reform will be implemented in school year 2011-2012.

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### Additional optional performance measures (Optional)

#### State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Georgia's approved plan: SY 2010-2011
Increase the percentage of graduates who enroll in college within 16 months of high school graduation	(A)(1)(iii)	64	N/A	66
Increase the percentage of graduates who have completed a year's worth of college credits within two years of enrollment within a University System of Georgia institution	(A)(1)(iii)	80.7	N/A	N/A
Increase the percentage of graduates who have completed a year's worth of college credits within two years of enrollment within a Technical College System of Georgia institution	(A)(1)(iii)	63.2	N/A	N/A

[View Table Key](#)

### Additional information provided by the State:

Notes:

1. Current college enrollment data are not available due to data problems that the Georgia Governor's Office of Student Achievement is experiencing with the National Student Clearinghouse. As of Sept. 13, 2011, NSC is trying to locate the problem. Georgia can submit these data as soon as NSC resolves its issues.
2. The National Student Clearinghouse does not report any course data, only enrollment. Additionally, the organization only reports data based on 12, 18 or 24 months not 16 months.
3. The baseline data is incorrect for the percentage of graduates who have completed a year's worth of college credits within two years of enrollment within a University System of Georgia institution. The 2007 baseline data should have been 70.8%. Additionally, the targets in the approved state scope of work are incorrect. See attached files.
4. Regarding section RT3 Goals and Performance Benchmarks, GaDOE will remove the state goal number 3 regarding enrollment within a technical college system of Georgia. The State will only report on the increase in the percentage of graduates who have completed a year's worth of college credits within two years of enrollment within a University System of Georgia institution.

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# Georgia

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## Year One Budget

Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

### Summary expenditure table

State-reported information

**Question:** Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	898,800.90
2. Fringe Benefits	348,161.22
3. Travel	7,043.92
4. Equipment	449,586.63
5. Supplies	23,678.51
6. Contractual	1,104,567.05
7. Training Stipends	0.00
8. Other	27,656.69
9. Total Direct Costs (lines 1-8)	2,859,494.92
10. Indirect Costs	37,258.12
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	170,994.00
13. Total Costs (lines 9-12)	3,067,747.04
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	1,366,008.02
15. Total Expenditure (lines 13-14)	4,433,755.06
<a href="#">View Table Key</a>	

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### Obligations (Optional)

State-reported information



**NOTE:** Reporting in this section is optional.

**Question:** To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

**State-reported response:** Budget Notes:

Several projects have funds obligated for expenses in contracts from October 1, 2010 to June 30, 2011. These projects and funds obligated are reported below:

- Preparation for CCGPS Rollout: \$232,496
- Focused professional development for teachers in Math and Science-CEISMC: \$192,647.75
- The New Teacher Project: \$1,380,767
- Teach for America: \$1,901,250
- Quality Plus Leadership Academy: \$110,017.75
- Summer Leadership Academy: \$270,465
- CIS Georgia - Performance Learning Center: \$391,230

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## Project-level expenditure tables

### State-reported information

Project Name	Associated With Criteria
Project Management and evaluation	(A)
Base funding amount to RT3 LEAs	(A)
Innovation Fund	(A)
Early Learning	(A)
Professional learning units and training on CCGPS	(B)
Create Formative Assessments	(B)
Preparation for CCGPS rollout	(B)
Create Benchmark Assessments	(B)
PSAT Examinations and Virtual Courses	(B)
Technical College System of GA	(C)
PSC Specific Projects	(C)
Decision Support Systems	(C)
USG Projects	(C)
GDOE Specific Projects	(C)
Design, develop, and implement P-20 Enterprise Data Hub	(C)
Student Matching System	(C)

Quality Plus Leadership Academy	(D)
Relocation Bonuses	(D)
Focused professional development for teachers in Math and Science-CEISM	(D)
Development, testing, and validation of other quantitative measures	(D)
Increasing supply of effective science and math teachers-Uteach	(D)
Evaluation instrument and validation	(D)
Performance-based Pay for Teachers	(D)
Performance-based Pay for Principals	(D)
Evaluation training and evaluation process feedback	(D)
Value Added Growth Model	(D)
Sharing of best practices-Summer Leadership Academy	(D)
Resource Reallocation Support	(E)
Teach for America	(E)
CIS Georgia-Performance Learning Center	(E)
The New Teacher Project	(E)

[View Table Key](#)

**Question:** Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: Project Management and evaluation Associated With Criteria: (A)	
Expenditure Categories	Project Year 1
1. Personnel	568,417.64
2. Fringe Benefits	225,393.66
3. Travel	3,984.23
4. Equipment	28,023.66
5. Supplies	23,110.21
6. Contractual	7,182.40
7. Training Stipends	0.00
8. Other	27,196.76
9. Total Direct Costs (lines 1-8)	883,308.56
10. Indirect Costs	37,258.12
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	920,566.68

[View Table Key](#)

Project Name: Base funding amount to RT3 LEAs Associated With Criteria: (A)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	170,994.00
13. Total Costs (lines 9-12)	170,994.00

[View Table Key](#)

Project Name: Innovation Fund Associated With Criteria: (A)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00

Project Name: Early Learning Associated With Criteria: (A)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00

3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Professional learning units and training on CCGPS</b> Associated With Criteria: (B)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	27,832.69
2. Fringe Benefits	9,734.04
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	37,566.73
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	37,566.73
<a href="#">View Table Key</a>	

<b>Project Name: Create Formative Assessments</b> Associated With Criteria: (B)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	23,793.67
2. Fringe Benefits	8,107.50
3. Travel	0.00
4. Equipment	4,738.14
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	36,639.31
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	36,639.31
<a href="#">View Table Key</a>	

<b>Project Name: Preparation for CCGPS rollout</b> Associated With Criteria: (B)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	130,981.30
2. Fringe Benefits	47,781.53
3. Travel	0.00
4. Equipment	1,490.53
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	180,253.36
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

<b>Project Name: Create Benchmark Assessments</b> Associated With Criteria: (B)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	29,979.18
2. Fringe Benefits	11,045.99
3. Travel	0.00
4. Equipment	1,579.38
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	42,604.55
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

13. Total Costs (lines 9-12)	180,253.36
<a href="#">View Table Key</a>	

13. Total Costs (lines 9-12)	42,604.55
<a href="#">View Table Key</a>	

<b>Project Name: PSAT Examinations and Virtual Courses</b> Associated With Criteria: (B)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	1,055,507.05
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	1,055,507.05
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	1,055,507.05
<a href="#">View Table Key</a>	

<b>Project Name: Technical College System of GA</b> Associated With Criteria: (C)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	23,333.35
2. Fringe Benefits	10,194.22
3. Travel	0.00
4. Equipment	0.00
5. Supplies	4.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	33,531.57
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	33,531.57
<a href="#">View Table Key</a>	

<b>Project Name: PSC Specific Projects</b> Associated With Criteria: (C)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	18,750.00
2. Fringe Benefits	7,771.91
3. Travel	0.00
4. Equipment	18,754.92
5. Supplies	25.50
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	110.19
9. Total Direct Costs (lines 1-8)	45,412.52
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	45,412.52
<a href="#">View Table Key</a>	

<b>Project Name: Decision Support Systems</b> Associated With Criteria: (C)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	5,774.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	5,774.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	5,774.00
<a href="#">View Table Key</a>	

<b>Project Name: USG Projects</b> Associated With Criteria: (C)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	395,000.00

<b>Project Name: GDOE Specific Projects</b> Associated With Criteria: (C)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	2,933.00
2. Fringe Benefits	1,007.00
3. Travel	0.00
4. Equipment	0.00

5. Supplies	90.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	395,090.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	395,090.00
<a href="#">View Table Key</a>	

5. Supplies	448.80
6. Contractual	2,841.10
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	7,229.90
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	7,229.90
<a href="#">View Table Key</a>	

<b>Project Name: Design, develop, and implement P-20 Enterprise Data Hub</b> Associated With Criteria: (C)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Student Matching System</b> Associated With Criteria: (C)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Quality Plus Leadership Academy</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00

<b>Project Name: Relocation Bonuses</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00

[View Table Key](#)

<b>Project Name: Focused professional development for teachers in Math and Science-CEISM</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00

[View Table Key](#)

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<b>Project Name: Development, testing, and validation of other quantitative measures</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	2,833.33
2. Fringe Benefits	1,072.61
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	3,905.94
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	3,905.94

[View Table Key](#)

<b>Project Name: Increasing supply of effective science and math teachers-Uteach</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	25,000.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	25,000.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	25,000.00

[View Table Key](#)

<b>Project Name: Evaluation instrument and validation</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00

[View Table Key](#)

<b>Project Name: Performance-based Pay for Teachers</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00

<b>Project Name: Performance-based Pay for Principals</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00

5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Evaluation training and evaluation process feedback</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	69,946.74
2. Fringe Benefits	26,052.76
3. Travel	3,059.69
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	8,262.50
7. Training Stipends	0.00
8. Other	349.74
9. Total Direct Costs (lines 1-8)	107,671.43
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	107,671.43
<a href="#">View Table Key</a>	

<b>Project Name: Value Added Growth Model</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Sharing of best practices-Summer Leadership Academy</b> Associated With Criteria: (D)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Resource Reallocation Support</b> Associated With Criteria: (E)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

Project Name: Teach for America Associated With Criteria: (E)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: CIS Georgia-Performance Learning Center Associated With Criteria: (E)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: The New Teacher Project Associated With Criteria: (E)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

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### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.



N/A

indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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## Year One Budget

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## **Georgia APR Supporting Files Provided by the State**

1. Comprehensive Approach to Education Reform (page 2): "Progress Reporting Brief- September 2011 Executive Summary"
2. Comprehensive Approach to Education Reform (page 2): "Progress Reporting Summary- August 2011"
3. Great Teachers and Leaders (page 7): "Ed Prep Program Providers"
4. Great Teachers and Leaders (page 7): "New Teachers Certified"
5. Great Teachers and Leaders (page 7): "New Leaders Certified"
6. Great Teachers and Leaders (page 7): "Program Completers"
7. Education Funding and Charter Schools (page 9): "Ga Supreme Court Opinion- Charter Commission"
8. Emphasis on Science, Technology, Engineering, and Mathematics (STEM) (page 10): "CEISMC Progress Report Related to STEM"
9. Emphasis on Science, Technology, Engineering, and Mathematics (STEM) (page 10): "CEISMC Race to the Top Activity Report"
10. Progress Updates on Invitational Priorities (page 11): "Innovations for improving early learning outcomes"

## Race to the Top Year 1 Progress Report – September 2011

### A. PROJECT MANAGEMENT AND PROJECTS SPANNING ALL ASSURANCE AREAS

#### Project Management: Activities and milestones

Project	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>Project management and evaluation – Project 29</b>								
Project management, monitoring, reporting	9/10	9/14	x	x	x	x	100%	✓
Program evaluation	5/11	9/14	x	x	x	x	30%	
Communications	9/10	9/14	x	x	x	x	80%	
Erasure analysis funding	5/11	9/14	x	x	x	x	95%	
Value-added growth model validation	6/12	8/12		x			NA	
Resource reallocation study	7/11	6/12	x	x				

#### Innovation Fund: Activities and milestones

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>Innovation Fund – Project 28</b>								
Year 1 Innovation Fund RFP	2/11	7/11	x				100%	✓
Award competitive grants based on criteria outlined in RFP by August 2011 and award a second round by December 2011.	8/11	12/11	x	x			100%	✓
The State of Georgia/OPB will establish a separate 501 c(3) to manage the mix of private and public funds. (Note: The 501 c (3) will be setup once private funds flow in the Innovation Fund.	1/12	6/12		x			NA	
Year 2 RFP and awards	3/12	6/12		x			NA	
Year 3 RFP and awards	7/12	6/13			x		NA	

#### Base Funding to RT3 LEAs: Activities and milestones

Project –Milestones	Start	End	Grant Year				Report Year		
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status	
<b>Base Funding to RT3 LEAs – Project 31</b>									
1	Provide a base funding allocation to 9 LEAs annually.	10/10	10/13	x	x	x	x	100%	✓

## Improving Early Learning Outcomes: Activities and milestones

Project –Tasks/Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>Improving Early Learning Outcomes - Project 30</b>								
Provide My Teaching Partner professional development training for 50 teachers annually.	9/11	9/14	x	x	x	x	100%	✓
Provide a Pre-K course for 50 teachers annually through Teachstone.	9/11	9/14	x	x	x	x	100%	✓
Conduct professional development thorough a two day Pre-K workshop and an on-line module for 700 teachers annually.	9/11	9/14	x	x	x	x	100%	✓
Utilize the Classroom Assessment Scoring System (CLASS) which includes “Pre and Post” observations annually.	9/11	9/14	x	x	x	x	100%	✓
Evaluate the initiative by collecting surveys, designed by DECAL and FPG.	9/11	9/14	x	x	x	x	100%	✓
Develop a multi-year professional development strategy for all teachers in the state’s Pre-K program.	9/13	9/14			x	x	NA	

## B. STANDARDS AND ASSESSMENTS: Activities and milestones

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>Goal 1: Use current assessment system to test CCGPS until aligned assessments are implemented.</b>								
Perform gap analysis to determine necessary adjustments to current assessments. (Structure of current assessments will not change.) Determine measures necessary to use current assessments to test common core. (i.e. test only areas of overlap, develop select new items under current vendor contract)	9/10	12/11	x	x				
Test CCGPS.	4/12	9/14		x	x	x	NA	
<b>Goal 2: Organize, evaluate, and improve existing resources in preparation for CCGPS Implementation.</b>								
Engage the existing Academic Advisory Committee (AAC) curriculum and content-related decisions.	5/11	6/14	x	x	x	x	100%	✓
Design new CCGPS resources for existing sites. ( <a href="http://www.georgiastandards.org">www.georgiastandards.org</a> and Learning Village)	5/11	6/14	x	x	x	x	100%	✓
Update existing framework units and add new content for alignment with CCGPS.	5/11	6/14	x	x	x	x		
Use Instructional Technology resources at GaDOE to create an advanced search engine.	9/11	6/12	x	x				
Utilize feedback from evaluation of content through surveys to teachers to improve resources.	5/12	9/14		x	x	x	NA	
Maintain and update website to ensure the most up-to-date information is available to all stakeholders.	9/10	9/14	x	x	x	x	75%	
<b>Goal 3: Raise awareness of existing resources and CCGPS.</b>								
Update district superintendents and principals about CCGPS and training opportunities.	4/11	6/14	x	x	x	x	100%	✓
Conduct webinars for curriculum and instructional staff.	5/11	6/14	x	x	x	x	100%	✓
Promote resources to teachers in training sessions.	9/11	6/14	x	x	x	x		
Utilize reach of Georgia Public Broadcasting (GPB) to promote <a href="http://www.georgiastandards.org">www.georgiastandards.org</a> and support CCGPS communication, professional learning and implementation.	9/10	6/14	x	x	x	x	100%	✓
<b>Goal 4: Ensure that all Georgia students have equal opportunity, through classroom instruction, to achieve mastery of standards by equipping Georgia teachers with the knowledge and skills to teach to the CCGPS and use data (through assessments aligned to standards) to modify instruction and enhance student learning.</b>								
<b>Goal 4a: Develop Professional Learning Units (PLU) courses targeted at CCGPS and meaningful use of assessment data.</b>								
Develop content and format of online PLU courses in CCGPS.	9/11	4/12	x	x				
Enlist assistance of Academic Standards Advisory Committee throughout PLU development phase.	5/11	4/12	x	x			5%	
Notify educators of new professional learning opportunities via a variety of formats.	9/11	9/14	x	x	x	x		
Offer online PLUs via Georgia Virtual School (GAVS). GaDOE and GAVS will disseminate and track professional learning via a Learning Management System. Funding for implementation and ongoing licensing fees for an LMS to deliver online professional learning to teachers statewide is needed.	6/12	9/14		x	x	x	NA	

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Train all 40,000 elementary school teachers statewide (includes only those teaching core subjects) by providing two trainings: one for mathematics and one for ELA. In addition, the 19,000 Georgia middle and high school ELA and mathematics teachers will take one training session for their respective subject areas. In total this represents approximately 99,000 trainings to take place online at \$8 per teacher seat.	1/12	8/12		x			NA	
Assessment literacy PLU course, as well as videos, video podcasts, webinars, and other resources to support teachers and educational leaders in ensuring fidelity of implementation.	7/11	8/12	x	x				
Deliver face-to-face assessment training to approximately 35,766 core subject teachers.	8/12	9/14		x	x	x	NA	
Conduct teacher surveys on usefulness of PLU. Adapt content and/or delivery methods of PLU courses based on feedback.	6/12	9/14		x	x	x	NA	
<b>Goal 4b: Ensure fidelity of standards implementation by supporting LEAs in delivering appropriate professional learning to teachers.</b>								
Provide CCGPS orientation for all education stakeholders.	9/11	10/11	x	x			100%	✓
Contract with GPB to create streamed video sessions for CCGPS orientation, along with grade-level/course information sessions. The videos will then be compressed into a series of 40 professional development videos that will support and sustain the implementation of CCGPS.	9/11	10/11	x	x			100%	✓
Deliver blended professional learning utilizing face-to-face and web-based formats to provide ongoing professional development support to teachers in the area of new standards and use of assessment data. Hold regional training sessions for two days which will be limited to two teachers or trainees per school. This training is in addition to a blended professional learning approach.	1/12	8/12		x			NA	
Provide funding to cover travel cost for 8,688 teachers trained at RESAs which are geographically distributed throughout the state. These costs are expected to be \$84 over the course of two days. Since trainings will be distributed throughout the state, it is expected that overnight lodging will not be required.	1/12	8/12		x			NA	
Video tape training as a resource and post video-taped training on the website for use by stakeholders.	10/11	6/12		x			NA	
Conduct CCGPS professional development workshops for two teachers per subject per Georgia school for a total of 8,688 teachers. These trainings will occur over two days at a personnel cost of \$125 per day. The cost per teacher includes substitute teacher daily pay and teacher stipends as needed for off-contract work.	1/12	8/12		x			NA	
Distribute CCGPS materials containing the CCGPS orientation for LEAs and school administrators and teachers, professional development support materials, and handbooks containing the model instructional units integrating CTAE, mathematics, and science. Information will also be included on GaDOE's website	7/11	9/13	x	x	x			
Contract with the Charles A. Dana Center at the University of Texas at Austin for the procurement of a nonexclusive license in perpetuity to use the 2010-2011 edition of the CCGPS Advanced Mathematical Decision Making (AMDM) student and teacher materials.	5/11	6/12	x	x			100%	✓

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
North Carolina State University (NCSU) to provide eight days of instruction/training in the content and pedagogy for use in the CCGPS fourth mathematics course option entitled Mathematics of Industry and Government for up to 70 teachers.	5/11	6/12	x	x			100%	✓
Contract with groups of teachers (mathematics, science, and CTAE) to develop integrated frameworks of instruction that will bring mathematics and science content knowledge into CTAE courses and CTAE applications into the mathematics and science instruction. The resources will be placed on Georgiastandards.org for dissemination.	9/11	5/14	x	x	x	x		
<b>Goal 4c: Create formative assessment toolbox for use by educators.</b>								
Engage existing Program Managers, Technical Advisory Committee and Academic Standards Advisory Committee to act as sounding board for formative assessment development ideas.	5/11	8/11	x				100%	✓
Develop RFP to select vendor to develop items for inclusion in formative assessments, and select vendor.	5/11	9/11	x					
Develop formative assessment toolkit items.	9/11	9/12	x	x				
Provide stipends to 15 to 20 educators per group in content area (language arts, mathematics, and science) and in grade band (3 – 5, 6 – 8, and high school) to guide and review contractor work for the formative and benchmark assessments.	9/11	9/12	x	x				
Design, and offer a PLU course on assessments.	9/11	12/11	x	x				
Train LEA school administrators on use of formative assessments.	1/12	6/12		x			NA	
Train teachers on use of formative assessment.	8/12	9/14		x	x	x	NA	
Field-test formative assessment items with 1,000 students per item.	1/12	6/12		x			NA	
Make formative assessment toolkit available online.	9/12	9/14		x	x	x	NA	
Provide communications to educators regarding formative assessment toolkit.	8/12	9/14		x	x	x	NA	
Track usage of formative assessment site. (e.g., number of tests built and administered)	9/12	9/14		x	x	x	NA	
Conduct evaluation of formative assessment toolkit and modify as needed based on teacher feedback.	6/13	9/14			x	x	NA	
<b>Goal 4d: Create benchmark assessments where some degree of curriculum sequencing can help compensate for student mobility.</b>								
Form advisory group that is a cross section of Academic and Technical Advisory Groups.	4/11	8/11	x					
Determine sequencing solution: a) sequence the State curriculum to make benchmark assessment comparable across the state, or b) use un-sequenced benchmark assessments designed to mirror the end of year, summative assessments.	4/11	8/11	x					
Select vendor to develop new benchmark assessments to provide low stakes feedback to teachers and students.	7/11	9/11	x					
Develop tests in CCGPS over a two-year period of time.	9/11	6/13	x	x	x			
Provide communications to educators regarding use of benchmark assessments.	6/13	6/13			x		NA	
Provide online training to educators on benchmark assessments.	7/13	9/14			x	x	NA	
<b>Goal 5: Increase global competitiveness of Georgia’s students, especially in STEM, through internationally benchmarked assessments and innovative coursework.</b>								

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Participate in Common Assessment consortium, and apply for Common Assessment program funds as part of a consortium. Georgia is a governing state in PARCC.	3/10	6/10	x				100%	✓
Work with partner states to develop common assessments.	9/10	8/12	x	x			100%	✓
<b>Competitive Preference Priority (CPP) - GOAL 1: Offer a rigorous course of study in, sciences, technology, engineering and mathematics</b>								
Require Science as the AYP Second Indicator for grades 3-8.	9/12	9/14		x	x	x	NA	
Continue GPS implementation in science and CCGPS in mathematics.	9/10	9/14	x	x	x	x	100%	✓
Utilize the Georgia Virtual School to develop and provide (1,000 slots per year starting in school year 2011-2012) rigorous STEM and other courses, including AP, to students who are unable to access such courses in their home schools. The courses to be developed include: Energy and Power Technology; Epidemiology; Food and Nutrition through the Lifespan; Geology; Plant Science and Biotechnology; AP Calculus BC; AP Physics: Mechanics; AP Physics: Electrical; Advanced Web Design and Intermediate Programming.	9/10	9/14	x	x	x	x	100%	✓
Reduce gaps in student achievement in science and mathematics by subgroups through AYP policy change and retention bonuses for teachers in high-need schools who demonstrate effectiveness in reducing the achievement gap.	9/12	9/14		x	x	x	NA	
<b>Goal 6 - Ensure student success, in college and beyond, by aligning high school exit criteria and college entrance requirements with the new standards and assessments.</b>								
Phase out GHSGTs and replace with EOCTs once EOCTs become available.	4/11	2015	x	x	x	x	100%	✓
Conduct ongoing review of high school exit criteria using the Statewide Longitudinal Data System.	2014	2015				x	NA	
Provide funding for the PSAT exams for all high school sophomores.	9/10	11/13	x	x	x	x	100%	✓
Develop and research proposal for proficiency-based advancement to create a model policy for helping three critical groups of students (severely overage, credit deficient, or gifted) obtain course credit based on demonstrated proficiency rather than seat time.	9/10	9/14	x	x	x	x	100%	✓



## C. DATA SYSTEMS TO SUPPORT INSTRUCTION: Activities and milestones

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>(C)(2) Accessing and using State data</b>								
<b>Goal 1: Perform the initial tasks to plan out, staff, and govern the data system.</b>								
Identify and convene a Data Governance Committee (DGC) to oversee the policy and data implications of the SLDS.	6/11	9/14	x	x	x	x	100%	✓
Establish a group dedicated to the planning and operations of the SLDS within the GOSA.	5/11	8/11	x				100%	✓
Perform planning activities required to design, develop, test, and launch the SLDS.	5/11	9/11	x					
<b>Goal 2: Develop the core functionality of the P-20 Data System to be able to track student transitions between agencies.</b>								
Perform a data audit of all agency systems to determine what elements are currently collected and also which elements need to be added for RT3.	11/11	4/12		x			NA	
Develop and build the data system Enterprise Data Hub to house education data from all state education agencies.	6/12	5/13		x	x		NA	
Link the Enterprise Data Hub to non-educational systems (e.g. Department of Labor) and non-state systems (e.g. National Student Clearinghouse).	5/13	7/14			x	x	NA	
<b>GOAL 3: Develop a data matching algorithm to properly identify students across schools, districts, and agencies.</b>								
Develop and implement a data matching algorithm to integrate data from all participating state educations.	1/12	5/13		x	x		NA	
<b>Goal 4: Develop a decision support system for all stakeholders.</b>								
Create initial dashboards and reports.	11/11	6/12		x			NA	
Conduct user feedback sessions to determine new reporting needs.	8/12	1/13		x	x		NA	
Build additional reports, incorporating access control and security.	1/13	4/13			x		NA	
<b>(C)(3)(i and ii) Increase and support acquisition, adoption, and use of local instructional improvement systems.</b>								
<b>Goal 1: Set expectations and facilitate LEA use and implementation of instructional improvement systems.</b>								
State signed MOUs with participating LEAs requiring that any instructional improvement system in place is being fully utilized and supporting those participating LEAs that do not currently have instructional improvement systems (IIS).	12/09	5/10	x				100%	✓
State support LEAs with lowest achieving schools to invest in instructional improvement systems if they do not have a system in place.	6/11	6/12	x	x				
Established the RT3 Instructional Improvement System Advisory Committee (IISAC).	2/11	2/11	x				100%	✓
Identify the components that make up the GA IIS.	3/11	5/11	x				100%	✓
Schedule and conduct IIS focus group sessions for LEAs with lowest achieving schools to determine best methods for supporting LEAs with lowest achieving schools.	5/11	6/12	x	x				

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Participating LEAs report out to the State on use of their instructional improvement systems to measure degree of system adoption within each LEA and to evaluate impact of systems on classroom instruction and student achievement.	6/11	Annual	x	x	x	x	100%	✓
Conduct planning and approval of IIS components, processes, tools, and best practice implementation strategies.	6/11	6/12	x	x			75%	
Capture lessons learned / best demonstrated practices and share with other LEAs across the state.	7/12	9/14		x	x	x	NA	
<b>Goal 2: Develop Instructional Improvement Reports (IIR) for districts, schools, and teachers.</b>								
Determine needs of teachers, principals, and superintendents who will be using the new IIR.	9/11	9/14	x	x	x	x		
Revise data collection process to ensure appropriate data elements are captured and can be reported on near real-time basis.	2/12	2/13		x	x		NA	
<ul style="list-style-type: none"> <li>Develop first generation of IIR</li> <li>Review reports with teachers, principals, and administrators</li> <li>Develop training materials and user guides</li> <li>Issue statewide communication to teachers</li> <li>Conduct regional training sessions</li> <li>Develop virtual courses for online training</li> <li>Roll out IIR to users</li> </ul>	2/12	2/13		x	x		NA	
Review and modification after first operational year. <ul style="list-style-type: none"> <li>Develop survey to capture user feedback</li> <li>Synthesize and communicate best practices for using IIR</li> <li>Revise reports, online training</li> <li>Communicate changes to users</li> <li>Roll out second version to users</li> </ul>	2/13	9/14			x	x	NA	
<b>Goal 3: Support participating LEAs and schools in using IIS by providing effective professional development to teachers, principals, and administrators</b>								
State signed MOUs with participating LEAs requiring that participating LEAs provide effective professional development to teachers and principals on: (1) the use of state- level data and local data; (2) on the use of any instructional improvement system in place in the LEA.	12/09	5/10	x				100%	✓
State develops detailed plans with participating LEAs on targeted professional development to be made available to teachers on the use of data.	5/11	12/13	x	x	x	x		
State develops a way to measure proficiency in data use before teachers enter the classroom. The State will change certification requirements of Georgia to include a Data Proficiency Assessment (analysis, interpretation, use of data analysis).	2/13	9/14			x	x	NA	
Develop formative assessment toolkit and make available to all teachers online.	5/11	12/13	x	x	x	x		
State develops Professional Learning Units (PLUs) focused on use of data to modify instruction.	7/11	8/12	x	x				
Evaluate and modify support to teachers and principals through ongoing annual surveys on PLUs and use of formative assessments.	Annual	Annual	x	x	x	x		
Modify recertification requirements for teachers to include required training on use of data to differentiate instruction and boost student learning. Teachers will be required to take and pass a PLU dedicated to standards and assessment data.	4/13	9/14			x	x	NA	

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>C)(3)(iii) Make the data from IIS, together with data from the SLDS, available and accessible to researchers</b>								
<b>Goal 1: Develop the capability to track teacher and program performance and link that performance to students.</b>								
Develop data capabilities to capture and disseminate Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM) scores.	9/11	6/12	x	x				
Link teacher effectiveness to prior education/coursework.	9/11	6/12	x	x				
Link Teacher Effectiveness Measures and Leader Effectiveness Measures to student performance outcomes.	9/11	6/12	x	x				
Develop capabilities to capture Teacher Preparation Program Effectiveness Measures and Leader Preparation Program Effectiveness Measures.	12/11	12/12		x	x		NA	
Begin to publish effectiveness measures. Not available until TEM and LEM available on a cohort basis. Evaluation tools will be validated in 2011-12, and data from qualitative evaluation tool will not be available till summer 2012. TPPEM and LPPEM will require two years worth of data, and will be available in fall 2013.	9/13	1/14			x	x		
<b>Goal 2: Make data, at the appropriate “unit” level, available to researchers.</b>								
Develop data capabilities to track performance of new programs.	7/11	9/11	x					
Make IIR and its practices available to researchers.	1/14	6/14				x	NA	
Make available to researchers any data captured above in Activities 1-7 and 1-17 in C (3)(i-ii).	1/14	6/14				x	NA	
Make K-12 to higher education transition data available to researchers.	1/14	6/14				x	NA	
<b>Goal 3: Enhance data systems to support all reform areas within RT3.</b>								
<b>Department of Education IT Related RT3 Projects</b>								
Provide funding to support GaDOE IT related RT3 projects.	4/11	9/14	x	x	x	x	100%	✓
<b>Professional Standards Commission IT Related RT3 Projects</b>								
Provide funding to support PSC IT related RT3 projects.	5/11	9/14	x	x	x	x	100%	✓
<b>University System of Georgia IT Related RT3 Projects</b>								
Provide funding to support USG IT related RT3 projects.	5/11	9/14	x	x	x	x		
<b>Technical College System of Georgia IT Related RT3 Projects</b>								
Provide funding to support TCSG IT related RT3 projects.	5/11	9/13	x	x	x			

## D. GREAT TEACHERS AND LEADERS: Activities and milestones

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>Great Teachers and Leaders</b>								
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>								
<b>GOAL 1A: Establish a clear approach for measuring student growth by developing a value-added/growth model</b>								
Established a Growth/Value add model (VAM) Steering Committees to investigate different models and approaches, prioritize Georgia's needs and goals, narrow models of interest, and run impact data on the primary model of interest using assessment data.	1/11	6/11	x				100%	✓
Agree on non-negotiables, state requirement, and model selection criteria.	6/11	7/11	x				100%	✓
Build the value-added / student growth percentile model.	9/11	10/11	x	x				
Finalize the teacher of record to be used in the model.	9/10	12/11	x	x			85%	
Develop communications materials and brochures in preparation for model rollout (key messages, rationale, and methodology).	10/11	9/12		x			NA	
Hold a workshop/summit to provide feedback to the 26 partnering LEAs.	8/11	8/11	x				50%	
Develop and provide training on interpreting the model and reports.	10/11	8/12		x			NA	
Roll out model in participating LEAs as part of overall new evaluation system.	2/12	3/12		x			NA	
Offer workshops for teachers through districts' central office staff who have attended training.	2/12	4/12		x			NA	
Revise model as needed, based on results of phase 1 pilot.	6/12	7/12		x			NA	
Roll out model in additional LEAs (up to 60 per year) starting with the training of district office staff and principals. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	7/12	9/14		x	x	x	NA	
<b>GOAL 1B: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.</b>								
Established a "quantitative measures" steering committee comprised of participating LEA's, state agency representatives, education related associations, and business leaders to develop "other quantitative measures" of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement.	3/11	2/12	x	x			100%	✓
Develop "other quantitative measures" of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement.	6/11	2/12	x	x				
Field test new measures to determine degree of correlation between surveys and growth in student learning.	2/12	5/12		x			NA	
Validate survey tools before use in high stakes evaluation.	5/12	7/12		x			NA	
Revise measures as needed, based on field test results and feedback from key stakeholders.	7/12	8/12		x			NA	
Communicate measures (rationale, value) broadly to school leaders and to teachers in participating LEAs.	9/12	9/14		x	x	x	NA	

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Roll out “other quantitative measures” to other districts as they come board (up to 60 per year) The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	8/12	9/14		x	x	x	NA	
<b>GOAL 1C: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.</b>								
Establish a Technical Advisory Committee (TAC) to identify the specific method for calculating the reduction and the level of gap reduction needed to be deemed significant.	7/11	7/11	x				100%	✓
Determine the specific method for calculating the reduction and the level of gap reduction needed to be deemed significant.	7/11	2/12	x	x				
Develop communication materials around the methodology used to determine gap reduction.	10/11	2/12		x			NA	
Roll out achievement gap measure to the 26 partnering LEAs.	2/12	8/12		x			NA	
Roll out achievement gap measure to other districts as they come on board (up to 60 per year). The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	9/12	9/14		x	x	x	NA	
<b>GOAL 2: Develop Rigorous, Transparent, and Fair Evaluation Systems for Districts, Principals and Teachers in collaboration with LEAs, principals and teachers.</b>								
Established an evaluation steering committee comprised of participating LEAs, state agency representatives, education related associations, and business leaders to refine the qualitative evaluation system (CLASS Keys and Leader Keys).	3/11	7/12	x	x			100%	✓
Develop teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand)	2/11	3/11	x				100%	✓
Administer teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand)	3/11	5/11	x				100%	✓
Analyze survey results.	6/11	6/11	x				100%	✓
Modify evaluation tools as appropriate. (Note: Working with technical expert Dr. James Stronge)	7/11	10/11	x	x			100%	✓
Develop training curriculum and materials for 15 trainers and for 26 partnering LEAs piloting the refined evaluation system. (Note: Working with technical expert Dr. James Strong)	7/11	10/11	x	x			100%	✓
Train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	5/11	9/14	x	x	x	x	100%	✓
Provide training to LEAs on the refined evaluation system.	10/11	12/11		x			NA	
Provide funding for teacher training stipends to train on the revised evaluation system.	10/11	9/14		x	x	x	NA	
Pilot the refined evaluation system with the 26 partnering LEAs. (Note: Working with technical expert to collect data from the pilot)	1/12	6/12		x			NA	

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Conduct a validation study of the revised CLASS and Leader Keys evaluation tools in Summer 2012.	6/12	8/12		x			NA	
Revise training curriculum and materials and develop LEA support materials based on validity study. (Note: Working with technical expert Dr. James Stronge)	6/12	8/12		x			NA	
Formalize, validate, and communicate a vertically aligned evaluation system with student achievement at its center.	5/12	12/12		x	x		NA	
Finalize composition of the District Effectiveness Measure (DEM), Leader Effectiveness Measure (LEM) and Teacher Effectiveness Measure (TEM). The composition includes all four components of the evaluation system.	5/12	12/12		x	x		NA	
Conduct ongoing analysis of the evaluation tools and effectiveness measures to allow for learning as part of the process. As the State and LEAs learn more from the pilots, there will be flexibility to tweak teacher evaluation inputs and metrics.	1/13	9/14			x	x	NA	
Evaluate results each year to test correlation between rubric-based evaluation tool and student outcomes.	1/13	9/14			x	x	NA	
Make any necessary adjustments to evaluation tool and measures based on findings, and roll out evaluation system and DEM, LEM and TEM to additional districts that come online (up to 60 per year).	1/13	9/14			x	x	NA	
<b>GOAL 3: Conduct annual evaluations of teachers and leaders that include timely and constructive feedback and provide data on student growth.</b>								
Signed MOU with participating LEAs that require the system to conduct annual evaluations of their principals and teachers and to make timely and constructive feedback a fundamental component of the evaluation system.	8/10	9/10	x				100%	✓
Build capacity at the district level by developing communications and training materials that describe the entire evaluation system (purpose and use).	5/11	8/13	x	x	x			
Design a rigorous selection process for Master Teachers/Teacher Leaders through PSC and ask participating LEAs to appoint them as peer review positions.	6/12	9/12		x			NA	
Train 3-5 evaluators per school in a 3 day evaluation training session and train 1-2 central office representatives to provide a “train the trainer” model for ongoing evaluation training to LEA evaluators.	7/12	9/12		x			NA	
Train additional LEA representatives over time (to subsequent summer sessions) as trainers, allowing them to share their experiences with evaluation system in their districts.	9/12	9/14		x	x	x	NA	
Train subsequent cohorts of districts (up to 60 per year) utilizing GaDOE training staff and resources.	9/12	9/14		x	x	x	NA	
Offer regional workshop for teachers when they return to classroom- through districts’ central office staff who have attended summer training.	9/11	9/11	x					

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Share key evaluation data with LEA leaders, school leaders and teachers to: <ul style="list-style-type: none"> <li>Create transparency around metrics;</li> <li>Provide guidance on how data should be used/interpreted;</li> <li>Vendor/GOSA will calculate growth/VAM model, TEM, LEM and DEM;</li> <li>GOSA will monitor / audit reported measures; and</li> <li>Capture data to allow for longitudinal analysis at all levels and create reports that can be accessed by teacher and administrators.</li> </ul>	5/12	6/13		x	x		NA	
Share results of field tests for “other quantitative measures” with participants and key stakeholders.	5/12	6/13		x	x		NA	
Design and administer annual surveys for teachers/leaders in participating LEAs to seek feedback on evaluation system and provide summary results to stakeholders.	8/12	8/14		x	x	x	NA	
Utilize feedback from surveys to adjust evaluation process as needed.	9/12	9/14		x	x	x	NA	
Facilitate dissemination of best practices on how to support teachers and principals to drive student achievement. Best practices may be published or participating LEAs may be asked to present at the Summer Leadership Academies.	6/12	9/14		x	x	x	NA	
<b>GOAL 4: Use annual evaluations to inform talent development and talent management decisions.</b>								
Signed MOU with participating LEAs on reporting requirements to be submitted to US ED and include data on how LEAs utilize teacher and principal effectiveness data throughout their systems.	8/10	10/10	x				100%	✓
Monitor LEA’s effectiveness in utilizing annual evaluations to inform talent decisions.	6/12	9/14		x	x	x	NA	
Tie teacher and leader compensation in participating LEAs to TEM and LEM (assumes 2 years of data available including the pilot year). (Note: other LEAs may opt into the compensation system)	9/13	9/14			x	x	NA	
Develop and provide performance based career ladder guidelines through PSC to participating LEAs.	4/12	6/12		x			NA	
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>								
<b>GOAL 1: Ensure equitable access to highly effective teachers and principals</b>								
<b>GOAL 2: Increase number and percentage of effective educators teaching hard-to-staff subjects and hard-to-staff places.</b>								
<b>DEMAND SIDE –RETENTION BONUSES AND SIGNING BONUSES</b>								
Pay individual bonuses to teachers and principals based on performance tied to student achievement. The TEM and LEM will measure teacher and principal effectiveness on four components. Data collection begins in 2011-12 and the 26 LEAs will provide performance based pay to teachers and leaders starting in school year 2013-2014.	9/13	9/14			x	x	NA	
Pay additional bonuses to principals and teachers in high-need schools for reducing the achievement gap each year. This is a retention-type bonus targeted at high-need schools where the achievement gaps are the largest.	9/13	9/14			x	x	NA	
Develop guidelines and provide a two year signing bonuses for teachers that move to high -need schools (give priority to rural schools). The bonus is contingent on meeting a high threshold TEM in each of the two years	9/12	9/14		x	x	x	NA	

Project –Milestones	Start	End	Grant Year				Report Year		
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status	
<b>SUPPLY SIDE – IMPROVING EXISTING CAPACITY</b>									
Provide targeted training to teachers through online PLUs. Focus on modules such as: standards; teaching to standards; analysis, interpretation and use of assessment data to improve instruction.	6/12	9/14		x	x	x		NA	
Expand the Summer Leadership Academies currently organized for lowest-achieving schools to include RT3 LAS.	7/11	9/14	x	x	x	x		100%	✓
Signed MOUs with participating LEAs to require participation in all teacher and leader effectiveness reforms.	8/10	10/10	x					100%	✓
Establish teacher induction guidelines in partnership with GaDOE and PSC.	5/11	9/11	x					100%	✓
<b>SUPPLY SIDE – INCREASING PIPELINE OF EFFECTIVE EDUCATORS</b>									
Increase pipeline of effective teachers through partnership with Teach for America (TFA) in Atlanta Public Schools, Clayton County, DeKalb County and Gwinnett with the first class of new TFA recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x		100%	✓
Teach for America will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/12	x	x					
Increase pipeline of effective teachers through partnership with The New Teacher Project (TNTP) in Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County and Richmond County with the first class of new TNTP recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x		100%	✓
The New Teacher Project will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/11	x					100%	✓
Provide competitive grant awards through the Innovation Fund for Grow Your Own Teacher (GYOT) programs.	9/11	9/14	x	x	x	x			
Create alternative certification pathway for principals.	10/11	12/12		x	x			NA	
PSC and alternative providers, including LEAs, work together to have their principal programs approved as a certification unit.	8/10	9/14	x	x	x	x		100%	✓
<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>									
<b>GOAL 1: Link teachers' and principals' student achievement/student growth data to preparation programs</b>									
Develop a Teacher Preparation Program Effectiveness Measure (TPPEM) and Leader Preparation Program Effectiveness Measure (LPPEM). The TPPEM and LPPEM include multiple components, including TEM and LEM of graduates aggregated by cohort, which provides the linkage between student growth data to in-State teacher and principal preparation programs.	5/11	7/12	x	x					
Calculate and publish TPPEM and LPPEM in the “report cards” for both traditional and alternative routes.	9/13	9/14			x	x		NA	
<b>GOAL 2: Expand preparation programs that are successful at producing effective teachers and principals</b>									
Use TPPEM and LPPEM to expand preparation and credentialing programs which are most effective. The TPPEM and LPPEM will serve as proxy for program effectiveness.	9/14	On-going				x		NA	



Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Tie State funding and approval for preparation programs to TPPEM and LPPEM to support effective programs. The GaDOE/PSC/TCSG/BOR will move in this direction only after sufficient data has been collected, analyzed and validated, to ensure that these important funding decisions are being made based on reliable and valid data. The Governor and General Assembly will work with BOR to adjust internal policies with the system to ensure compliance with this activity. Additionally, the Governor and General Assembly will adjust funding for PSC, TCSG and GaDOE (RESAs) based on TPPEM and LPPEM.	9/14	On-going				x	NA	
<b>(D)(5) Providing effective support to teachers and principals</b>								
<b>GOAL 1: Partner with Georgia Tech’s Center for Education Integrating Science, Mathematics and Computing (CEISMC) to provide 21st Century teacher professional development in STEM.</b>								
Provide online professional development to STEM teachers in STEM best practices.	3/11	9/14	x	x	x	x		
Develop an Instructional Technology Toolkit for administrators and teachers to support the effective use of technology in a standards-based classroom. First Toolkit offering SY2011-2012. Release first 3 “new “ best practice videos SY2012-2013	3/11	9/14	x	x	x	x		
Expand the Georgia Intern-Fellowships for Teachers (GIFT) program which places STEM teachers in mentored, challenging STEM summer internships (80 to 105 teachers annually).	3/11	9/14	x	x	x	x		
• Provide a new Operations Research (OR)-based mathematics course as a Math 4 option and work with the Georgia Virtual School to develop an online Math 4 course. The course will reach approx. 3,000 students per year. First Math 4 – OR Course Offered SY2011-2012	3/11	9/14	x	x	x	x		
Utilize Robotics/Engineering Design to teach physical science which is based on an existing middle school Integrated STEM courses created in Cobb County and an NSF-sponsored 8th grade engineering design and robotics course being created at Georgia Tech. Develop Program SY2010-2011. Implement in 3 Schools for SY 2011-2012 & 2012-2013.	3/11	9/14	x	x	x	x		
Offer advanced courses in college-level calculus II and III through the use of live video conferencing to 150 students (to 400/year) and develop other advanced online courses. College Level Calculus II & III Offered to HS Students Fall 2011. Post AP Chemistry and Physics offered Fall 2013	3/11	9/14	x	x	x	x		
Use TEM scores of STEM teachers within participating LEAs to identify teachers who need professional development and deliver tailored professional development for these teachers.	9/12	9/14		x	x	x	NA	
<b>GOAL 2: Ensure that beginning teachers get the support they need to maximize their effectiveness.</b>								
Develop induction certification requirements to provide for beginning teachers to work as “Induction Teachers” during their first three years in the classroom. (Note: Beginning in SY 13-14)	9/12	4/13		x	x		NA	
PSC will review and discuss additional rule changes which may include (1) change to the policy related to GACE to discontinue any exemptions to GACE and require all licensing candidates to take the GACE; and (2) change to the rules governing principal preparation programs, to allow for a new alternative certification pathway for principals.	9/12	4/13		x	x		NA	

Project –Milestones	Start	End	Grant Year				Report Year		
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status	
Establish appropriate TEM expectations for new teachers for movement from “Induction Teacher” to “Career Teacher.”	9/12	9/13		x	x			NA	
Establish appropriate LEM expectations for school leaders recertification	9/12	9/13		x	x			NA	
Publish and disseminate new State guidelines (in partnership with GaDOE and PSC) for teacher induction programs.	9/11	9/11	x					100%	✓
Work closely with participating LEAs to ensure that induction guidelines are being met. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program	9/11	9/14	x	x	x	x		100%	✓
Strengthen accountability of teacher preparation providers by including data on TEM of program completers, progress from Induction Teacher to Career Teacher, three-year retention data in TPPEM and by publishing TPPEM “report cards.”	9/13	9/14			x	x		NA	
Through the Innovation Fund develop partnerships between IHEs and school districts to provide teacher induction support programs. The support programs will focus on: school environment; teacher effectiveness levels/teacher needs; and years of experience.	3/11	9/14	x	x	x	x			
Use TEM and other measures (e.g., teacher retention) to evaluate effectiveness of teacher induction programs and determine scale-up decisions.	9/13	9/14			x	x		NA	
Use the statewide evaluation process for induction teachers to improve beginning teacher supports. The 26 RT3 LEAs will use the statewide evaluation system. Non-RT3 LEAs are not required to implement the statewide evaluation process. GaDOE will encourage non RT3 LEAs to use the system.	9/13	9/14			x	x		NA	
<b>GOAL 2a: Ensure that principals get the support they need to maximize their effectiveness.</b>									
Expand the Quality Plus Leadership Academy to four RT3 LEAs. The LEAs include Gainesville City, Hall County, Muscogee County and White County.			x	x	x				
<b>GOAL 3: Provide time, training, resources, and induction support to build capacity for school turnaround at the LEA and school levels.</b>									
Publish and disseminate new State guidelines (in partnership with GaDOE and PSC) for principal induction programs. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program.	9/11	9/11	x						
Work closely with participating LEAs to ensure that principal induction guidelines are being met. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program	9/11	9/14	x	x	x	x			
Provide support for principals in lowest achieving schools focused on raising student achievement and developing staff. Principals will be provided a leadership coach (school improvement specialist).	6/11	9/14	x	x	x	x		100%	
Use LEM to evaluate effectiveness of principal induction programs and to determine which to scale.	9/13	9/14			x	x		NA	
Expand Summer Leadership Academies to provide support for principals in lowest achieving schools.	6/11	9/14	x	x	x	x		100%	✓
Provide ongoing support to principals in Needs Improvement / lowest achieving schools. Principals can benefit from the State’s central capacity of qualified educators (GAPSS analysts and State Directors) with relevant expertise in school improvement.	9/10	9/14	x	x	x	x		100%	✓

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Utilize the LEM to track principal support programs and redeploy resources to the most effective programs.	9/13	9/14			x	x	NA	
<b>GOAL 4: Build relationships, maintain effective communications, and provide forums for educators to ensure active support for reforms and opportunities to share and build upon lessons learned.</b>								
Develop a comprehensive communication plan to ensure that teachers, principals, superintendents, school boards, and educator preparation programs are informed on a regular basis of RT3 reforms and initiatives.	7/10	9/14	x	x	x	x		
Hold annual RT3 Summits to highlight lessons learned and engage public and educator support.	6/11	9/14	x	x	x	x		
Share school improvement best practices at Summer Leadership Academies.	6/11	9/14	x	x	x	x	100%	✓
Publish quarterly e-reports and distribute to LEAs, professional organizations, higher education, business, community, philanthropic partners.	9/12	9/14		x	x	x	NA	
Scale up Math + Science = Success public awareness campaign to build support for STEM teaching and learning.	9/11	9/14	x	x	x	x		
<b>Competitive Preference Priority (CPP)- GOAL 1: Offer a rigorous course of study in mathematics, the sciences, technology, and engineering</b>								
Developed new courses for mathematics and science endorsements for early childhood education (elementary school) providing teachers a\$1,000 stipend per endorsement.	9/10	3/11	x				100%	✓
Provide math coaches at participating LEAs for each school designated as lowest achieving.	9/10	9/14	x	x	x	x	100%	✓
State partners with UTeach Institute to provide technical expertise in setting up UTeach program in IHEs in three geographic regions of the state to recruit and train undergraduate math/science majors as teachers.	3/11	9/14	x	x	x	x	100%	✓
Use information from TPPEM for teachers in STEM content areas to determine which prep programs are producing effective science and math teachers, and a) focus on expanding those programs; and b) recruit more heavily from those programs.	9/13	9/14			x	x	NA	
<b>Competitive Preference Priority GOAL 2: Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students.</b>								
Publicize and promote Adjunct Teacher Alternative Route to Certification which allows highly trained subject matter experts (e.g. university professors, engineers, chemists, etc.) in the community to teach science and/or math courses part-time.	9/10	9/14	x	x	x	x		
Use Georgia Public Broadcasting (GPB) to promote STEM fields to change the culture around STEM learning.	9/11	9/14	x	x	x	x		
<b>Competitive Preference Priority - GOAL 3: Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including addressing the needs of underrepresented groups in STEM areas.</b>								
Bring more science/math teachers representing diverse groups into Georgia classrooms through UTeach and routes to certification for career-changers.	9/11	9/14	x	x	x	x		
Bring more science/math teachers representing diverse groups into Georgia classrooms through implementing Math + Science = Success campaign	9/12	9/14		x	x	x	NA	

## E. TURNING AROUND THE LOWEST ACHIEVING SCHOOLS: Activities and milestones

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
<b>E. TURNING AROUND THE LOWEST ACHIEVING SCHOOLS</b>								
<b>(E)(2) Turning around the lowest-achieving schools</b>								
<b>GOAL 1: Support participating LEAs through structural initiatives</b>								
Established a State Office of School Turnaround at the GaDOE. The Deputy Superintendent for School Turnaround was hire in January 2011 and approximately 45 GaDOE positions were moved to the new office.	1/11	1/11	x				100%	✓
Signed MOU commitment from participating LEAs to turn around the LAS in their systems through one of the four models.	8/10	10/10	x				100%	✓
Require LEAs based on signed MOU to include the following programmatic initiatives in the LAS model: <ul style="list-style-type: none"> <li>Pursue meaningful partnerships to advance applied learning</li> <li>Establish a minimum of 60 minutes per week of common planning time for teachers</li> <li>Optimize use of existing time for all students</li> <li>Increase learning time for those students or student subgroups that need additional time</li> <li>Commit to at least one full-time math coach per each LAS</li> <li>Replace school secretaries with more financially qualified “business managers” known as School Administration Managers (SAM)</li> </ul>	8/11	5/14	x	x	x	x		
In collaboration with participating LEAs, conduct an intensive diagnostic of each LAS. State-level experts perform the GAPSS analyses and recommend to the LEA one of the four turnaround models.	1/10	3/11	x				100%	✓
Identify at least one feeder schools for each of the 40 lowest achieving schools in the task of turning around lowest-achieving schools at the district. Each system will develop a specific plan to work with each feeder school indentified in the scope of work.	3/11	5/11	x				100%	✓
Coordinate timing of diagnostics with LEA application timeline for School Improvement 1003(g) funds.	2/10	5/11	x				100%	✓
Provides appropriate support to participating LEAs in developing specific action plans. Supports will include action plan templates and technical assistance workshops.	3/11	7/11	x					
LEAs develop detailed action plans.	3/11	7/11	x					
Assist participating LEAs in conducting a rigorous review of existing resource allocations in participating LEAs. GaDOE will select an appropriate technical assistance firm to conduct this analysis in second year of the RT3 grant (2011-12). Three districts: 9/11 – 5/12. Two additional districts: 9/12 – 5/13	3/11	5/13	x	x	x		100%	✓
LEAs will utilize review results to inform decision about what funds may be reallocated over remaining two years of grant to ensure sustainability of school turnaround reforms	9/12	6/14		x	x	x	NA	
LEAs with LAS will use RT3 funds to cover costs associated with implementing the commitments outlined in the MOU	8/10	9/14	x	x	x	x	100%	✓

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Assist participating LEAs in implementing the teacher and principal effectiveness reforms.	9/11	9/14	x	x	x	x	100%	✓
<b>GOAL 2: Support LEAs through targeted programmatic initiatives.</b>								
Build upon the existing Summer Leadership Academy (SLA) program to support principals in lowest achieving schools.	9/10	9/14	x	x	x	x	100%	✓
Provide support for teachers in lowest-achieving schools including professional development related to use of formative and benchmark assessments.	9/12	9/14		x	x	x	NA	
Provide support for teachers in lowest-achieving schools including professional development related to use of data to modify instruction to boost student learning. Support is being provided by: Summer Leadership Academy and GaDOE school improvement specialists	6/11	9/14	x	x	x	x		
Provide support for teachers in lowest-achieving schools including professional development related to use of new web reporting tools based on the State’s SLDS (once these tools become available)	9/11	9/14	x	x	x	x		
Provide targeted support to participating LEAs for IIS.	3/11	9/14	x	x	x	x		
Fund three new PLCs for dropout prevention through CISGA in Carrollton City, Floyd County and Richmond County. CISGA will provide training, technical assistance and compliance monitoring to each of the three LEAs.	10/10	9/14	x	x	x	x		
GaDOE will provide technical expertise for the LAS in the area of teacher and leader effectiveness reforms.	9/11	9/14	x	x	x	x		
Partner with Atlanta Public Schools, Chatham County, Dublin City, Laurens County and Polk County to implement the Annie Casey Foundation Grade Level Reading Initiative for ages 0-8.	9/10	9/14	x	x	x	x		
Continue to support all schools with GAPSS analysis and schools in NI 5+ status with State Directors.	9/10	9/14	x	x	x	x		
<b>GOAL 3: Enter into State-level partnerships to significantly bolster all turnaround efforts.</b>								
Formalize partnership with LEAs for TFA and TNTP. TFA: Atlanta Public Schools, Clayton County, DeKalb County, and Gwinnett County. TNTP: Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County and Richmond County	9/10	2/11	x				100%	✓
Formalize partnership and contract with TFA as a provider of alternative certification and recruiting services for Metro Atlanta. TFA will provide between 950 to 1,100 candidates through the entire four year contract. TFA is focusing on four LEAs and may provide candidates to additional LEAs.	9/10	9/14	x	x	x	x	100%	✓
Formalize partnership and contract with TNTP as a provider of alternative certification and recruiting services to three primary geographic clusters in GA.	9/10	9/14	x	x	x	x	100%	✓
Formalize partnership and contract with CEISMC to contribute to STEM reform statewide. Support from provider in the form of: (a) innovative applied STEM modules, aligned to standards, that can be disseminated broadly throughout K-12 classrooms; (b) innovative professional development programs targeted at increasing STEM content and content delivery skills of teachers in grades 3-12.	9/10	9/14	x	x	x	x	100%	✓

Project –Milestones	Start	End	Grant Year				Report Year	
			2010-2011	2011-2012	2012-2013	2013-2014	Year 1 % Complete YTD	Year 1 Status
Formalized partnership with the business and philanthropic communities in Georgia by establishing a Innovation Fund to provide competitive awards to low performing districts that have innovative ideas about partnering with businesses or IHEs to encourage applied learning, especially in STEM.	10/11	9/14		x	x	x	NA	

**Project Management:**

**Report Date: September 30, 2011**

**Activities and milestones:**

Project	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Project management and evaluation – Project 29</b>										
1	Hire 21 program staff for varies offices including the Implementation Office, School Turnaround office, Budget Office, Communications Office, GOSA, PSC and OPB.	9/10	9/14	x	x	x	x	All Year 1 positions have been filled (final project management position start date was Sept. 16, 2011).	100%	✓
2	Provide funding for travel for the program staff.	9/10	9/14	x	x	x	x		100%	✓
3	Provide funding for equipment for the program staff.	9/10	7/11	x					100%	✓
4	Provide funding for supplies for the program staff.	9/10	9/14	x	x	x	x		100%	✓
5	Provide funding for furniture and rent for the program staff.	9/10	9/14	x	x	x	x		100%	✓
6	Create and manage detailed project plans	9/10	9/14	x	x	x	x	This is an ongoing task. Project plans are monitored and updated via regular meetings with relevant program staff, sub-recipients, and vendors. Project plans are revised as needed – e.g., as new tasks are developed and new work begins.	100%	✓



Project	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Project management and evaluation – Project 29</b>										
7	Design and implement evaluations of programs to include (1) validate any proposed effectiveness measures; (2) monitor/audit any proposed performance measures; (3) determine impact of initiatives on the four RT3 goals; and (4) determine which initiatives merit continue investment after RT3 funding ends.	5/11	9/14	x	x	x	x	(1) Effectiveness measure validations. This work is well underway. The effectiveness measure validations are being conducted as part of the contract with Dr. James Stronge. He has designed the validation studies and will conduct them over the summer. He has already put the necessary plans, preparations, and data collections pieces into place to carry out the validation studies. (2)-(4) Items 2-4 are long-range studies. GOSA is in the very early stages of determining data collections, methodologies, and research questions. These will be refined as the initiatives become further developed. In addition to these items, GOSA has also designing a series of smaller-scale short-term research and survey work to better inform and shape elements in the scope of work (e.g., best practices in developing and administering / delivering professional learning courses / assessments). GOSA is also planning evaluations of the Innovation Fund process. Other evaluations are being conducted by external groups via contracts with recipients (e.g., DECAL contract with UNC).	30?	
8	Develop and utilize monitoring/reporting plans for activities within RT3.	9/10	8/14	x	x	x	x	The Georgia Monitoring Plan has been finalized. The policies, procedures, and monitoring laid out in the plan are being implemented on the timetable laid out in the plan. All elements within the scope of work are currently being carefully reviewed to determine whether there are any areas that require additional monitoring due to potential risk indicators.	100%	✓
9	Establish a communications team comprised of all education related agency communications directors to develop and implement internal communications and provide communications to K-12 educators, IHEs and other partners.	4/11	5/11	x				The cross-agency communications team has been formed. Plans are underway to make extensive use of this team in Year 2, especially as relates to Great Teachers and Leaders. The work in this assurance area is sufficiently developed to allow a development consolidated communications plan. Up to this point, there has been continual refinement and development of the Teachers and Leaders work (e.g., evaluation systems, induction, etc.). This has stabilized and the communications team will start to work in earnest.	100%	✓



Project	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Project management and evaluation – Project 29</b>										
10	Develop a comprehensive communication strategy/campaign to (1) enlist public support for RT3 reform efforts; (2) disseminate learning and results of RT3 reforms and (3) disseminate information on the importance of STEM. (Note: the communication strategy will evolve over the course of the grant)	9/10	9/14	x	x	x	x	<ul style="list-style-type: none"> <li>• Communication plan involves leveraging relationships with Georgia legislators, business leaders, state education partners, district LEAs, teachers and teachers’ associations, superintendents, school leaders, PTA groups, and many more to disseminate information and updates.</li> <li>• Monthly E Newsletter shares the latest updates and developments regarding RT3 Georgia, as well as, future activities, news stories, and project spotlights. Almost 1,000 subscribers, with members from a number of the previously mentioned groups, as well as, anybody who subscribes to the newsletter via the Georgia DOE website.</li> <li>• Monthly conference calls and webinars that highlight the work from the three steering committees. Also, there are brief RT3 updates provided on the State School Superintendent’s monthly conference calls with all Georgia School District superintendents, as well as, updates for the State Board of Education.</li> <li>• Presentations given to groups, at events, legislative committee meetings, and conferences. Various leaders within Race to the Top Georgia have been invited to speak at conferences and to various groups (in person and via conference calls/webinars).</li> <li>• Websites. The Georgia Department of Education and other education partners (state agencies and partner LEAs) provide information about Race to the Top via their website.</li> <li>• New public Race to the Top website to go live in October.</li> <li>• New SharePoint site to go live in September.</li> <li>• On August 29, 2011, RT3 Georgia hosted a webinar to update its education partners and partner LEAs about the latest developments related to teacher/leader effectiveness measures, upcoming events, plans for pilot process.</li> <li>• Wednesday, Sept. 14<sup>th</sup>, Race to the Top Georgia will host a “District Meeting” that will address the implementation process for the pilot.</li> <li>• On Wednesday, Sept. 21<sup>st</sup>, the State School Superintendent (Dr. John Barge) and Georgia Department of Education staff will host a state-wide simulcast (on Georgia Public Broadcasting) highlighting the new Common Core Georgia Performance Standards.</li> <li>• On Friday, Sept. 30<sup>th</sup>, RT3 will give an update at the Georgia Association of Curriculum and Instructional Supervisors (GACIS) annual conference in Athens, GA.</li> </ul>	50?	

Project	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Project management and evaluation – Project 29</b>										
11	Provide contract funding in the amount of \$250,000 per year for the erasure and response similarity analyses.	5/11	9/14	x	x	x	x	KM:	75?	
12	Provide contract funding for the validation of a value added/growth model.	6/12	8/12		x				NA	
13	Provide contract funding for a state level resource reallocation analyses. The strategic review of resource allocations across state education agencies will be lead by OPB with support from GaDOE FBO.	12/12	6/13			x			NA	

**Innovation Fund:**

**Activities and milestones:**

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
<b>Innovation Fund – Project 28</b>									
1	Develop an Innovation Fund RFP and application instructions.	2/11	3/11	x				100%	✓
2	Release an Innovation Fund RFP annually.	4/11	9/13	x	x	x	Year 1 complete. Preparations for Year 2 cycle currently underway.	100%	✓
3	Establish three review teams (five people per team) to score proposals to submit the top 20 to 30 proposals to a final review team to determine Round 1 winners.	6/11	7/11	x				100%	✓
4	Final review team to score the top 20 to 30 proposals to determine winners.	7/11	7/11	x				100%	✓
5	Award competitive grants based on criteria outlined in RFP by August 2011 and award a second round by December 2011.	8/11	12/11	x	x		<p>August awards have been made.</p> <ul style="list-style-type: none"> <li>Regional Charter STEM Academy (Hall, White, and Lumpkin County School Systems and North Ga College &amp; State University) – Priority 4, Venture Grant</li> <li>21st Century STEM Collaborations: Applications of the Direct to Discovery Model (Barrow County Schools, Ga Tech, Apple computer, Inc., ArtsNow!, The Findings Group) – Priority 1, Enterprise Grant</li> <li>Drew Charter School Partners of Innovation (Drew Charter School, Ga Tech, Ga State, Westminster Schools Center for Teaching) – Priorities 1 and 4, Enterprise Grant</li> <li>KIPP Teacher Fellows Program (KIPP Metro Atlanta, Georgia State, Mercer University) – Priorities 1 and 3, Enterprise Grant</li> <li>Teach for Georgia (Ga Tech, Okefenokee RESA, Ware and Dougherty County Schools) – Priority 3, Enterprise Grant</li> </ul> <p>Follow-up meetings have been scheduled with groups which did not receive awards. Purpose of these meetings is to provide feedback to improve proposals for the next RFP cycle.</p>	100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
6	The State of Georgia/OPB will establish a separate 501 c(3) to manage the mix of private and public funds. (Note: The 501 c (3) will be setup once private funds flow in the Innovation Fund.	1/12	6/12		x				NA	
7	Establish three review teams (five people per team) to score proposals to submit the top 20 to 30 proposals to a final review team to determine Round 2 winners.	3/12	4/12		x				NA	
8	Final review team to score the top 20 to 30 proposals to determine winners.	4/12	4/12		x				NA	
9	Award competitive grants based on criteria outlined in RFP.	5/12	6/12		x				NA	
10	Establish three review teams (five people per team) to score proposals to submit the top 20 to 30 proposals to a final review team to determine Round 3 winners.	3/13	4/13			x			NA	
11	Final review team to score the top 20 to 30 proposals to determine winners.	4/13	4/13			x			NA	
12	Award competitive grants based on criteria outlined in RFP.	5/13	6/13			x			NA	

## Improving Early Learning Outcomes:

### Activities and milestones:

Project –Tasks/Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Improving Early Learning Outcomes - Project 30</b>										
1	Cover partial salaries and fringes for the Pre-K director (10%), Research Director (10%) and the project coordinator (92%).	9/11	9/14	x	x	x	x	Monica Warren, Pre-K director, and Bentley Ponder, Research Director, - pay is being supplemented with these funds. Pam Bojo, former field consultant, will assume position of project co-ordinator. She will begin work in this capacity next week.	100%	✓
2	Provide funding for travel for staff to monitor the Pre-K professional development and classrooms.	9/11	9/14	x	x	x	x	Field staff will begin working in schools in October. These 10 consultants are currently being trained on site at DECAL.	100%	✓
3	Provide funding for a support administrator.	9/11	9/14	x	x	x	x	In progress. Determining specific area of needs. Will then determine who will best fit this job description.	100%	✓
4	Provide My Teaching Partner professional development training for 50 teachers annually.	9/11	9/14	x	x	x	x	10 consultants are currently involved in three day training and will begin working with 50 teachers in October. 50 teachers will come from the following districts: Richmond/Burke, Hall/ Gainesville, Peach/Bibb, Cherokee, and Rockdale/Henry. DECAL has a signed contract with Teachstone who is providing this training. Monica Warren, Pre-K Director, is lead for this activity. Consultants will serve as coaches for this activity.	100%	✓
5	Provide a Pre-K course for 50 teachers annually through Teachstone.	9/11	9/14	x	x	x	x	This is the most challenging project for DECAL because this course work is presented in a typical “college course” atmosphere. Monica Warren is working with Teachstone on the training dates for this activity. Contract has been signed.	100%	✓
6	Conduct professional development thorough a two day Pre-K workshop and an on-line module for 700 teachers annually.	9/11	9/14	x	x	x	x	Two day Pre-K workshop and on-line module will be held in October.	100%	✓
7	Utilize the Classroom Assessment Scoring System (CLASS) which includes “Pre and Post” observations annually.	9/11	9/14	x	x	x	x	10 consultants are currently receiving training on the CLASS tool for classroom observations. Consultants will be in the field beginning in October.	100%	✓
8	Evaluate the initiative by collecting surveys, designed by DECAL and FPG.	9/11	9/14	x	x	x	x	Signed contract with FPG.	100%	✓

Project –Tasks/Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
9	Develop a multi-year professional development strategy for all teachers in the state's Pre-K program.	9/13	9/14			x	x		NA	

**Base Funding to RT3 LEAs:**

**Activities and milestones:**

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Base Funding to RT3 LEAs – Project 31</b>										
1	Provide a base funding allocation to 9 LEAs annually.	10/10	10/13	x	x	x	x	Year 1 and Year 2 allocations have been made.	100%	✓

## A. STANDARDS AND ASSESSMENTS

### Activities and milestones:

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Goal 1: Use current assessment system to test CCGPS until aligned assessments are implemented.</b>										
1	Perform gap analysis to determine necessary adjustments to current assessments. (Structure of current assessments will not change.)	9/10	7/11	x				MF:	50?	
2	Determine measures necessary to use current assessments to test common core. (i.e. test only areas of overlap, develop select new items under current vendor contract)	7/11	12/11	x	x			MF:		
3	Test CCGPS.	4/12	9/14		x	x	x		NA	
<b>Goal 2: Organize, evaluate, and improve existing resources in preparation for CCGPS Implementation.</b>										
4	Engage the existing Academic Advisory Committee (AAC) curriculum and content-related decisions.	5/11	6/14	x	x	x	x	PS (KW):	100%	✓
5	Hire six program specialists (three ELA and three mathematics) to develop new frameworks and core units and a project manager to coordinate the CCGPS rollout.	2/11	9/14	x	x	x	x	PS (KW):	100%	✓
6	Hire two online development specialists to develop new frameworks and core units.	4/11	9/14	x	x	x	x	PS (KW):	100%	✓



Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
7 Hire 16 half-time ELA Professional Learning Specialists to provide face-to-face professional learning to ELA teachers throughout the state. State-funded full-time mathematics mentors are currently working at the 16 Regional Educational Service Agencies (RESAs). These state-funded mathematics mentors will provide face-to-face CCGPS training to mathematics teachers throughout the state.	7/11	6/13	x	x	x		PS (KW):	100%	✓
8 Provide travel funding to cover the cost for the 16 ELA Professional Learning Specialists to provide support on-site to English Language Arts teachers.	7/11	6/13	x	x	x		PS (KW):	100%	✓
9 Provide funding for supplies to cover basic office supplies for training on new standards.	7/11	6/13	x	x	x		PS (KW):	100%	✓
10 Provide travel funding for GaDOE staff and AAC members to support CCGPS implementation.	1/11	9/14	x	x	x	x	PS (KW):	100%	✓
11 Design new CCGPS resources for existing sites. ( <a href="http://www.georgiastandards.org">www.georgiastandards.org</a> and Learning Village)	5/11	6/14	x	x	x	x	PS (KW):	100%	✓
12 Update existing framework units and add new content for alignment with CCGPS.	5/11	6/14	x	x	x	x	PS (KW):	20?	
13 Use Instructional Technology resources at GaDOE to create an advanced search engine. (see RT3 Project #9)	9/11	6/12	x	x			BS (MEP):		
14 Utilize feedback from evaluation of content through surveys to teachers to improve resources.	5/12	9/14		x	x	x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
15 Maintain and update website to ensure the most up-to-date information is available to all stakeholders.	9/10	9/14	x	x	x	x	PS (KW):	75?	
<b>Goal 3: Raise awareness of existing resources and CCGPS.</b>									

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
16	Update district superintendents about CCGPS and training opportunities.	4/11	6/14	x	x	x	x	PS (KW): CCGPS ELA and Math Face-to-Face and Webinar Overviews have been conducted to ensure that Georgia stakeholders are aware of the history, rationale, and process of the CCGPS ELA and Math adoption. The method of standards categorization was explained along with where CCGPS and instructional resources could be found. From October, 2010 to the present, there have been 116 face-to-face and webinar CCGPS Overviews with 11,639 participants from the following organizations: Georgia Coalition for Science, Technology, and Mathematics Education, Math Review Teams, Georgia Department of Education School Improvement Specialists, Georgia Council of supervisors for Mathematics, Georgia Association of Educational Leaders, Math Advisory Council, Dunwoody-Chamblee Parent Council for Math, RESA Staff, RESA Math Mentors, Griffin RESA Administration, Regional Counselor Workshops, Pioneer RESA Administration, Title I Directors, CRCT Review Team, ELA Advisory Council, Georgia Reading Association, ELA Precision Review group, RESA content specialists, Forsyth County LBD Team, Leadership academy Round table, Metro RESA ELA Curriculum Directors, CRCT Item review and data analysis teacher teams, Monroe County Schools, Georgia Association for Curriculum & Instruction Supervisors, Georgia Middle School Association members 21st Century Community Learning Center Program Administrators, Georgia Council of Administrators of Special Education Board members, Georgia Association of Curriculum and Instructional Supervisors, Georgia Association of Elementary Principals, Regional Education service Agencies, and Georgia Elementary, Middle and High School Principals. Additionally, Georgia stakeholders have been informed of CCGPS current resources and future resources through Superintendent letters, CIA Webinars and Newsletters, Math and ELA Newsletters and Webinars, and on the GaDOE website under CCGPS. CTAE Literacy Integration Professional Learning PowerPoint workshop was developed and presented at north, south, and central Georgia sites. 137 teachers participated in the workshop and received literacy integration resources. The teachers developed integrated materials and units that they then presented via a recorded and archived webinar.	100%	✓
17	Update principals about CCGPS and training opportunities.	5/11	6/14	x	x	x	x	PS (KW): See above.	100%	✓
18	Conduct webinars for curriculum and instructional staff.	5/11	6/14	x	x	x	x	PS (KW): See above.	100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
19	Utilize existing monthly newsletters distributed to schools to promote revamped website and resources.	9/11	6/14	x	x	x	x	JR:	100%	✓
20	Promote resources to teachers in training sessions.	9/11	6/14	x	x	x	x	PS (KW):		
21	Utilize reach of Georgia Public Broadcasting (GPB) to promote <a href="http://www.georgiastandards.org">www.georgiastandards.org</a> and support CCGPS communication, professional learning and implementation.	9/10	6/14	x	x	x	x	PS (KW):	100%	✓
<b>Goal 4: Ensure that all Georgia students have equal opportunity, through classroom instruction, to achieve mastery of standards by equipping Georgia teachers with the knowledge and skills to teach to the CCGPS and use data (through assessments aligned to standards) to modify instruction and enhance student learning.</b>										
<b>Goal 4a: Develop Professional Learning Units (PLU) courses targeted at CCGPS and meaningful use of assessment data.</b>										
22	Develop content and format of online PLU courses in CCGPS.	9/11	4/12	x	x			PS (KW):		
23	Enlist assistance of Academic Standards Advisory Committee throughout PLU development phase.	5/11	4/12	x	x			PS (KW):		
24	Notify educators of new professional learning opportunities via a variety of formats.	9/11	9/14	x	x	x	x	PS (KW):		
25	Offer online PLUs via Georgia Virtual School (GAVS). GaDOE and GAVS will disseminate and track professional learning via a Learning Management System. Funding for implementation and ongoing licensing fees for an LMS to deliver online professional learning to teachers statewide is needed.	6/12	9/14		x	x	x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
26	Provide funding to train and train all 40,000 elementary school teachers (includes only those teaching core subjects) by providing two trainings: one for mathematics and one for ELA. In addition, the 19,000 Georgia middle and high school ELA and mathematics teachers will take one training session for their respective subject areas. In total this represents approximately 99,000 trainings to take place online at \$8 per teacher seat.	1/12	8/12		x				NA	
27	Provide funding to develop and develop the assessment literacy PLU course, as well as videos, video podcasts, webinars, and other resources to support teachers and educational leaders in ensuring fidelity of implementation.	7/11	8/12	x	x			PS (KW):	0?	
28	Deliver face-to-face assessment training to approximately 35,766 core subject teachers.	8/12	9/14		x	x	x		NA	
29	Track participation in online PLUs by district, school and content area.	6/12	9/14		x	x	x		NA	
30	Conduct teacher surveys on usefulness of PLU. Adapt content and/or delivery methods of PLU courses based on feedback.	6/12	9/14		x	x	x		NA	
<b>Goal 4b: Ensure fidelity of standards implementation by supporting LEAs in delivering appropriate professional learning to teachers.</b>										
31	Provide CCGPS orientation for all education stakeholders.	9/11	10/11	x	x			PS (KW):	100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
32 Contract with GPB to create streamed video sessions for CCGPS orientation, along with grade-level/course information sessions. The videos will then be compressed into a series of 40 professional development videos that will support and sustain the implementation of CCGPS.	9/11	10/11	x	x			PS (KW):	100%	✓
33 Deliver blended professional learning utilizing face-to-face and web-based formats to provide ongoing professional development support to teachers in the area of new standards and use of assessment data. Hold regional training sessions for two days which will be limited to two teachers or trainees per school. This training is in addition to a blended professional learning approach.	1/12	8/12		x				NA	
34 Provide funding to cover travel cost for 8,688 teachers trained at RESAs which are geographically distributed throughout the state. These costs are expected to be \$84 over the course of two days. Since trainings will be distributed throughout the state, it is expected that overnight lodging will not be required.	1/12	8/12		x				NA	
35 Video tape training as a resource and post video-taped training on the website for use by stakeholders.	10/11	6/12		x				NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
36 Conduct CCGPS professional development workshops for two teachers per subject per Georgia school for a total of 8,688 teachers. These trainings will occur over two days at a personnel cost of \$125 per day. The cost per teacher includes substitute teacher daily pay and teacher stipends as needed for off-contract work.	1/12	8/12		x				NA	
37 Provide funding for supplies for the copy and distribution of the school DVDs containing the CCGPS orientation for LEAs and school administrators and teachers, professional development support materials, and handbooks containing the model instructional units integrating CTAE, mathematics, and science. Information will also be included on GaDOE’s website	7/11	9/13	x	x	x		PS (KW):		
38 Contract with the Charles A. Dana Center at the University of Texas at Austin for the procurement of a nonexclusive license in perpetuity to use the 2010-2011 edition of the CCGPS Advanced Mathematical Decision Making (AMDM) student and teacher materials.	5/11	6/12	x	x			PS (KW):	100%	✓
39 Contract with consultants from North Carolina State University (NCSU) to provide eight days of instruction/training in the content and pedagogy for use in the CCGPS fourth mathematics course option entitled Mathematics of Industry and Government for up to 70 teachers.	5/11	6/12	x	x			PS (KW):	100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
40	Contract with groups of teachers (mathematics, science, and CTAE) to develop integrated frameworks of instruction that will bring mathematics and science content knowledge into CTAE courses and CTAE applications into the mathematics and science instruction. The resources will be placed on Georgiastandards.org for dissemination.	9/11	5/14	x	x	x	x	PS (KW):		
<b>Goal 4c: Create formative assessment toolbox for use by educators.</b>										
41	Hire four new assessment specialists and a project manager to coordinate all assessment projects.	5/11	9/14	x	x	x	x		100%	✓
42	Provide funding for basic office supplies for the five new assessment positions.	5/11	9/14	x	x	x	x		100%	✓
43	Provide funding for computers for the five new assessment positions.	4/11	5/11	x					100%	✓
44	Provide funding for furniture for the five new assessment positions.	6/11	9/11	x					100%	✓
45	Engage existing Program Managers, Technical Advisory Committee and Academic Standards Advisory Committee to act as sounding board for formative assessment development ideas.	5/11	8/11	x					100%	✓
46	Develop RFP to select vendor to develop items for inclusion in formative assessments, and select vendor.	5/11	9/11	x				MF:		
47	Develop formative assessment toolkit items.	9/11	9/12	x	x			MF:		



Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
48	Provide stipends to 15 to 20 educators per group in content area (language arts, mathematics, and science) and in grade band (3 – 5, 6 – 8, and high school) to guide and review contractor work for the formative and benchmark assessments.	9/11	9/12	x	x			MF:		
49	Design, and offer a PLU course on assessments.	9/11	12/11	x	x			MF:		
50	Train LEA school administrators on use of formative assessments.	1/12	6/12		x				NA	
51	Train teachers on use of formative assessment.	8/12	9/14		x	x	x		NA	
52	Field-test formative assessment items with 1,000 students per item.	1/12	6/12		x				NA	
53	Make formative assessment toolkit available online.	9/12	9/14		x	x	x		NA	
54	Provide communications to educators regarding formative assessment toolkit.	8/12	9/14		x	x	x		NA	
55	Track usage of formative assessment site. (e.g., number of tests built and administered)	9/12	9/14		x	x	x		NA	
56	Conduct evaluation of formative assessment toolkit and modify as needed based on teacher feedback.	6/13	9/14			x	x		NA	
<b>Goal 4d: Create benchmark assessments where some degree of curriculum sequencing can help compensate for student mobility.</b>										
57	Form advisory group that is a cross section of Academic and Technical Advisory Groups.	4/11	8/11	x				MF:		

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
58	Determine sequencing solution: a) sequence the State curriculum to make benchmark assessment comparable across the state, or b) use un-sequenced benchmark assessments designed to mirror the end of year, summative assessments.	4/11	8/11	x				MF:		
59	Select vendor to develop new benchmark assessments to provide low stakes feedback to teachers and students.	7/11	9/11	x				MF:		
60	Develop tests in CCGPS over a two-year period of time.	9/11	6/13	x	x	x		MF:		
61	Provide communications to educators regarding use of benchmark assessments.	6/13	6/13			x			NA	
62	Provide online training to educators on benchmark assessments.	7/13	9/14			x	x		NA	
<b>Goal 5: Increase global competitiveness of Georgia’s students, especially in STEM, through internationally benchmarked assessments and innovative coursework.</b>										
64	Participate in Common Assessment consortium, and apply for Common Assessment program funds as part of a consortium. Georgia is a governing state in PARCC.	3/10	6/10	x					100%	✓
65	Work with partner states to develop common assessments.	9/10	8/12	x	x				100%	✓
<b>Competitive Preference Priority (CPP) - GOAL 1: Offer a rigorous course of study in, sciences, technology, engineering and mathematics</b>										
CPP 1	Require Science as the AYP Second Indicator for grades 3-8.	9/12	9/14		x	x	x		NA	
CPP 6	Continue GPS implementation in science and CCGPS in mathematics. See Section (B) (1)	9/10	9/14	x	x	x	x		100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
C PP 8 Utilize the Georgia Virtual School to develop and provide (1,000 slots per year starting in school year 2011-2012) rigorous STEM and other courses, including AP, to students who are unable to access such courses in their home schools. The courses to be developed include: Energy and Power Technology; Epidemiology; Food and Nutrition through the Lifespan; Geology; Plant Science and Biotechnology; AP Calculus BC; AP Physics: Mechanics; AP Physics: Electrical; Advanced Web Design and Intermediate Programming.	9/10	9/14	x	x	x	x		100%	✓
C PP 18 Reduce gaps in student achievement in science and mathematics by subgroups through AYP policy change and retention bonuses for teachers in high-need schools who demonstrate effectiveness in reducing the achievement gap.	9/12	9/14		x	x	x		NA	
<b>Goal 6 - Ensure student success, in college and beyond, by aligning high school exit criteria and college entrance requirements with the new standards and assessments.</b>									
66 Phase out GHSGTs and replace with EOCTs once EOCTs become available.	4/11	2015	x	x	x	x		100%	✓
67 Conduct ongoing review of high school exit criteria using the Statewide Longitudinal Data System.	2014	2015				x		NA	
68 Provide funding for the PSAT exams for all high school sophomores.	9/10	11/13	x	x	x	x		100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
69 Develop and research proposal for proficiency-based advancement to create a model policy for helping three critical groups of students (severely overage, credit deficient, or gifted) obtain course credit based on demonstrated proficiency rather than seat time. Momentum grant provides some funding to support this activity.	9/10	9/14	x	x	x	x		100%	✓

## B. DATA SYSTEMS TO SUPPORT INSTRUCTION

### Activities and milestones:

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
<b>(C)(2) Accessing and using State data</b>									
<b>Goal 1: Perform the initial tasks to plan out, staff, and govern the data system.</b>									
1	Identify and convene a Data Governance Committee (DGC) to oversee the policy and data implications of the SLDS.	6/11	9/14	x	x	x	x	100%	✓
2	Establish a group dedicated to the planning and operations of the SLDS within the GOSA.	5/11	8/11	x				100%	✓
3	Perform planning activities required to design, develop, test, and launch the SLDS.	5/11	9/11	x				90%	
<b>Goal 2: Develop the core functionality of the P-20 Data System to be able to track student transitions between agencies.</b>									
4	Perform a data audit of all agency systems to determine what elements are currently collected and also which elements need to be added for RT3.	11/11	4/12		x			NA	
5	Develop a data schema to normalize both old and new data elements to be fed to SLDS.	6/12	10/12		x	x		NA	
6	Develop the extract, transformation, and loading procedures required to link disparate agency systems into an Enterprise Data Hub.	7/12	5/13		x	x		NA	
7	Inform and train LEAs and schools on any changes to data collection processes.	8/12	4/13		x	x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
8	Link the Enterprise Data Hub to non-educational systems (e.g. Department of Labor) and non-state systems (e.g. National Student Clearinghouse).	5/13	7/14			x	x		NA	
8a	Provide funding for personnel to develop the enterprise data hub.	6/11	9/14	x	x	x	x		100%	✓
8b	Provide funding for travel.	6/11	8/13	x	x	x			100%	✓
8c	Provide funding for equipment to support the enterprise data hub.	6/11	9/14	x	x	x	x			
8d	Provide funding for supplies to support the enterprise data hub.	6/11	9/14	x	x	x	x		100%	✓
8e	Provide funding for contracts to support the enterprise data hub.	9/11	9/14	x	x	x	x			
8f	Provide funding for training stipends to support the enterprise data hub.	6/11	9/14	x	x	x	x			
<b>GOAL 3: Develop a data matching algorithm to properly identify students across schools, districts, and agencies.</b>										
9	Develop first-pass of data matching algorithm.	1/12	7/12		x				NA	
10	Modify existing data matching algorithm incorporating new data elements. (iterative process)	7/12	5/13		x	x			NA	
10 a	Provide funding for equipment to support the student matching system.	6/11	9/14	x	x	x	x			
10 b	Provide funding for supplies to support the student matching system.	6/11	9/14	x	x	x	x			
10 c	Provide funding for contracts to support the student matching system.	6/11	9/14	x	x	x	x			
10 d	Provide funding for training stipends to support the student matching system.	6/11	9/14	x	x	x	x			

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Goal 4: Develop a decision support system for all stakeholders.</b>										
11	Create initial dashboards and reports using data that is already captured.	11/11	6/12		x				NA	
12	Conduct user feedback sessions to determine new reporting needs.	8/12	1/13		x	x			NA	
13	Evaluate Business Intelligence (BI), dashboard, and reporting tools and web-based presentation tools. Multiple options exist for presentation-layer tools. A study should be conducted to identify the tool to be used.	9/12	1/13		x	x			NA	
14	Build reporting layer access and security.	1/13	4/13			x			NA	
14 a	Provide funding for personnel to develop the decision support system.	6/11	9/14	x	x	x	x			
14 b	Provide funding for travel.	9/11	9/14	x	x	x	x			
14 c	Provide funding for equipment to support the decision support system.	6/11	9/14	x	x	x	x			
14 d	Provide funding for supplies to support the decision support system.	6/11	9/14	x	x	x	x			
14 e	Provide funding for contracts to support decision support system.	9/11	9/14	x	x	x	x			
14 f	Provide funding for training stipends to support the decision support system.	6/11	9/14	x	x	x	x			
<b>(C)(3)(i and ii) Increase and support acquisition, adoption, and use of local instructional improvement systems.</b>										
<b>Goal 1: Set expectations and facilitate LEA use and implementation of instructional improvement systems.</b>										

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
1 State signed MOUs with participating LEAs requiring that any instructional improvement system in place is being fully utilized and supporting those participating LEAs that do not currently have instructional improvement systems (IIS).	12/09	5/10	x					100%	✓
2 State support LEAs with lowest achieving schools to invest in instructional improvement systems if they do not have a system in place.	6/11	6/12	x	x					
3 State continues discussions with vendors to determine whether it would be beneficial to enter into a contract for instructional improvement systems on behalf of the LEAs.	3/11	1/12	x	x				100%	✓
4 State enters into contract with single vendor, if appropriate, or develops list of state-approved vendors in the area of instructional improvement systems (from with LEAs can select).	6/11	8/11	x						
4a Established the RT3 Instructional Improvement System Advisory Committee (IISAC).	2/11	2/11	x					100%	✓
5 Identify the components that make up the GA IIS.	3/11	5/11	x					100%	✓
6 Schedule and conduct IIS focus group sessions for LEAs with lowest achieving schools to determine best methods for supporting LEAs with lowest achieving schools.	5/11	6/12	x	x					



Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
7 Participating LEAs report out to the State on use of their instructional improvement systems to measure degree of system adoption within each LEA and to evaluate impact of systems on classroom instruction and student achievement.	6/11	Annually Posted in Dec.	x	x	x	x		100%	✓
8 Conduct planning and approval of IIS components, processes, tools, and best practice implementation strategies.	6/11	6/12	x	x				75?	
9 Capture lessons learned / best demonstrated practices and share with other LEAs across the state.	7/12	9/14		x	x	x		NA	
<b>Goal 2: Develop Instructional Improvement Reports (IIR) for districts, schools, and teachers.</b>									
10 Determine needs of teachers, principals, and superintendents who will be using the new IIR.	9/11	9/14	x	x	x	x			
11 Revise data collection process to ensure appropriate data elements are captured and can be reported on near real-time basis.	2/12	2/13		x	x			NA	
12 <ul style="list-style-type: none"> <li>Develop first generation of IIR</li> <li>Review reports with teachers, principals, and administrators</li> <li>Develop training materials and user guides</li> <li>Issue statewide communication to teachers</li> <li>Conduct regional training sessions</li> <li>Develop virtual courses for online training</li> <li>Roll out IIR to users</li> </ul>	2/12	2/13		x	x			NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
13 Review and modification after first operational year. <ul style="list-style-type: none"> <li>Develop survey to capture user feedback</li> <li>Synthesize and communicate best practices for using IIR</li> <li>Revise reports, online training</li> <li>Communicate changes to users</li> <li>Roll out second version to users</li> </ul>	2/13	9/14			x	x		NA	
<b>Goal 3: Support participating LEAs and schools in using IIS by providing effective professional development to teachers, principals, and administrators</b>									
14 State signed MOUs with participating LEAs requiring that participating LEAs provide effective professional development to teachers and principals on: (1) the use of state- level data and local data; (2) on the use of any instructional improvement system in place in the LEA.	12/09	5/10	x					100%	✓
15 State develops detailed plans with participating LEAs on targeted professional development to be made available to teachers on the use of data.	5/11	12/13	x	x	x	x			
16 State develops a way to measure proficiency in data use before teachers enter the classroom. The State will change certification requirements of Georgia to include a Data Proficiency Assessment (analysis, interpretation, use of data analysis).	2/13	9/14			x	x		NA	
17 Develop formative assessment toolkit and make available to all teachers online.	5/11	12/13	x	x	x	x			

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
18	State develops Professional Learning Units (PLUs) focused on use of data to modify instruction.	7/11	8/12	x	x				
19	Evaluate and modify support to teachers and principals through ongoing annual surveys on PLUs and use of formative assessments.	On-going annual basis	9/14	x	x	x	x		
20	Modify recertification requirements for teachers to include required training on use of data to differentiate instruction and boost student learning. Teachers will be required to take and pass a PLU dedicated to standards and assessment data.	4/13	9/14			x	x	NA	
<b>C)(3)(iii) Make the data from IIS, together with data from the SLDS, available and accessible to researchers</b>									
<b>Goal 1: Develop the capability to track teacher and program performance and link that performance to students.</b>									
1	Develop data capabilities to capture and disseminate Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM) scores.	9/11	6/12	x	x				
2	Link teacher effectiveness to prior education/coursework.	9/11	6/12	x	x				
3	Link Teacher Effectiveness Measures and Leader Effectiveness Measures to student performance outcomes.	9/11	6/12	x	x				
4	Develop capabilities to capture Teacher Preparation Program Effectiveness Measures and Leader Preparation Program Effectiveness Measures.	12/11	12/12		x	x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
5	Begin to publish effectiveness measures. Not available until TEM and LEM available on a cohort basis. Evaluation tools will be validated in 2011-12, and data from qualitative evaluation tool will not be available till summer 2012. TPPEM and LPPEM will require two years worth of data, and will be available in fall 2013.	9/13	1/14			x	x		NA	
<b>Goal 2: Make data, at the appropriate “unit” level, available to researchers.</b>										
6	Develop data capabilities to track performance of new programs.	7/11	9/11	x						
7	Make IIR and its practices available to researchers.	1/14	6/14				x		NA	
8	Make available to researchers any data captured above in Activities 1-7 and 1-17 in C (3)(i-ii).	1/14	6/14				x		NA	
9	Make K-12 to higher education transition data available to researchers.	1/14	6/14				x		NA	
<b>Goal 3: Enhance data systems to support all reform areas within RT3.</b>										
<b>Department of Education IT Related RT3 Projects</b>										
1	Provide funding for personnel to support GaDOE IT related RT3 projects.	4/11	9/14	x	x	x	x		100%	✓
2	Provide funding for travel.	3/11	9/14	x	x	x	x		100%	✓
3	Provide funding for equipment to support GaDOE IT related RT3 projects.	3/11	9/14	x	x	x	x		100%	✓
4	Provide funding for supplies to support GaDOE IT related RT3 projects.	4/11	9/13	x	x	x			100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
5	Provide funding for contracts to GaDOE IT related RT3 projects.	4/11	9/14	x	x	x	x	100%	✓
6	Provide funding for training stipends to support GaDOE IT related RT3 projects.	9/11	9/13	x	x	x			
<b>Professional Standards Commission IT Related RT3 Projects</b>									
7	Provide funding for personnel to support PSC IT related RT3 projects.	5/11	9/14	x	x	x	x	100%	✓
8	Provide funding for travel.	5/11	9/14	x	x	x	x	100%	✓
9	Provide funding for equipment to support PSC IT related RT3 projects.	5/11	9/14	x	x	x	x	100%	✓
10	Provide funding for supplies to support PSC IT related RT3 projects.	5/11	9/14	x	x	x	x	100%	✓
11	Provide funding for contracts to PSC IT related RT3 projects.	5/11	9/14	x	x	x	x	100%	✓
12	Provide funding for other to support PSC IT related RT3 projects.	9/11	9/14	x	x	x	x		
<b>University System of Georgia IT Related RT3 Projects</b>									
13	Provide funding for personnel to support USG IT related RT3 projects.	5/11	9/14	x	x	x	x		
14	Provide funding for equipment to support USG IT related RT3 projects.	5/11	9/11	x					
15	Provide funding for supplies to support USG IT related RT3 projects.	5/11	9/11	x					
<b>Technical College System of Georgia IT Related RT3 Projects</b>									
16	Provide funding for personnel to support TCSG IT related RT3 projects.	5/11	9/13	x	x	x			✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
17	Provide funding for travel.	5/11	9/13	x	x	x			✓
18	Provide funding for equipment to support TCSG IT related RT3 projects.	5/11	9/13	x	x	x			✓

## D. GREAT TEACHERS AND LEADERS

### Activities and milestones:

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Great Teachers and Leaders</b>										
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>										
<b>GOAL 1A: Establish a clear approach for measuring student growth by developing a value-added/growth model</b>										
1	Established a Growth/Value add model (VAM) Steering Committees to investigate different models and approaches, prioritize Georgia's needs and goals, narrow models of interest, and run impact data on the primary model of interest using assessment data. (Note: Working with technical experts Battelle for Kids and Center for Assessments)	1/11	6/11	x					100%	✓
2	Establish vendor selection committee to include Executive Director of GOSA, Chief of Staff to the State Superintendent, Executive Secretary of the PSC and other representatives, as appropriate.	6/11	6/11	x				Pending. May not have to issue RFP depending on the model selected.		
3	Agree on selection criteria.	6/11	7/11	x				Non-negotiables have been determined. Send over to TAC.	100%	✓
4	Develop and issue a RFP to select a vendor if necessary. (note: may not require a formal RFP process)	7/11	9/11	x				Pending. May not have to issue RFP depending on the model selected.		
5	Build model with vendor and participating LEAs.	9/11	10/11	x	x					
5a	Finalize the teacher of record to be used in the model. (Teacher-Student Data Link).	9/10	12/11	x	x			TSDL project will be completed in December 2011. Definitions have been developed through that project. These definitions have to be vetted and worked into the business rules for TEM components.	85%	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
6	Develop communications materials and brochures in preparation for model rollout (key messages, rationale, and methodology).	10/11	9/12		x			NA	
7	Hold a workshop/summit to provide feedback to the 26 partnering LEAs.	8/11	8/11	x			Will be held Oct. 24-25, 2011.	50%	
8	Develop and provide training on interpreting the model and reports.	10/11	8/12		x			NA	
9	Vendor to train GaDOE/OSA staff on model and on how to train districts.	10/11	11/11		x			NA	
10	Roll out model in participating LEAs as part of overall new evaluation system.	2/12	3/12		x			NA	
11	Offer workshops for teachers through districts' central office staff who have attended training.	2/12	4/12		x			NA	
12	Revise model as needed, based on results of phase 1 pilot. (Note: will not receive initial data until 6/12)	6/12	7/12		x			NA	
13	Roll out model in additional LEAs (up to 60 per year) starting with the training of district office staff and principals. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	7/12	9/14		x	x	x	NA	
<b>GOAL 1B: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.</b>									



Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
14 Established a “quantitative measures” steering committee comprised of participating LEA’s, state agency representatives, education related associations, and business leaders to develop “other quantitative measures” of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement. (Note: Working with technical experts with the National Center for Performance Incentives)	3/11	2/12	x	x				100%	✓
15 Develop “other quantitative measures” of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement.	6/11	2/12	x	x			Work is being done diligently. Like all other state, however, student achievement measures for non-tested subjects / grades is very difficult to develop. That is the only reason this is yellow.	90%	
16 Field test new measures to determine degree of correlation between surveys and growth in student learning.	2/12	5/12		x				NA	
17 Validate survey tools before use in high stakes evaluation.	5/12	7/12		x				NA	
18 Revise measures as needed, based on field test results and feedback from key stakeholders.	7/12	8/12		x				NA	
19 Once measures have been validated, communicate measures (rationale, value) broadly to school leaders and to teachers in participating LEAs.	9/12	9/14		x	x	x		NA	
20 Roll out “other quantitative measures” to other districts as they come board (up to 60 per year) The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	8/12	9/14		x	x	x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
21 Hire a certification and education prep positions at the PSC to assist with implementation of new measures within their internal systems.	4/11	9/14	x	x	x	x		100%	✓
22 Provide funding for equipment for the two positions at PSC.	4/11	5/11	x					100%	✓
<b>GOAL 1C: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.</b>									
1 Establish a Technical Advisory Committee (TAC) to identify the specific method for calculating the reduction and the level of gap reduction needed to be deemed significant.	7/11	7/11	x				Board approved contract with NCIEA to form and facilitate the TAC. TAC first meeting in September 2011.	100%	✓
2 Determine the specific method for calculating the reduction and the level of gap reduction needed to be deemed significant.	7/11	2/12	x	x			Dependent on TAC		
3 Develop communication materials around the methodology used to determine gap reduction.	10/11	2/12		x				NA	
4 Roll out achievement gap measure to the 26 partnering LEAs.	2/12	8/12		x				NA	
5 Roll out achievement gap measure to other districts as they come on board (up to 60 per year). The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	9/12	9/14		x	x	x		NA	
<b>GOAL 2: Develop Rigorous, Transparent, and Fair Evaluation Systems for Districts, Principals and Teachers in collaboration with LEAs, principals and teachers.</b>									

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
23 Established an evaluation steering committee comprised of participating LEAs, state agency representatives, education related associations, and business leaders to refine the qualitative evaluation system (CLASS Keys and Leader Keys).	3/11	7/12	x	x				100%	✓
24 a Develop teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand)	2/11	3/11	x					100%	✓
24 b Administer teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand)	3/11	5/11	x					100%	✓
25 Analyze survey results.	6/11	6/11	x					100%	✓
26 Modify evaluation tools as appropriate. (Note: Working with technical expert Dr. James Stronge)	7/11	10/11	x	x				100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
27	Develop training curriculum and materials for 15 trainers and for 26 partnering LEAs piloting the refined evaluation system. (Note: Working with technical expert Dr. James Strong)	7/11	10/11	x	x				100%	✓
28	Hire 15 evaluation trainers to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	5/11	9/14	x	x	x	x		75%	✓
29	Provide funding for equipment for the 15 trainers.	5/11	5/11	x					100%	✓
30	Provide travel funding for the 15 positions training the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	5/11	9/14	x	x	x	x		100%	✓
31	Provide funding for supplies to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	5/11	9/14	x	x	x	x		100%	✓
32	Provide funding for per diems and facilities to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	10/11	9/14		x	x	x		NA	
33	Provide training to LEAs on the refined evaluation system.	10/11	12/11		x				NA	
34	Provide funding for teacher training stipends to train on the revised evaluation system.	10/11	9/14		x	x	x		NA	
35	Pilot the refined evaluation system with the 26 partnering LEAs. (Note: Working with technical expert to collect data from the pilot)	1/12	6/12		x				NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
36	Select an external provider to validate the revised evaluation tools.	4/12	5/12		x			NA	
37	Conduct a validation study of the revised CLASS and Leader Keys evaluation tools in Summer 2012.	6/12	8/12		x			NA	
38	Revise training curriculum and materials and develop LEA support materials based on validity study. (Note: Working with technical expert Dr. James Stronge)	6/12	8/12		x			NA	
39	Formalize, validate, and communicate a vertically aligned evaluation system with student achievement at its center.	5/12	12/12		x	x		NA	
40	Finalize composition of the District Effectiveness Measure (DEM), Leader Effectiveness Measure (LEM) and Teacher Effectiveness Measure (TEM). The composition includes all four components of the evaluation system.	5/12	12/12		x	x		NA	
41	Conduct ongoing analysis of the evaluation tools and effectiveness measures to allow for learning as part of the process. As the State and LEAs learn more from the pilots, there will be flexibility to tweak teacher evaluation inputs and metrics.	1/13	9/14			x	x	NA	
42	Evaluate results each year to test correlation between rubric-based evaluation tool and student outcomes.	1/13	9/14			x	x	NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
43	Make any necessary adjustments to evaluation tool and measures based on findings, and roll out evaluation system and DEM, LEM and TEM to additional districts that come online (up to 60 per year).	1/13	9/14			x	x		NA	
<b>GOAL 3: Conduct annual evaluations of teachers and leaders that include timely and constructive feedback and provide data on student growth.</b>										
44	Signed MOU with participating LEAs that require the system to conduct annual evaluations of their principals and teachers and to make timely and constructive feedback a fundamental component of the evaluation system.	8/10	9/10	x					100%	✓
45	Build capacity at the district level by developing communications and training materials that describe the entire evaluation system (purpose and use).	5/11	8/13	x	x	x				
46	Design a rigorous selection process for Master Teachers/Teacher Leaders through PSC and ask participating LEAs to appoint them as peer review positions.	6/12	9/12		x				NA	
47	Provide funding for two Master Teacher positions at PSC.	1/11	9/14	x	x	x	x		100%	✓
48	Provide travel funding for the two Master Teacher positions at PSC.	1/11	9/14	x	x	x	x		100%	✓
49	Provide supply funding for the two Master Teacher positions at PSC.	1/11	9/14	x	x	x	x		100%	✓
50	Provide funding for the Master Teacher program to contract with a state review team to score Master Teacher applications.	1/11	9/14	x	x	x	x		100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
51 Train 3-5 evaluators per school in a 3 day evaluation training session and train 1-2 central office representatives to provide a “train the trainer” model for ongoing evaluation training to LEA evaluators.	7/12	9/12		x				NA	
52 Train additional LEA representatives over time (to subsequent summer sessions) as trainers, allowing them to share their experiences with evaluation system in their districts.	9/12	9/14		x	x	x		NA	
53 Train subsequent cohorts of districts (up to 60 per year) utilizing GaDOE training staff and resources.	9/12	9/14		x	x	x		NA	
54 Offer regional workshop for teachers when they return to classroom-- through districts’ central office staff who have attended summer training.	9/11	9/11	x						

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
55 Share key evaluation data with LEA leaders, school leaders and teachers to: <ul style="list-style-type: none"> <li>• Create transparency around metrics;</li> <li>• Provide guidance on how data should be used/interpreted;</li> <li>• Vendor/GOSA will calculate growth/VAM model, TEM, LEM and DEM;</li> <li>• GOSA will monitor / audit reported measures; and</li> <li>• Capture data to allow for longitudinal analysis at all levels and create reports that can be accessed by teacher and administrators.</li> </ul>	5/12	6/13		x	x			NA	
56 Share results of field tests for “other quantitative measures” with participants and key stakeholders.	5/12	6/13		x	x			NA	
56 a Ensure that specifics of data trends are discussed in evaluation conversations.	5/12	9/14		x	x	x		NA	
57 Design and administer annual surveys for teachers/leaders in participating LEAs to seek feedback on evaluation system and provide summary results to stakeholders.	8/12	8/14		x	x	x		NA	
58 Utilize feedback from surveys to adjust evaluation process as needed.	9/12	9/14		x	x	x		NA	
59 Facilitate dissemination of best practices on how to support teachers and principals to drive student achievement. Best practices may be published or participating LEAs may be asked to present at the Summer Leadership Academies.	6/12	9/14		x	x	x		NA	



Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>GOAL 4: Use annual evaluations to inform talent development and talent management decisions.</b>										
60	Signed MOU with participating LEAs on reporting requirements to be submitted to US ED and include data on how LEAs utilize teacher and principal effectiveness data throughout their systems.	8/10	10/10	x					100%	✓
61	Monitor LEA’s effectiveness in utilizing annual evaluations to inform talent decisions. (Activity is complemented by Section CPP Activity CPP4 pg 66)	6/12	9/14		x	x	x		NA	
62	Tie teacher and leader compensation in participating LEAs to TEM and LEM (assumes 2 years of data available including the pilot year). (Note: other LEAs may opt into the compensation system)	9/13	9/14			x	x		NA	
63	Develop and provide performance based career ladder guidelines through PSC to participating LEAs.	4/12	6/12		x				NA	
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>										
<b>GOAL 1: Ensure equitable access to highly effective teachers and principals</b>										
<b>GOAL 2: Increase number and percentage of effective educators teaching hard-to-staff subjects and hard-to-staff places.</b>										
<b>DEMAND SIDE –RETENTION BONUSES AND SIGNING BONUSES</b>										
1	Pay individual bonuses to teachers and principals based on performance tied to student achievement. The TEM and LEM will measure teacher and principal effectiveness on four components. Data collection begins in 2011-12 and the 26 LEAs will provide performance based pay to teachers and leaders starting in school year 2013-2014.	9/13	9/14			x	x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
2 Provide additional funding to three LEAs to help off-set the cost of the individual bonuses to teachers and principals. Three Systems: Cherokee County, Henry County, & Pulaski County	9/13	9/14			x	x		NA	
3 Pay additional bonuses to principals and teachers in high-need schools for reducing the achievement gap each year. This is a retention-type bonus targeted at high-need schools where the achievement gaps are the largest.	9/13	9/14			x	x		NA	
4 Develop guidelines and provide a two year signing bonuses for teachers that move to high -need schools (give priority to rural schools). The bonus is contingent on meeting a high threshold TEM in each of the two years	9/12	9/14		x	x	x		NA	
<b>SUPPLY SIDE – IMPROVING EXISTING CAPACITY</b>									
5 Provide targeted training to teachers through online PLUs. Focus on modules such as: standards; teaching to standards; analysis, interpretation and use of assessment data to improve instruction. See detail in Section B Goal 4a Activity 22 for dependency.	6/12	9/14		x	x	x		NA	
6 Expand the Summer Leadership Academies currently organized for lowest-achieving schools to include RT3 LAS.	7/11	9/14	x	x	x	x		100%	✓
7 Signed MOUs with participating LEAs to require participation in all teacher and leader effectiveness reforms.	8/10	10/10	x					100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
8 Establish teacher induction guidelines in partnership with GaDOE and PSC.	5/11	9/11	x					100%	✓
<b>SUPPLY SIDE – INCREASING PIPELINE OF EFFECTIVE EDUCATORS</b>									
9 Increase pipeline of effective teachers through partnership with Teach for America (TFA) in Atlanta Public Schools, Clayton County, DeKalb County and Gwinnett with the first class of new TFA recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x		100%	✓
9a Teach for America will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/12	x	x				40%	
10 Increase pipeline of effective teachers through partnership with The New Teacher Project (TNTP) in Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County and Richmond County with the first class of new TNTP recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x		100%	✓
10a The New Teacher Project will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/11	x					100%	✓
11 Provide competitive grant awards through the Innovation Fund for Grow Your Own Teacher (GYOT) programs. (Funding included in section A project 28)	9/11	9/14	x	x	x	x			
12 Create alternative certification pathway for principals.	10/11	12/12		x	x			NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
13 PSC and alternative providers, including LEAs, work together to have their principal programs approved as a certification unit.	8/10	9/14	x	x	x	x		100%	✓
<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>									
<b>GOAL 1: Link teachers' and principals' student achievement/student growth data to preparation programs</b>									
1 Develop a Teacher Preparation Program Effectiveness Measure (TPPEM) and Leader Preparation Program Effectiveness Measure (LPPEM). The TPPEM and LPPEM include multiple components, including TEM and LEM of graduates aggregated by cohort, which provides the linkage between student growth data to in-State teacher and principal preparation programs.	5/11	7/12	x	x			Internal Effectiveness Measures Committee has begun work. Have also held initial discussions with USG education deans. TPPEM / LPPEM steering committee to be formed in about a month. It will work parallel to the TEM / LEM steering committees. TPPEM and LPPEM are both dependent on developing the TEM and LEM.	50%	
2 Calculate and publish TPPEM and LPPEM in the “report cards” for both traditional and alternative routes.	9/13	9/14			x	x		NA	
<b>GOAL 2: Expand preparation programs that are successful at producing effective teachers and principals</b>									
3 Use TPPEM and LPPEM to expand preparation and credentialing programs which are most effective. The TPPEM and LPPEM will serve as proxy for program effectiveness.	9/14	On-going				x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
4 Tie State funding and approval for preparation programs to TPPEM and LPPEM to support effective programs. The GaDOE/PSC/TCSG/BOR will move in this direction only after sufficient data has been collected, analyzed and validated, to ensure that these important funding decisions are being made based on reliable and valid data. The Governor and General Assembly will work with BOR to adjust internal policies with the system to ensure compliance with this activity. Additionally, the Governor and General Assembly will adjust funding for PSC, TCSG and GaDOE (RESAs) based on TPPEM and LPPEM.	9/14	On-going				x		NA	
<b>(D)(5) Providing effective support to teachers and principals</b>									
<b>GOAL 1: Partner with Georgia Tech’s Center for Education Integrating Science, Mathematics and Computing (CEISM) to provide 21st Century teacher professional development in STEM.</b>									
1 Provide online professional development to STEM teachers in STEM best practices. (Activity also relates to Section CPP Activity 10 listed on page 200 of the Application)	3/11	9/14	x	x	x	x		50?	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
2 Develop an Instructional Technology Toolkit for administrators and teachers to support the effective use of technology in a standards-based classroom. <ul style="list-style-type: none"> <li>• First Toolkit offering SY2011-2012</li> <li>• Release first 3 “new “ best practice videos SY2012-2013</li> </ul> (Activity also relates to Section CPP Activity 11 listed on page 200 of the Application)	3/11	9/14	x	x	x	x		50?	
3 Expand the Georgia Intern-Fellowships for Teachers (GIFT) program which places STEM teachers in mentored, challenging STEM summer internships (80 to 105 teachers annually). (Activity also relates to Section CPP, Activity 13 listed on page 200 of the Application)	3/11	9/14	x	x	x	x		50?	
4 <ul style="list-style-type: none"> <li>• Provide a new Operations Research (OR)-based mathematics course as a Math 4 option and work with the Georgia Virtual School to develop an online Math 4 course. The course will reach approx. 3,000 students per year.</li> <li>• First Math 4 – OR Course Offered SY2011-2012</li> </ul> (Activity also relates to Section CPP, Activity 15 listed on page 200 of the Application)	3/11	9/14	x	x	x	x		50?	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
5 Utilize Robotics/Engineering Design to teach physical science which is based on an existing middle school Integrated STEM courses created in Cobb County and an NSF-sponsored 8th grade engineering design and robotics course being created at Georgia Tech. <ul style="list-style-type: none"> <li>• Develop Program SY2010-2011</li> <li>• Implement in 3 Schools for SY 2011-2012 &amp; 2012-2013.</li> </ul> (Activity also relates to Section CPP, Activity 19 listed on page 201 of the Application)	3/11	9/14	x	x	x	x		50?		
6 Offer advanced courses in college-level calculus II and III through the use of live video conferencing to 150 students (to 400/year) and develop other advanced online courses (see RT3 Project #21) <ul style="list-style-type: none"> <li>• College Level Calculus II &amp; III Offered to HS Students Fall 2011</li> <li>• Post AP Chemistry and Physics offered Fall 2013</li> </ul> (Activity also relates to Section CPP Activity 7 listed on page 199 of the Application)	3/11	9/14	x	x	x	x		50?		
C PP 4 Use TEM scores of STEM teachers within participating LEAs to identify teachers who need professional development and deliver tailored professional development for these teachers. See Section (D) (2).	9/12	9/14		x	x	x			NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>GOAL 2: Ensure that beginning teachers get the support they need to maximize their effectiveness.</b>										
7	Develop induction certification requirements to provide for beginning teachers to work as “Induction Teachers” during their first three years in the classroom. (Note: Beginning in SY 13-14)	9/12	4/13		x	x			NA	
7a	PSC will review and discuss additional rule changes which may include (1) change to the policy related to GACE to discontinue any exemptions to GACE and require all licensing candidates to take the GACE; and (2) change to the rules governing principal preparation programs, to allow for a new alternative certification pathway for principals.	9/12	4/13		x	x			NA	
8	Establish appropriate TEM expectations for new teachers for movement from “Induction Teacher” to “Career Teacher.”	9/12	9/13		x	x			NA	
9	Establish appropriate LEM expectations for school leaders recertification	9/12	9/13		x	x			NA	
10	Publish and disseminate new State guidelines (in partnership with GaDOE and PSC) for teacher induction programs.	9/11	9/11	x				Induction Task Force formed. Draft guidelines have been written. Guidelines will be published and disseminated by September deadline. See: Induction Project Report	100%	✓
11	Work closely with participating LEAs to ensure that induction guidelines are being met. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program	9/11	9/14	x	x	x	x	Induction Specialist will be hired to help 26 participating LEA’s modify existing induction plans or create new plans that adhere to the State Induction Guidelines. The person will begin working with LEA’s in September. (I was going to attach the job posting, but I couldn’t figure out which SIS it was.)	100%	✓



Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
12 Strengthen accountability of teacher preparation providers by including data on TEM of program completers, progress from Induction Teacher to Career Teacher, three-year retention data in TPPEM and by publishing TPPEM “report cards.” See Application Section (D) (4)	9/13	9/14			x	x		NA	
13 Through the Innovation Fund develop partnerships between IHEs and school districts to provide teacher induction support programs. The support programs will focus on: school environment; teacher effectiveness levels/teacher needs; and years of experience. See RT3 Project # 28	3/11	9/14	x	x	x	x		75?	
14 Use TEM and other measures (e.g., teacher retention) to evaluate effectiveness of teacher induction programs and determine scale-up decisions.	9/13	9/14			x	x		NA	
15 Use the statewide evaluation process for induction teachers to improve beginning teacher supports. The 26 RT3 LEAs will use the statewide evaluation system. Non-RT3 LEAs are not required to implement the statewide evaluation process. GaDOE will encourage non RT3 LEAs to use the system.	9/13	9/14			x	x		NA	
<b>GOAL 2a: Ensure that principals get the support they need to maximize their effectiveness.</b>									

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
15 a Provide funding to expand the Quality Plus Leadership Academy to four RT3 LEAs. The LEAs include Gainesville City, Hall County, Muscogee County and White County.			x	x	x				
<b>GOAL 3: Provide time, training, resources, and induction support to build capacity for school turnaround at the LEA and school levels.</b>									
16 a Publish and disseminate new State guidelines (in partnership with GaDOE and PSC) for principal induction programs. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program.	9/11	9/11	x						
16 b Work closely with participating LEAs to ensure that principal induction guidelines are being met. The non-RT3 LEAs are not required to implement the induction program. GaDOE will encourage all LEAs to use the program	9/11	9/14	x	x	x	x			
16 Provide support for principals in lowest achieving schools focused on raising student achievement and developing staff. Principals will be provided a leadership coach (school improvement specialist).	6/11	9/14	x	x	x	x	75?		
17 Use LEM to evaluate effectiveness of principal induction programs and to determine which to scale.	9/13	9/14			x	x	NA		
18 Expand Summer Leadership Academies to provide support for principals in lowest achieving schools.	6/11	9/14	x	x	x	x	100%	✓	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
19 Provide ongoing support to principals in Needs Improvement / lowest achieving schools. Principals can benefit from the State’s central capacity of qualified educators (GAPSS analysts and State Directors) with relevant expertise in school improvement. See action plan in Application Section E(2).	9/10	9/14	x	x	x	x		100%	✓
20 Utilize the LEM to track principal support programs and redeploy resources to the most effective programs.	9/13	9/14			x	x		NA	
<b>GOAL 4: Build relationships, maintain effective communications, and provide forums for educators to ensure active support for reforms and opportunities to share and build upon lessons learned.</b>									
21 Develop a comprehensive communication plan to ensure that teachers, principals, superintendents, school boards, and educator preparation programs are informed on a regular basis of RT3 reforms and initiatives.	7/10	9/14	x	x	x	x		50?	
22 Hold annual RT3 Summits to highlight lessons learned and engage public and educator support.	6/11	9/14	x	x	x	x	Initial two-day summit held in January, 2011, and focused on teacher / leader effectiveness. Next two-day summit to be held in October, 2011. Planning is currently underway.	50%	
23 Share school improvement best practices at Summer Leadership Academies.	6/11	9/14	x	x	x	x		100%	✓
24 Publish quarterly e-reports and distribute to LEAs, professional organizations, higher education, business, community, philanthropic partners.	9/12	9/14		x	x	x		NA	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
25 Scale up Math + Science = Success public awareness campaign to build support for STEM teaching and learning.	9/11	9/14	x	x	x	x	Private funding sought through GE Foundation did not materialize. Currently exploring other funding sources.	0%	
<b>Competitive Preference Priority (CPP)- GOAL 1: Offer a rigorous course of study in mathematics, the sciences, technology, and engineering</b>									
C PP 2 Developed new courses for mathematics and science endorsements for early childhood education (elementary school) providing teachers a\$1,000 stipend per endorsement.	9/10	3/11	x					100%	✓
C PP 3 Provide math coaches at participating LEAs for each school designated as lowest achieving. See model MOU, page 64 appendix A16, in the application packet.	9/10	9/14	x	x	x	x		100%	✓
C PP 5 State partners with UTeach Institute to provide technical expertise in setting up UTeach program in IHEs in three geographic regions of the state to recruit and train undergraduate math/science majors as teachers.	3/11	9/14	x	x	x	x		100%	✓
C PP 9 Use information from TPPEM for teachers in STEM content areas to determine which prep programs are producing effective science and math teachers, and a) focus on expanding those programs; and b) recruit more heavily from those programs. See Application Section (D) (4). (Activity is enabled by Section D4 Activity 3 pg 62)	9/13	9/14			x	x		NA	
<b>Competitive Preference Priority GOAL 2: Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students.</b>									

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
C PP 14 Publicize and promote Adjunct Teacher Alternative Route to Certification which allows highly trained subject matter experts (e.g. university professors, engineers, chemists, etc.) in the community to teach science and/or math courses part-time.	9/10	9/14	x	x	x	x	Included in RT3 Newsletter. PSC actively promoting. PSC also researching why adjunct licenses have not been utilized to date.	50%	
C PP 16 Use Georgia Public Broadcasting (GPB) to promote STEM fields to change the culture around STEM learning.	9/11	9/14	x	x	x	x			
<b>Competitive Preference Priority - GOAL 3: Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including addressing the needs of underrepresented groups in STEM areas.</b>									
C PP 20 Bring more science/math teachers representing diverse groups into Georgia classrooms through UTeach and routes to certification for career-changers.	9/11	9/14	x	x	x	x		80%	
C PP 21 Bring more science/math teachers representing diverse groups into Georgia classrooms through implementing Math + Science = Success campaign	9/12	9/14		x	x	x		NA	

**E. TURNING AROUND THE LOWEST ACHIEVING SCHOOLS**

**Activities and milestones:**

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
<b>E. TURNING AROUND THE LOWEST ACHIEVING SCHOOLS</b>									
<b>(E)(2) Turning around the lowest-achieving schools</b>									
<b>GOAL 1: Support participating LEAs through structural initiatives</b>									
1	Established a State Office of School Turnaround at the GaDOE. The Deputy Superintendent for School Turnaround was hire in January 2011 and approximately 45 GaDOE positions were moved to the new office.	1/11	1/11	x				100%	✓
2	Signed MOU commitment from participating LEAs to turn around the LAS in their systems through one of the four models.	8/10	10/10	x				100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
3 Require LEAs based on signed MOU to include the following programmatic initiatives in the LAS model: <ul style="list-style-type: none"> <li>• Pursue meaningful partnerships to advance applied learning</li> <li>• Establish a minimum of 60 minutes per week of common planning time for teachers</li> <li>• Optimize use of existing time for all students</li> <li>• Increase learning time for those students or student subgroups that need additional time</li> <li>• Commit to at least one full-time math coach per each LAS</li> <li>• Replace school secretaries with more financially qualified “business managers” known as School Administration Managers (SAM)</li> </ul>	8/11	5/14	x	x	x	x			
4 In collaboration with participating LEAs, conduct an intensive diagnostic of each LAS. State-level experts perform the GAPSS analyses and recommend to the LEA one of the four turnaround models.	1/10	3/11	x					100%	✓
5 Identify at least one feeder schools for each of the 40 lowest achieving schools in the task of turning around lowest-achieving schools at the district. Each system will develop a specific plan to work with each feeder school identified in the scope of work.	3/11	5/11	x					100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
6	Coordinate timing of diagnostics with LEA application timeline for School Improvement 1003(g) funds.	2/10	5/11	x				100%	✓
7	Provides appropriate support to participating LEAs in developing specific action plans. Supports will include action plan templates and technical assistance workshops.	3/11	7/11	x				75?	
8	LEAs develop detailed action plans.	3/11	7/11	x				75?	
9	Assist participating LEAs in conducting a rigorous review of existing resource allocations in participating LEAs. GaDOE will select an appropriate technical assistance firm to conduct this analysis in second year of the RT3 grant (2011-12). <ul style="list-style-type: none"> <li>Select Vendor: 7/11- 8/11</li> <li>3 Districts: 9/11 – 5/12</li> <li>2 Districts: 9/12 – 5/13</li> </ul>	3/11	5/13	x	x	x		100%	✓
10	LEAs will utilize review results to inform decision about what funds may be reallocated over remaining two years of grant to ensure sustainability of school turnaround reforms	9/12	6/14		x	x	x	NA	
11	LEAs with LAS will use RT3 funds to cover costs associated with implementing the commitments outlined in the MOU	8/10	9/14	x	x	x	x	100%	✓
12	Assist participating LEAs in implementing the teacher and principal effectiveness reforms.	9/11	9/14	x	x	x	x	100%	✓
<b>GOAL 2: Support LEAs through targeted programmatic initiatives.</b>									



Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
13 Build upon the existing Summer Leadership Academy (SLA) program to support principals in lowest achieving schools.	9/10	9/14	x	x	x	x		100%	✓
14 Provide support for teachers in lowest-achieving schools including professional development related to use of formative and benchmark assessments.	9/12	9/14		x	x	x		NA	
15 Provide support for teachers in lowest-achieving schools including professional development related to use of data to modify instruction to boost student learning. Support is being provided by: • Summer Leadership Academy • GaDOE school improvement specialist	6/11	9/14	x	x	x	x		75?	
16 Provide support for teachers in lowest-achieving schools including professional development related to use of new web reporting tools based on the State's SLDS (once these tools become available)	9/11	9/14	x	x	x	x			
17 Provide targeted support to participating LEAs for IIS. (Activity included in data systems goal 3)	3/11	9/14	x	x	x	x			
18 Fund three new PLCs for dropout prevention through CISGA in Carrollton City, Floyd County and Richmond County. CISGA will provide training, technical assistance and compliance monitoring to each of the three LEAs.	10/10	9/14	x	x	x	x		25?	

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
19 GaDOE will provide technical expertise for the LAS in the area of teacher and leader effectiveness reforms.	9/11	9/14	x	x	x	x			
20 Partner with Atlanta Public Schools, Chatham County, Dublin City, Laurens County and Polk County to implement the Annie Casey Foundation Grade Level Reading Initiative for ages 0-8.	9/10	9/14	x	x	x	x		33?	
21 Continue to support all schools with GAPSS analysis and schools in NI 5+ status with State Directors.	9/10	9/14	x	x	x	x		25?	
<b>GOAL 3: Enter into State-level partnerships to significantly bolster all turnaround efforts.</b>									
22 Formalize partnership with LEAs for TFA and TNTP. TFA: Atlanta Public Schools, Clayton County, DeKalb County, and Gwinnett County TNTP: Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County and Richmond County	9/10	2/11	x					100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
23 Formalize partnership and contract with TFA as a provider of alternative certification and recruiting services for Metro Atlanta. TFA will provide between 950 to 1,100 candidates through the entire four year contract. TFA is focusing on four LEAs and may provide candidates to additional LEAs. Partnering LEAs and number of candidates per year: <ul style="list-style-type: none"> <li>Atlanta Public Schools – a minimum of 75 candidates</li> <li>Clayton County - up to 50 candidates</li> <li>DeKalb County - up to 75 candidates</li> <li>Gwinnett County - a minimum of 75 candidates</li> </ul>	9/10	9/14	x	x	x	x		100%	✓
24 Formalize partnership and contract with TNTP as a provider of alternative certification and recruiting services to three primary geographic clusters in GA Partnering LEAs and number of candidates per year: <ul style="list-style-type: none"> <li>Savannah Chatham County – 36 to 60 candidates</li> <li>Augusta Area (Burke County and Richmond County) – 40 to 50 candidates</li> <li>Southwest Georgia (Dougherty County, Meriwether County, and Muscogee County) – 40 to 55 candidates</li> </ul>	9/10	9/14	x	x	x	x		100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
25	Provide grants to LEA to cover the stipends for Georgia Fellows in the TNTP summer program.	6/11	9/14	x	x	x	x		100%	✓
26	Formalize discussions with Education Management Organizations that will focus on managing schools identified as best matches for the restart model.	3/11	8/11	x					100%	✓
27	Formalize partnership and contract with CEISMC to contribute to STEM reform statewide. Support from provider in the form of: (a) innovative applied STEM modules, aligned to standards, that can be disseminated broadly throughout K-12 classrooms; (b) innovative professional development programs targeted at increasing STEM content and content delivery skills of teachers in grades 3-12; or (c) both. (this activity also relates to Activity 10 & 11 in Section CPP of the Application pg. 200) (Note: Funding for this activity is included in section B)	9/10	9/14	x	x	x	x		100%	✓

Project –Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status
			2010-2011	2011-2012	2012-2013	2013-2014			
28 Formalized partnership with the business and philanthropic communities in Georgia by establishing a Innovation Fund to provide competitive awards to low performing districts that have innovative ideas about partnering with businesses or IHEs to encourage applied learning, especially in STEM. (this activity also relates to Activity 12 in Section CPP of the Application pg. 200 and Activity 10 in Section (D)(3) pg 136 of the Application) (See section A Innovation Fund)	10/11	9/14		x	x	x		NA	

ProviderName \* Control \* FieldType Crosstabulation

Count

FieldType			Control			Total		
			Private	Public	Non-trad			
Leadership	ProviderName	Albany State University	0	1		1		
		Augusta State University	0	1		1		
		Berry College	1	0		1		
		Clark Atlanta University	1	1		1		
		Columbus State University	0	1		1		
		Covenant College Georgia	1	0		1		
		College and State University Georgia	0	1		1		
		Southern University Georgia State	0	1		1		
		GA Leadership Institute for Schl Imprt	0		1	1		
		Kennesaw State University	0	1		1		
		Mercer University	1	0		1		
		North Georgia College and State University	0	1		1		
		University of Georgia	0	1		1		
		University of West Georgia	0	1		1		
		Valdosta State University	0	1		1		
		Total		4	12	1	17	
		Teaching	ProviderName	Agnes Scott College	1	0	0	1
				Albany State University	0	1	0	1
				Armstrong Atlantic State University	0	1	0	1
				Atlanta Christian College	1	0	0	1
Atlanta Public Schools	0			0	1	1		
Augusta State University	0			1	0	1		
Berry College	1			0	0	1		
Brenau University	1			0	0	1		
Brewton-Parker College	1			0	0	1		

Central Savannah River Area RESA Charter	0	0	1	1
Conservatory of Liberal Arts and T Chatham County Chattahoochee-Flint RESA	0	0	1	1
Clark Atlanta University Clayton County	0	1	0	1
Clayton State University Coastal Plains RESA Coffee County	0	0	1	1
Columbus State University Covenant College Coweta County	0	1	0	1
Dalton State College Dekalb County	1	0	0	1
Emmanuel College Emory University First District RESA Fort Valley State University Gainesville State College Georgia College and State University Georgia Southern University Georgia Southwestern State University Georgia State University Gordon College Griffin RESA Gwinnett County Heart of Georgia RESA	0	0	1	1
Inner Harbour Kennesaw State University Macon State College	0	1	0	1

	Mercer University	1	0	0	1
	Metro RESA	0	0	1	1
	Middle Georgia RESA	0	0	1	1
	North Georgia College and State University	0	1	0	1
	North Georgia RESA	0	0	1	1
	Northeast Georgia RESA	0	0	1	1
	Northwest Georgia RESA	0	0	1	1
	Oconee RESA	0	0	1	1
	Oglethorpe University	1	0	0	1
	Okefenokee RESA	0	0	1	1
	Paine College	1	0	0	1
	Piedmont College	1	0	0	1
	Pioneer RESA	0	0	1	1
	Reinhardt University	1	0	0	1
	Savannah College of Art and Design	1	0	0	1
	Shorter University	1	0	0	1
	Southwest Georgia RESA	0	0	1	1
	Spelman College	1	0	0	1
	The Cottage School	0	0	1	1
	Thomas University	1	0	0	1
	Toccoa Falls College	1	0	0	1
	Truett-McConnell College	1	0	0	1
	University of Georgia	0	1	0	1
	University of West Georgia	0	1	0	1
	Valdosta State University	0	1	0	1
	Wesleyan College	1	0	0	1
	West Georgia RESA	0	0	1	1
Total		20	20	26	66



Providename \* Control \* Fldtype Crosstabulation

Count

Fldtype			Control			Total
			Private	Public	Non-traditional	
Leadership	Providename	Albany State	0	1		1
		University				
		Augusta State	0	1		1
		University				
		Berry College	1	0		1
		Clark Atlanta	1	1		1
		University				
		Columbus	0	1		1
		State				
		University				
		Covenant	1	0		1
		College				
		Georgia	0	1		1
		College and				
		State				
		University				
		Georgia	0	1		1
		Southern				
		University				
		Georgia State	0	1		1
University						
GA Leadership			1	1		
Institute for						
Schl Imprt						
Kennesaw	0	1		1		
State						
University						
Mercer	1	0		1		
University						
North Georgia	0	1		1		
College and						
State						
University						
University of	0	1		1		
Georgia						
University of	0	1		1		
West Georgia						
Valdosta State	0	1		1		
University						
Total		4	12	1	17	
Teaching	Providename	Agnes Scott	1	0	0	1
		College				
		Albany State	0	1	0	1
		University				
		Armstrong	0	1	0	1
		Atlantic State				
		University				
		Atlanta	1	0	0	1
		Christian				
		College				
		Atlanta Public	0	0	1	1
		Schools				
		Augusta State	0	1	0	1
University						
Berry College	1	0	0	1		
Brenau	1	0	0	1		
University						
Brewton-	1	0	0	1		
Parker College						



Mercer University	1	0	0	1
Metro RESA	0	0	1	1
Middle Georgia RESA	0	0	1	1
North Georgia College and State University	0	1	0	1
North Georgia RESA	0	0	1	1
Northeast Georgia RESA	0	0	1	1
Northwest Georgia RESA	0	0	1	1
Oconee RESA	0	0	1	1
Oglethorpe University	1	0	0	1
Okefenokee RESA	0	0	1	1
Paine College	1	0	0	1
Piedmont College	1	0	0	1
Pioneer RESA	0	0	1	1
Reinhardt University	1	0	0	1
Savannah College of Art and Design	1	0	0	1
Shorter University	1	0	0	1
Southwest Georgia RESA	0	0	1	1
Spelman College	1	0	0	1
The Cottage School	0	0	1	1
Thomas University	1	0	0	1
Toccoa Falls College	1	0	0	1
Truett-McConnell College	1	0	0	1
University of Georgia	0	1	0	1
University of West Georgia	0	1	0	1
Valdosta State University	0	1	0	1
West Georgia RESA	0	0	1	1
Total	21	18	26	65

Providername \* Control \* FldType Crosstabulation

Count

FldType			Control			Total		
			private	public	non-traditional			
Leadership	Providername	Albany State University	0	1	0	1		
		Augusta State University	0	1	0	1		
		Berry College	1	0	0	1		
		Clark Atlanta University	1	1	0	1		
		Columbus State University	0	1	0	1		
		Covenant College	1	0	0	1		
		Georgia College and State University	0	1	0	1		
		Georgia Southern University	0	1	0	1		
		Georgia State University	0	1	0	1		
		GA Leadership Institute for Schl Imprt			1			
		Kennesaw State University	0	1	0	1		
		Mercer University	1	0	0	1		
		North Georgia College and State University	0	1	0	1		
		University of Georgia	0	1	0	1		
		University of West Georgia	0	1	0	2		
		Valdosta State University	0	1	0	1		
		<b>Total</b>		<b>4</b>	<b>12</b>	<b>1</b>	<b>17</b>	
		Teaching	Providername	Agnes Scott College	1	0	0	1
				Albany State University	0	1	0	1
				Armstrong Atlantic State University	0	1	0	1
Atlanta Christian College	1			0	0	1		
Atlanta Public Schools	0			0	1	1		
Augusta State University	0			1	0	1		
Berry College	1			0	0	1		
Brenau University	1			0	0	1		
Brewton-Parker College	1			0	0	1		

Central Savannah River Area RESA Charter Conservatory of Liberal Arts and Tech	0	0	1	1
Chatham County Chattahoochee Flint RESA	0	0	1	1
Clark Atlanta University Clayton County	1	0	0	1
Clayton State University Coastal Plains RESA Coffee County	0	0	1	1
Columbus State University Covenant College Coweta County	0	1	0	1
Dalton State College Dekalb County	1	0	0	1
Emmanuel College Emory University First District RESA Fort Valley State University Georgia College and State University Georgia Southern University Georgia State University Griffin RESA Gwinnett County Heart of Georgia RESA	0	0	1	1
Inner Harbour Kennesaw State University Lagrange College Macon State College Mercer University Metro RESA Middle Georgia RESA	0	0	1	1

North Georgia College and State University	0	1	0	1
North Georgia RESA	0	0	1	1
Northeast Georgia RESA	0	0	1	1
Oconee RESA	0	0	1	1
Oglethorpe University	1	0	0	1
Okefenokee RESA	0	0	1	1
Paine College	1	0	0	1
Piedmont College	1	0	0	1
Pioneer RESA	0	0	1	1
Reinhardt University	1	0	0	1
Savannah College of Art and Design	1	0	0	1
Shorter University	1	0	0	1
Southwest Georgia RESA	0	0	1	1
Spelman College	1	0	0	1
The Cottage School	0	0	1	1
Thomas University	1	0	0	1
Toccoa Falls College	1	0	0	1
University of Georgia	0	1	0	1
University of West Georgia	0	1	0	1
Valdosta State University	0	1	0	1
Wesleyan College	1	0	0	1
West Georgia RESA	0	0	1	1
Total	21	16	25	62

**New teachers certified**

	<b>FY2011</b>	<b>FY2010</b>	<b>FY2009</b>
<b>In-state</b>	8230	8000	6859
<b>Out-of-state</b>	1538	1458	1575

**New leaders certified**

	<b>FY2011</b>	<b>FY2010</b>	<b>FY2009</b>
<b>In-state</b>	154	958	1245
<b>Out-of-state</b>	167	396	482



**Program completers**

	Non-traditional Program	Public IHE Teachers	Private IHE Teachers	Public IHE Leaders	Private IHE Leaders
FY2011	1,449	nd	nd	nd	nd
FY2010	1,457	6,529	2,269	846	228
FY2009	1,374	7,516	2,144	1,529	135

Program completers and Georgia certificated

Final Copy

289 Ga. 265

S10A1773. GWINNETT COUNTY SCHOOL DISTRICT et al. v. COX et al.

HUNSTEIN, Chief Justice.

This appeal involves a constitutional challenge to the 2008 Georgia Charter Schools Commission Act, OCGA § 20-2-2080 et seq. (the "Act"). Appellants/plaintiffs are local school systems<sup>1</sup> whose 2009 and 2010 complaints were consolidated by the trial court; appellees/defendants are former State School Superintendent Kathy Cox (in her official capacity), the Georgia Charter Schools Commission, its chairperson and members (in their official capacities), the Georgia Department of Education, and the first three schools chartered under the Act.<sup>2</sup> Appellants contend, inter alia, that the Act is unconstitutional because it violates the "special schools" provision in the Georgia Constitution of 1983. See Art. VIII, Sec. V, Par. VII (a). Because our constitution embodies the

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<sup>1</sup>Gwinnett County School District; the Bulloch and Candler County School Districts; the DeKalb County School District and the Atlanta Independent School System; and the Griffin-Spalding County and Henry County School Districts.

<sup>2</sup>Ivy Preparatory Academy, Charter Conservatory for Liberal Arts and Technology and Heron Bay Academy.

fundamental principle of exclusive local control of general primary and secondary ("K-12") public education and the Act clearly and palpably violates Art. VIII, Sec. V, Par. VII (a) by authorizing a State commission to establish competing State-created general K-12 schools under the guise of being "special schools," we reverse.

1. (a) "Authority is granted to county and area boards of education to establish and maintain public schools within their limits." Art. VIII, Sec. V, Par. I of the 1983 Georgia Constitution. This language continues the line of constitutional authority, unbroken since it was originally memorialized in the 1877 Constitution of Georgia, granting local boards of education the exclusive right to establish and maintain, i.e., the exclusive control over, general K-12 public education. See McDaniel v. Thomas, 248 Ga. 632 (285 SE2d 156) (1981) (setting forth in an appendix, *id.* at 649-659, a comprehensive review of the history of Georgia public education). Art. VIII, Sec. V, Par. I sets forth the sole delegation of authority in our constitution regarding the establishment and maintenance of general primary and secondary public schools. No other constitutional provision authorizes any other governmental entity to compete with or duplicate the efforts of local boards of education in establishing and

maintaining general K-12 schools.<sup>3</sup> By providing for local boards of education to have exclusive control over general K-12 schools, our constitutions, past and present, have limited governmental authority over the public education of Georgia's children to that level of government closest and most responsive to the taxpayers and parents of the children being educated. The constitutional history of Georgia could not be more clear that, as to general K-12 public education, local boards of education have the exclusive authority to fulfill one of the "primary obligation[s] of the State of Georgia," namely, "[t]he provision of an adequate public education for the citizens." Art. VIII, Sec. I, Par. I.

(b) Unlike general K-12 public education, provisions for "special schools" are a more recent addition to our constitution. In 1966, the 1945 Georgia Constitution was amended to give local boards of education the authority to establish "one or more area schools, including special schools such as vocational trade schools, schools for exceptional children, and schools for adult education, in one or more of such political subdivisions." See Ga. L. 1966, pp. 1026, 1029-1030, § 3 (proposing constitutional amendment); Ga. L. 1967, p. 1127 (noting

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<sup>3</sup>Art. VIII, Sec. V, Par. I gives the General Assembly authority only to consolidate existing school systems or portions thereof to operate "under the control and management of a county or area board of education."

its ratification). This exact language was retained with no significant change when the 1945 Georgia Constitution was replaced by the 1976 Constitution. See Art. VIII, Sec. IX, Par. I of the 1976 Georgia Constitution.

Our current constitution, approved by the electorate in 1983, yet again preserves the now 134-year-old status quo in regard to exclusive local control over general K-12 public education. Art. VIII, Sec. V, Par. I. However, "special schools" are now addressed in an entirely revised paragraph. Art. VIII, Sec. V, Par. VII (a).<sup>4</sup> That paragraph states that

[t]he General Assembly may provide by law for the creation of special schools in such areas as may require them and may provide for the participation of local boards of education in the establishment of such schools under such terms and conditions as it may provide. . . .

Id. This paragraph eliminated the previous constitutional language that included "special schools" as one type of "area school"; authorized the creation of "special schools" by the General Assembly alone or together with the local boards of education; and deleted the three specific examples of "special schools" set forth in the earlier constitutions, thereby authorizing the General

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<sup>4</sup>The 1983 Constitution separated area schools from special schools and addressed area schools in Art. VIII, Sec. V, Par. I.

Assembly to provide by law for the creation of any type of special school.

(c) In 2008, the General Assembly enacted the Georgia Charter Schools Commission Act<sup>5</sup> pursuant to which it established the Georgia Charter Schools Commission, OCGA § 20-2-2082 ("the Commission"), and authorized the Commission, inter alia, to "assist in the establishment of commission charter schools throughout this state." OCGA § 20-2-2083 (b) (1). A "commission charter school" is defined as

a charter school authorized by the [C]ommission . . . whose creation is authorized as a special school pursuant to Article VIII, Section V, Paragraph VII of the Constitution. A commission charter school shall exist as a public school within the state as a component of the delivery of public education within Georgia's K-12 education system.

(Emphasis supplied.) OCGA § 20-2-2081 (2). The Commission is also charged with the duty of collaborating with "cosponsors"<sup>6</sup> for "the purpose of providing the highest level of public education to all students, including, but not limited

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<sup>5</sup>"State chartered special schools" established under the Charter Schools Act of 1998, OCGA § 20-2-2060 et seq., are not in issue in this appeal and we intimate no opinion as to their status under the 1983 Georgia Constitution.

<sup>6</sup>A "cosponsor" means "a municipality, county, consolidated government, university or college of the board of regents, technical institution of the Technical College System of Georgia, or regional education service agency which has been authorized by the commission . . . ." OCGA § 20-2-2081 (3).

to, low-income, low-performing, gifted, and underserved student populations and to students with special needs." (Emphasis supplied.) OCGA § 20-2-2083 (b) (12). As the language in the Act and the record in this case reflect, the commission charter schools established by the Commission pursuant to the Act are created to deliver K-12 public education to any student within Georgia's general K-12 public education system. Commission charter schools thus necessarily operate in competition with or duplicate the efforts of locally controlled general K-12 schools by enrolling the same types of K-12 students who attend locally controlled schools and by teaching them the same subjects that may be taught at locally controlled schools.

2. Appellants contend the Act is unconstitutional because the schools the Commission is authorized to create are not "special schools" under Art. VIII, Sec. V, Par. VII (a). In addressing this challenge to the constitutionality of the Act, we recognize at the outset that

all presumptions are in favor of the constitutionality of an act of the legislature and that before an Act of the legislature can be declared unconstitutional, the conflict between it and the fundamental law must be clear and palpable and this [C]ourt must be clearly satisfied of its unconstitutionality. Moreover, because statutes are presumed to be constitutional until the contrary appears, . . . the burden is on the party alleging a statute to be unconstitutional to prove it.

(Citations and punctuation omitted.) Dev. Auth. of DeKalb County v. State of Ga., 286 Ga. 36, 38 (1) (684 SE2d 856) (2009).

(a) "‘Constitutions, like statutes, are properly to be expounded in the light of conditions existing at the time of their adoption.’ [Cit.]" Clarke v. Johnson, 199 Ga. 163, 166 (33 SE2d 425) (1945). As discussed above, at the time the 1983 Constitution was adopted, local boards of education had been constitutionally vested for more than 100 years with the exclusive control over the establishment and maintenance of general K-12 public education. See Division 1 (a), supra. The "special schools" were not competitors with locally controlled schools in regard to the education of general K-12 students; rather, the scope of special schools was demonstrated by the examples of "special schools" expressly contained in Georgia constitutions since 1966. Examples of "special schools" were "vocational trade schools, schools for exceptional children, and schools for adult education." See Ga. L. 1966, p. 1030, § 3. As each of these examples of "special schools" helps to demonstrate, the constitutionally significant matters that made a school "special" were a matter directly related to the school itself — its student body and its curriculum. In light of these long-standing constitutional examples, we recognize that the



"conditions existing" at the time of the adoption of the 1983 Constitution reflected that "special schools" were those that enrolled only students with certain special needs, e.g., adults, deaf or blind children, and those that taught only certain special subjects, e.g., vocational trade schools with jobs-oriented curricula. Based on these "conditions existing" at the time the 1983 Constitution was adopted and in light of the reaffirmation in that constitution of the authority granted local boards of education "to establish and maintain public schools within their limits," Art. VIII, Sec. V, Par. I, the "special schools" language in Art. VIII, Sec. V, Par. VII (a) cannot be interpreted either as a relinquishment of the historical exclusivity of control vested in local boards of education over general K-12 schools or as a carte blanche authorization for the General Assembly to create its own general K-12 schools so as to duplicate the efforts of or compete with locally controlled schools for the same pool of students educated with the same limited pool of tax funds.

(b) In construing the meaning of constitutional language, it can also be useful to consider the understanding expressed by the people involved in the drafting and ratifying of the constitution. Collins v. Mills, 198 Ga. 18, 22 (30 SE2d 866) (1944). Two matters are readily apparent from the transcriptions

from the committee and subcommittee meetings of the participants working on the revision of Article VIII. The first is the consensus among all the participants that "special schools" were indeed those schools that enrolled only students with certain special needs or taught only certain special subjects. As succinctly stated by Speaker Thomas B. Murphy of the House of Representatives, member of the Select Committee on Constitutional Revision, in regard to Art. VIII, Sec. V, Par. VII (a),

The reason for this paragraph in the constitution is it allows the General Assembly to establish schools for the blind, deaf, or people of that nature. That's the reason for this. We might need to establish — we've got one in Atlanta, we've got one in Cave Springs, and we might need to establish one in south Georgia, and that's the reason for that part in the constitution.

Select Committee on Constitutional Revisions, 1977-1981, Transcript of Meetings, Legislative Overview Committee, Vol. I, meeting of June 18, 1981, p. 67. See also Select Committee on Constitutional Revisions, 1977-1981, Transcript of Meetings, Committee to Revise Article VIII, Vol. III, meeting of the Subcommittee on Local School Systems, September 4, 1980, p. 51, statement by Chairman Thornhill that "[w]e're talking about special schools, and special schools is interpreted as vocational schools, et cetera"; id. at meeting of the Committee to

Revise Article VIII, September 23, 1980, p. 29, statement by Chairman Thornhill of the Subcommittee on Local School Systems that the "special schools . . . are schools, vo-tech schools, adult education, exceptional children and so on." Because this consensus view of the meaning of "special schools" is consistent with the previous constitution, it explains why the drafters envisioned the "special schools" paragraph as constituting only "an editorial revision," with the "major change" being the new paragraph's authorization of the creation of special schools "by general or local law." Select Committee on Constitutional Revisions, 1977-1981, Transcript of Meetings, Legislative Overview Committee, Vol. I, meeting of June 18, 1981, p. 65 (subcommittee report by assistant executive director Melvin B. Hill, Jr., to Legislative Overview Committee).<sup>7</sup>

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<sup>7</sup>We recognize that comments made during the transcribed meetings indicate that some participants considered "special schools" in the 1976 Constitution to include only vocational trade schools, schools for exceptional children and schools for adult education because those were the three examples specifically set forth in the 1976 constitution. See Select Committee on Constitutional Revisions, 1977-1981, Transcript of Meetings, Legislative Overview Committee, Vol. I, meeting of June 18, 1981, p. 76 (comment by assistant executive director Melvin B. Hill, Jr.). However, others expressed the notion that the 1976 Constitution did not limit "special schools" to those three examples. See Select Committee on Constitutional Revisions, 1977-1981, Transcript of Meetings, Committee to Revise Article VIII, Vol. III, meeting of the Subcommittee on Local School Systems, August 21, 1980, p. 56 (comment by participant Vickie Greenberg). In any event, none of the comments reflect any belief that "special schools" might include

The second matter revealed by the transcripts is that, notwithstanding the decision to delete the three examples of "special schools" contained in the previous constitutions in favor of "broadening" the "special schools" phrase in order to include "any type of special school" (emphasis supplied), see *id.*, meeting of the Legislative Overview Committee, June 18, 1981, p. 76, the drafters and participants never considered "special schools" as including any type of general K-12 school. To the contrary, the transcripts reflect that even Mr. Hill, the proponent of "broadening" the "special schools" phrase, clearly maintained that "special schools" were "whatever schools other than the primary and secondary education level schools." (Emphasis supplied.) Select Committee on Constitutional Revisions, 1977-1981, Transcript of Meetings, Committee to Revise Article VIII, Vol. III, meeting of the Subcommittee on Local School Systems, August 21, 1980, p. 53.

Based on these comments by the drafters and participants in the framing of the 1983 Constitution, we conclude that it was their clearly understood and plainly expressed position that "special schools" in Art. VIII, Sec. V, Par. VII (a) meant those schools that enrolled only students with certain special needs or

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within its ambit any general K-12 public schools. See *infra*.

taught only certain special subjects and did not include general K-12 schools comparable to those under the exclusive control of local boards of education.

(c) Finally, "[w]hen interpreting words used in the Constitution the presumption is that they were used according to their 'natural and ordinary meaning.' [Cits.]" Williamson v. Schmid, 237 Ga. 630, 632 (229 SE2d 400) (1976). The word "special" does not authorize an interpretation that includes antonymic modifiers such as general, regular, typical, ordinary, or any other "un"-special descriptive term. Moreover, "special" must be interpreted as a term denoting a difference of constitutional significance, both because to interpret it otherwise would eliminate the reason to include this modifier in Art. VIII, Sec. V, Par. VII (a) and because otherwise the exclusive grant of authority to local school boards in Art. VIII, Sec. V, Par. I over general K-12 schools would be rendered meaningless. Established rules of constitutional construction prohibit us from any interpretation that would render a word superfluous or meaningless. See generally Blum v. Schrader, 281 Ga. 238 (2) (637 SE2d 396) (2006). Finally, we must recognize the significance of the fact that "special" modifies "school." Hence, "special" must relate to the school itself if "'all [of the constitutional paragraph's] parts [are to be construed so as] to give a sensible and

intelligent effect to each [of them].'" Brown v. Liberty County, 271 Ga. 634, 635 (522 SE2d 466) (1999). As noted above, see Division 1 (b), *supra*, the constitutionally significant matters that make a school "special" include, but are not limited to, matters directly related to the school itself, i.e., its student body and its curriculum.

It is not necessary here to provide a definitive list of the specific features and characteristics relative to a school itself that must be present in order to qualify a school as a "special school" under Art. VIII, Sec. V, Par. VII (a). Rather, in this particular case, the phrase "special schools" is most readily interpreted by defining what those schools are not. From both the natural meaning of the "special schools" phrase and the constitutional history of Art. VIII, Sec. V, Par. VII (a) set forth in Divisions 2 (a) and (b), *supra*, "special schools" are not general K-12 schools. They are not schools that enroll the same types of K-12 students who attend general K-12 public schools; they are not schools that teach the same subjects that may be taught at general K-12 public schools. To interpret "special schools" under Art. VIII, Sec. V, Par. VII (a) as including those schools that are indistinguishable in every constitutionally significant manner from general K-12 schools established and maintained by

local boards of education would render the "special" in "special schools" meaningless.

Based on the natural and ordinary meaning of the phrase "special schools" in Art. VIII, Sec. V, Par. VII (a), we hold that schools that "exist as a public school within the [S]tate as a component of the delivery of public education within Georgia's K-12 education system," OCGA § 20-2-2081 (2), and provide "public education to all students," see OCGA § 20-2-2083 (b) (12), do not qualify as "special schools."

3. In order to find a clear and palpable conflict between Art. VIII, Sec. V, Par. VII (a) and the Act, we must determine that the Act is not capable of being construed in harmony with that constitutional provision. See generally Buice v. Dixon, 223 Ga. 645, 647 (157 SE2d 481) (1967). Thus, we now turn to the different reasons that have been asserted in support of the position that commission charter schools created under the Act qualify as "special schools."

(a) We first respond to the assertion that commission charter schools are special schools because the General Assembly has determined that they are, see OCGA § 20-2-2081 (2), and had a rational basis for that determination. The 1983 Georgia Constitution contains no language allowing the General Assembly

itself to define "special schools." Compare, e.g., Art. I, Sec. II, Par. VIII (b) (in provision providing for the legal operation of nonprofit bingo games, "[t]he General Assembly may by law define a nonprofit bingo game").<sup>8</sup> "Special school" is not a statutory phrase but a constitutional phrase. Construing the Constitution is the function of the judiciary and the General Assembly has no power to make such a construction. Thompson v. Talmadge, 201 Ga. 867 (41 SE2d 883) (1947). "[D]etermining the meaning of the Constitution, which is binding upon everyone, [is] the exclusive function of the courts in the adjudication of cases properly brought before them for decision." *Id.* at 872.<sup>9</sup> It is thus for this Court alone to determine whether legislation enacted by the General Assembly is inconsistent with the Constitution and where, as here, such an inconsistency has been determined to exist, it is irrelevant whether any rational basis exists for the legislation.

(b) It is asserted that commission charter schools come within the

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<sup>8</sup>We intimate no opinion on whether, even assuming the General Assembly was constitutionally authorized to define "special schools," it could authorize the establishment of general K-12 schools under the guise of "special schools" so as to usurp the exclusive control over general K-12 public schools placed in local boards of education by Art. VIII, Sec. V, Par. I.

<sup>9</sup>For this same reason we reject the argument that opinions by the State Attorney General can determine the meaning of "special schools."



definition of "special schools" because that term was "broadened" in the 1983 Georgia Constitution by the elimination of the three examples of "special schools" set forth in the prior constitutions, namely, vocational trade schools, schools for exceptional children, and schools for adult education. See Art. VIII, Sec. IX, Par. I of the 1976 Georgia Constitution. While the striking of these three examples clearly authorized the General Assembly to create any type of special school, the limitation on a school being "special" was retained; hence, Art. VIII, Sec. V, Par. VII (a) cannot be read as authorizing the General Assembly to create any type of school that is not special. Had granting the General Assembly the authority to create non-special schools been the intent, it readily could have been accomplished by striking "special" at the same time the three examples were deleted. We therefore must conclude that nothing in the striking of the examples in the 1983 Constitution authorized the General Assembly to create non-special schools.

(c) In reliance on commission charter schools' unique charters, their individualized, performance-based contracts and their educational philosophy, the assertion is made that commission charter schools are "special schools" because they are special in their operation. But every general K-12 public

school has an educational philosophy; every general K-12 public school has a "unique operating charter" — whether memorialized in writing or merely implicit in the unique nature of each school's faculty, administration and student body; and every educator in every general K-12 public school is required to teach his or her students in accordance with the same statutory standards of professional performance, see the Georgia Professional Standards Act, OCGA § 20-2-981 et seq., that govern the conduct of all of the State's educators. These are not differences that make commission charter schools "special": they are the same strengths that may be found in all general K-12 schools, whether locally controlled or Commission established.

(d) Turning to the next reason, it is asserted that because of the manner in which commission charter schools are created, i.e., by the Commission by means of the Act passed by the General Assembly, they are "special schools" because they are "outside the ordinary source of schools," i.e., not created by local boards of education. In other words, the Commission has the authority to create "special" schools and schools are "special" because the Commission created them. This circular reasoning aside, there are certainly differences between local boards of education and the Commission. On the one hand, local

school boards are comprised of members who live in their schools' districts and must be elected to their positions by the parents and taxpayers residing in the areas from which the students are drawn and the local schools taxes are raised. See Art. VIII, Sec. V, Par. II; Art. VIII, Sec. VI, Par. I. The Commission, on the other hand, is comprised of seven political appointees who are selected by the governor, the president of the Senate (i.e., the lieutenant governor) and the speaker of the House, see OCGA § 20-2-2082 (b); hence, its members are not accountable in any manner either to the parents or to the taxpayers. But Art. VIII, Sec. V, Par. VII (a) speaks of "special schools," not "schools from special sources." The differences that may exist as to the type of entity that establishes a school are not constitutionally significant if those differences have no impact on the school itself. As demonstrated in this case, the fact that commission charter schools are established by the Commission does not affect the types of students enrolled or the curricula taught; the commission charter schools do not enroll students categorically different from those at locally controlled schools or teach subjects wholly unlike those that may be taught in locally controlled schools merely because they were established by the Commission, rather than a local board of education. In the context provided by Art. VIII, Sec. V, Par. VII

(a), a difference so wholly unrelated to a school itself cannot serve to render the school "special" within the meaning of our Constitution.

A corollary of this assertion is that the commission charter schools are "special schools" because they are not directly funded by local school taxes. Aside from the fact that State tax dollars are no more special than local tax dollars — both have the same purchasing power — there is yet again no constitutional significance as to the source of funding that would render a school "special" for purposes of Art. VIII, Sec. V, Par. VII (a).

(e) The final reason asserted for commission charter schools being defined as "special schools" is also the least persuasive. Our attention is directed to one statute, OCGA § 20-2-370, regarding the requirement of a referendum to annul a municipal or independent school district's "special school law"; an opinion from this Court applying that statute, see Upson County School Dist. v. City of Thomaston, 248 Ga. 98 (281 SE2d 537) (1981); and a few brief instances of ill-considered language in three opinions dating from 1925 to 1955<sup>10</sup> in which the

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<sup>10</sup>The opinions are State Bd. of Education v. County Bd. of Education of Richmond County, 190 Ga. 588 (10 SE2d 369) (1940), Searcy v. State of Ga., 91 Ga. App. 603 (86 SE2d 652) (1955) and Southern School Supply Co. v. City of Abbeville, 34 Ga. App. 93 (128 SE 231) (1925).

term "special school" is used in a manner wholly unrelated to the "special school" provision first incorporated into our constitution in 1966. See Division 1 (b), supra. None of these authorities are pertinent to the constitutional question of whether a school indistinguishable from the general K-12 public schools established by local boards of education is a "special school" under Art. VIII, Sec. V, Par. VII (a) merely because it was not created by a local board of education. However, to the extent these authorities may seem pertinent to the issue, they are controlled by our discussion in Division 3 (d), supra.

In conclusion, none of the proffered reasons enable us to construe the Act in harmony with Art. VIII, Sec. V, Par. VII (a). See generally Buice v. Dixon, supra, 223 Ga. at 647. Labeling a commission charter school as "special" does not make it so when the students who attend locally-controlled schools are no less special than those enrolled in commission charter schools and the subjects taught at commission charter schools are no more special than the subjects that may be available at locally-controlled schools. We thus hold that the General Assembly's enactment of the 2008 Georgia Charter Schools Commission Act for the purpose of creating schools that do not qualify as "special schools" plainly and palpably conflicts with Art. VIII, Sec. V, Par. VII (a).

4. (a) Although we find the Act unconstitutional solely on the basis that it violates Art. VIII, Sec. V, Par. VII (a), the dissent, relying on Blevins v. Dade County Bd. of Tax Assessors, 288 Ga. 113 (3) (702 SE2d 145) (2010) (statute may not be struck down under a due process vagueness analysis unless it is unconstitutional in all of its applications), asserts that this Court must uphold the Act because the possibility exists that constitutionally permissible schools may be created thereunder, pointing to language in OCGA § 20-2-2083 (b) (12) that identifies "special needs" students as included among "all students" for which charter schools may provide the "highest level of public education." Because the Act's provisions clearly allow for the creation of unconstitutional schools, i.e., schools that are not genuinely "special schools," it follows that the dissent would have this Court exercise its inherent authority to judicially rewrite statutes by editing them in a manner to excise constitutionally defective provisions in order to avoid striking down an enactment of the General Assembly. See Fortson v. Weeks, 232 Ga. 472 (1) (208 SE2d 68) (1974).

However, even under the liberal application of this inherent authority proposed by the dissent, we are not able to uphold the Act. The problem is twofold. First, the Act contains no safeguards whatsoever to prevent the

creation of unconstitutional schools. Compare Livingston v. State, 264 Ga. 402, 404 (1) (c) (444 SE2d 748) (1994) (noting as to OCGA § 17-10-1.2 that "our legislature has employed sufficient safeguards within the statute to ensure that victim impact evidence will not be admitted which reflects on factors which this court has found constitutionally irrelevant to death penalty sentencing, and which could result in the arbitrary and unconstitutional imposition of the death penalty"). Second, this Court cannot judicially rewrite a statute when the unconstitutional part "is so connected with the general scope of the statute that, should it be stricken out, effect can not be given to the legislative intent." (Punctuation omitted.) Fortson, supra at 475. In that circumstance, the rest of the statute must fall with the defective language. *Id.* To judicially rewrite the Act, as the dissent would have us do, in order to limit its application only to the creation of commission charter schools that are genuine special schools under Art. VIII, Sec. V, Par. VII (a), would require this Court to reject the General Assembly's expressed intent that charter schools be used as a means of "maximizing access to a wide variety of high-quality educational options for all students regardless of disability, race, or socioeconomic status." OCGA § 20-2-2080 (b) (2). See also OCGA § 20-2-2083 (b) (12), reiterating that "highest

level of public education [should be provided] to all students."<sup>11</sup>

Therefore, because narrowing the Act to avoid its unconstitutional infirmities "would be less a matter of reasonable judicial construction than a matter of substantial legislative revision," State v. Fielden, 280 Ga. 444, 448 (629 SE2d 252) (2006), we cannot agree with the dissent that this Court expand the scope of its inherent authority so as to rewrite the Act to render it constitutional.

(b) We have carefully considered the remaining arguments raised in support of the Act by the dissent and find them to be without merit.

5. The record establishes uncontrovertedly that the Georgia Charter Schools Commission Act and the schools established thereunder represent the efforts of well-intentioned people, motivated by their genuine concern over the current condition of this State's general K-12 public education, to provide the children of this State with an alternative and, in some cases, a superior

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<sup>11</sup>Although the dissent also argues that the Act is constitutional because it has been properly applied to create a special school, specifically, a charter school for girls only, it does not explain why a single-sex school is a special school given that local boards of education are also authorized to create single-sex schools. See the No Child Left Behind Act of 2001, 20 USC § 7215 (a) (23), (c). See also, e.g., the single-gender schools in the Atlanta Public Schools system.

<http://www.atlantapublicschools.us/186110108171719813/site/default.asp>



educational opportunity. In holding the Act unconstitutional under the unique provisions of this State's Constitution, we do not in any manner denigrate the goals and aspirations that these efforts reflect. The goals are laudable. The method used to attain those goals, however, is clearly and palpably unconstitutional. Because the Georgia Charter Schools Commission Act violates Art. VIII, Sec. V, Par. VII (a) of the 1983 Constitution of Georgia, we reverse the trial court's order.

6. Our holding here renders it unnecessary to address appellants' remaining constitutional challenges to the Act.

Judgment reversed. All the Justices concur, except Carley, P. J., Melton and Nahmias, JJ., who dissent.

MELTON, Justice, dissenting.

Although I fully concur in the dissent written by Justice Nahmias, I write separately to emphasize the fundamental principles at play in this case. I also believe that it is necessary to point out that, even under the majority's faulty constructs and its incorrect definition of "special schools," these principles, which the majority fails to apply, require a finding that the Charter Schools Commission Act of 2008 ("Act") is constitutional.

Two bedrock rules of statutory construction govern in this matter: (1) in analyzing the Act, we must presume that the statute is, and was intended to be, constitutional; and (2) in the absence of a First Amendment overbreadth claim, the statute cannot be struck down unless it is unconstitutional in all of its applications or lacks a plainly legitimate sweep. Dev. Auth. of DeKalb County v. State of Ga., 286 Ga. 36 (1) (684 SE2d 856) (2009); Blevins v. Dade County Bd. of Tax Assessors, 288 Ga. 113 (702 SE2d 145) (2010).

With regard to the first principle, a cursory review of the text of the Act supports the presumption of constitutionality, even under the test articulated by the majority. For example, the Legislative intent behind the Act is facially evident in its provisions regarding the contributions of cosponsors (other entities defined in OCGA § 20-2-2081 (3) such as counties or universities who help support charter schools). OCGA § 20-2-2080 (b) (2) indicates that cosponsors should be sought out to maximize “access to a wide variety of high-quality educational options for all students regardless of disability, race, or socioeconomic status, *including those students who have struggled in a traditional public school setting.*” (Emphasis supplied.) In addition, OCGA § 20-2-2083 (b) (12) tellingly gives the Georgia Charter Schools Commission the power to “[c]ollaborate with cosponsors for the purpose of providing the highest

level of public education to all students, including, but not limited to, *low-income, low-performing, gifted, and underserved student populations and to students with special needs.*” (Emphasis supplied.) Even if one applies the majority’s definition of “special schools” as those that “enrolled only students with certain special needs or taught only certain special subjects,” these provisions unequivocally support a conclusion that the Act was *not* unconstitutional. The majority’s contrary finding is not logical.

With regard to the second principle, it is untenable to argue that the Act is unconstitutional in all of its applications or lacks a plainly legitimate sweep. In fact, the existence of Ivy Preparatory Academy, a charter school for girls only, proves that the Act meets the majority’s constitutional test, as it has been properly applied to create a special school. Again, this remains true even under the definitions set forth in the majority opinion. Perhaps that is why the majority makes no attempt to argue that these particular schools fail its pronounced constitutional standard.

This case should be that simple. The Legislature, whom we must presume intended to act in a constitutional manner, created a law to provide for special charter schools to enhance our educational system, and it included evidence on

the face of the statute supporting such a constitutional intent. Nevertheless, the majority looks beyond this basic principle to reach a result that simply cannot be explained in the context of the applicable law and the undisputed facts.

I am authorized to state that Presiding Justice Carley and Justice Nahmias join in this dissent.

NAHMIAS, Justice, dissenting.

In its quest to strike down the Charter Schools Commission Act of 2008, see OCGA § 20-2-2081 et seq. (the “2008 Act”), the majority disregards the ordinary meaning, context, and history of the provision of our State’s Constitution that authorizes the General Assembly to “provide by law for the creation of special schools in such areas as may require them.” Ga. Const. of 1983, Art. VIII, Sec. V, Par. VII (a). The majority’s illogical reasoning and overbroad conclusion render the “special schools” provision a dead letter, effectively abrogating not just commission charter schools but also the state chartered special schools established under the Charter Schools Act of 1998 and any other “special school” the General Assembly might dare to create.

Most peculiar is the majority’s fundamental premise that since 1877,

Georgia’s constitutions have granted “local boards of education the exclusive right to establish and maintain, i.e., the exclusive control over, general K-12 public education,” Maj. Op. at 266 (citing Ga. Const. of 1983, Art. VIII, Sec. V, Par. I). In fact, as demonstrated below, for nearly as long as it has been a State, Georgia has always had *both* public schools and school systems that were established statewide in each county by general laws, which were often referred to as “common” schools, *and* individual schools and school systems that the General Assembly established directly through special and local laws, separate from the common county systems and referred to variously in the law as “not common,” “independent,” or “special” schools. Moreover, local boards of education – entities that are not even mentioned in the Constitution until 1945 – have never had and do not today have “exclusive control over general K-12 public education,” because that control has always been shared with and regulated by the General Assembly and, since 1870, by the State Board of Education and State School Superintendent as well. See Ga. Const. of 1983, Art. VIII, Secs. II-III. In stark contrast to this shared state and local authority over primary and secondary public education, the Constitution expressly grants the Board of Regents “the *exclusive* authority to create new public colleges, junior colleges, and universities in the State of Georgia . . . .” Art. VIII, Sec. IV,

Par. I (b) (emphasis added). Thus, understood in true historical and textual context, commission charter schools are simply the latest iteration of the “special schools” that have long been created by the General Assembly outside the “common” local school systems in Georgia. The majority may be able to change our law, but it cannot change our history or the words of our Constitution.

Today four judges have wiped away a small but important effort to improve public education in Georgia – an effort that reflects not only the education policy of this State’s elected representatives but also the national education policy of the Obama Administration. That result is unnecessary, and it is unfortunate for Georgia’s children, particularly those already enrolled and thriving in state charter schools. It is equally unfortunate for this Court’s reputation as an institution that fairly and accurately interprets the law and exercises the judiciary’s most awesome power – the power to nullify laws enacted through the democratic process – only when that result is clearly and palpably dictated by our Constitution. See Dev. Auth. of DeKalb County v. State of Ga., 286 Ga. 36, 38 (684 SE2d 856) (2009). The majority’s reasoning and its result are terribly wrong, and if this case truly reflects the Court’s

position on the public education law of Georgia, it portends dire consequences that go far beyond the issue of state-created charter schools. I dissent.<sup>12</sup>

## **I. Background**

The majority holds that the “special schools” provision of the 1983 Georgia Constitution does not authorize the General Assembly to create “commission charter schools” as provided in the 2008 Act.<sup>13</sup> To understand why that holding is wrong, it is important to understand the historical context of these issues and of the “special schools” provision in particular – a history that is truncated and twisted by the majority opinion. Laying out this background takes many pages, but it will illuminate the analysis that follows.<sup>14</sup>

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<sup>12</sup> The Court’s extension of its January 2011 Term with respect to this case, pursuant to OCGA § 15-2-4 (b), has ensured that there is adequate time for the Court to consider the issues and opinions presented as well as any motions for reconsideration that may be filed. The appellees’ motions for reconsideration have identified additional serious defects in the majority opinion, and I have added several of those points to this dissent in this introduction and Divisions I (B) and II (B), (C), and (E) (3) below. The appellees cannot be faulted for failing to offer these arguments earlier, since the majority’s rationale was never suggested by the appellants and indeed goes well beyond what the local school systems ever argued.

<sup>13</sup> This dissent focuses on the “special schools” issue relied on by the majority to reverse the trial court’s judgment. To affirm the trial court, the Court would also need to consider and reject the many other constitutional and statutory challenges raised by the appellants against the 2008 Act, the Commission, and the commission charter school appellees. Having also studied those issues carefully, I would affirm the judgment on them as well, largely for the reasons given in the trial court’s excellent 30-page order.

<sup>14</sup> Alternatively, the reader may skip to Division II below, which cites back to specific sections of this background division as they are relevant to specific aspects of the

**A. The Colonial Period to 1877: County Schools Created by General Laws and “Independent” Schools Created by Special and Local Laws**

As explained in McDaniel v. Thomas, 248 Ga. 632 (285 SE2d 156) (1981), public education in Georgia has proceeded in fits and starts since the “presentation of a thousand spelling-books to James Edward Oglethorpe by James Leake, in 1732,” *id.* at 649 (citation omitted), due in large part to inadequate and inequitable funding. See *id.* at 641-643, 649-659.<sup>15</sup> From the early days of statehood, there have been county schools and school “districts” (also called “systems”) that were established statewide by general laws and sometimes referred to as “common” schools. There have also been individual schools and school systems established by special and local laws, separate from the common county systems and sometimes referred to as “not common,” “independent,” or “special” schools. Likewise, over time schools and school systems have reflected varying mixes of state and local funding and control. See generally *id.* at 633-638, 641-643, 649-659.

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analysis.

<sup>15</sup> McDaniel’s review of the history of public education in Georgia is very useful and is consistent with the history presented in this dissent. However, the majority is wrong to call it “comprehensive,” *Maj. Op.* at \_\_\_, because the McDaniel Court was focused on the funding of public education rather than the meaning of the “special schools” provision of the 1983 Constitution, which was adopted two years after McDaniel was decided.



Thus, the original 1777 Constitution included a clause providing that “schools shall be erected in each county and supported at the general expense of the State, as the legislature shall hereafter point out and direct,” although limited state funding required these schools to operate as private institutions and rely on tuition fees. *McDaniel*, 248 Ga. at 649 (quoting Article LIV of the 1777 Constitution). Later acts promoted a statewide system of public education, but the results were inconsistent. See *id.* at 649-651.

In 1868, after the Civil War, a new constitution was adopted that provided that “[t]he general assembly . . . shall provide a thorough system of general education, to be forever free to all children of the State, the expense of which shall be provided for by taxation or otherwise.” Ga. Const. of 1868, Art. VI, Sec. I. This Constitution did not, however, create county boards of education to establish schools; instead, the General Assembly had authority to select any entity it wished to establish and operate the “general education” system.

In 1870, the General Assembly enacted the first comprehensive public school law. See *McDaniel*, 248 Ga. at 652; Ga. L. 1870, pp. 49-61. The 1870 act provided that each county would be a single school district managed by a county board of education, see Ga. L. 1870 at 52, and funded by a local ad

valorem tax, see *id.* at 57, as well as a statewide common school fund, see *id.* at 60. The 1870 act also established the state board of education, which was given the authority to prescribe the textbooks and thereby set the curriculum for the State's schools, see *id.* at 49-50, and the position of state school commissioner (later renamed superintendent), who was granted the authority to prescribe regulations to be followed by local school officers and to equitably divide state revenue between the school districts, see *id.* at 51.

However, distinct from the statewide county school districts, the General Assembly also separately authorized – sometimes the word “chartered” is used – the creation of other school districts in specific counties and municipalities, as well as individual schools for blind children and deaf children. See Ga. L. 1872, p. 388 (setting forth the local law establishing the Board of Public Education for Bibb County); Ga. L. 1872, p. 456 (setting forth the local law establishing the Board of Education for Richmond County); Ga. L. 1870, p. 481 (setting forth the local law authorizing the City of Atlanta to establish a public school system); Ga. L. 1852, p. 4 (establishing Georgia Academy for the Blind); Ga. L. 1847, p. 94 (establishing Georgia School for the Deaf). In 1872, the General Assembly also revised the 1870 act to expressly acknowledge the existence of

these schools separate from the statewide system of county board-controlled schools and to authorize the creation by the General Assembly of new “independent” schools.

Nothing in this act shall be so construed as to prevent any city with a population greater than two thousand inhabitants, or any county under authority from the General Assembly of this State, from organizing a public school system, independent of this [statewide] system . . . .

Ga. L. 1872, pp. 64, 75. It should also be noted that the local school system appellants in this case (hereafter the “local systems”) all agree that the schools for the blind and the deaf qualify as “special schools.”

**B. 1877 to 1945: The “Common” County Schools and the Growing Number of “Not Common” Schools and County Sub-Districts**

In 1877, the State adopted a new constitution. It provided that “[t]here shall be a thorough system of *common schools* for the education of children in the elementary branches . . . , as nearly uniform as practicable, the expenses of which shall be provided for by taxation, or otherwise.” Ga. Const. of 1877, Art. VIII, Sec. I, Par. I (emphasis added). The 1877 Constitution also provided that “[e]xisting local school systems shall not be affected by this Constitution. Nothing contained in section first of this article shall be construed to deprive schools in this State, *not common schools*, from participation in the educational

fund of the State . . . .” Art. VIII, Sec. V, Par. I (emphasis added). This constitutional reference to schools created outside the statewide system of county schools as “*not common* schools” is an early indication that such schools were considered to be “*special* schools.”

In addition, like the 1868 Constitution, the 1877 Constitution did not mention county “boards of education” or assign them the authority to establish and control local schools. Pursuant to the 1870 statute, county school boards may have done so to a large extent, but the General Assembly remained constitutionally free to assign that power to any entity it desired. Thus, as discussed further in Division II (C) below, the majority is simply incorrect when it claims that, since the 1877 Constitution, Georgia’s constitutions have granted “local boards of education . . . the exclusive control over . . . general K-12 public education.” Maj. Op. at 266. To the contrary, in 1906 the General Assembly enacted a law requiring every county board of education in Georgia to divide the county into school districts with clear boundary lines. See Ga. L. 1906, p. 66. These sub-county districts were authorized to raise taxes for their schools and were managed not by the county boards but by local trustees. See *id.* at 67-69.

Due to both “the tendency of cities and towns to secure charters from the legislature and to withdraw from the county system” and the 1906 law, which allowed the counties to create sub-districts that “fence[d] off the richest portion of the county,” a “multiplicity of systems” arose by early in the last century. McDaniel, 248 Ga. at 655. In fact, at the time the 1945 Constitution was adopted, “two thousand school systems” existed in Georgia, Records of Constitutional Commission, 1943-1944, Vol. 1, p. 296, dramatically illustrating the lack of “exclusive” constitutional control over primary and secondary education by county school boards in the first half of the 20th Century. The independent school systems “dealt only with the state department [of education] and received their pro rata share of state funds directly,” McDaniel, 248 Ga. at 655 – much like the commission charter schools that “secure charters from the legislature” and are funded directly by the State under the 2008 Act. Over time, however, the large number of independent schools and county sub-districts, established predominantly in cities and towns where wealth was concentrated, led to great inequalities in school funding with rural county systems that had limited property value to tax. See *id.* at 641, 654-657.

The charter school appellees note another significant aspect of this period

of our history. The 1877 Constitution was ratified as Reconstruction ended and Georgia's long and disgraceful era of Jim Crow began. Thus, immediately after the sentence establishing the "common schools" came a sentence making racial segregation in public education part of Georgia's fundamental law: "The schools shall be free to all children of the State, but separate schools shall be provided for the white and colored races." Art. VIII, Sec. I, Par. I. Over many decades that followed, all-white local school boards provided pitiful schools and resources to the African-American population that made up nearly half of their constituency. See generally Dorothy Orr, *A History of Public Education in Georgia*, Chapter XII (1950) (discussing the history of elementary and secondary education for African-Americans from the Civil War to 1950). For example, by 1910, in counties with an African-American population of 75% or greater, the local districts spent \$1.61 per African-American student compared with \$19.23 per white student. See *id.* at 316. Similarly, between 1902 and 1914, local districts built 78 high schools for white students, but in 1916 there was still only one four-year public high school for African-American students in the entire State. See *id.* at 319.

The State ultimately stepped in with efforts to mitigate (to some extent)

the injustice the local districts were perpetrating on their African-American children. In 1911, the State Department of Education established the Division of Negro Education, which over time assumed “the responsibility for supervising and co-ordinating all agencies of Negro education.” Orr at 323. By 1932, the Division supervised the education of 177,000 African-American students and 5,000 African-American teachers. See *id.* at 336. Conditions improved somewhat after 1920, when the State Department of Education developed a program to leverage the assistance provided by philanthropies, and more in 1937-1938 when the State reformed the public school system to provide “for a state system of free textbooks, a minimum term of seven months, and a minimum state salary schedule for all teachers.” *Id.* at 342-343. This is hardly a story of “exclusive control over . . . general K-12 public education” by local school boards, *Maj. Op.* at 266 – and thankfully so.

**C. References to “Special Schools” in Georgia Statutory and Case Law**

The first references to “special schools” in Georgia law came during this period. References to “special schools” first appear in decisions by this Court about a century ago. These cases relied on the general legislation enacted in the first decade of the 1900s, which provided for a uniform system of laying out

school districts within counties, to overturn special acts creating new municipal “special school districts,” in accordance with the constitutional rule that prohibits enactment of a special law where there is a general law on the same subject. See, e.g., Vaughn v. Simmons, 139 Ga. 210, 214-215 (76 SE 1004) (1913) (noting that “[s]everal efforts have been made to create special school districts inconsistently with the general school law” and invalidating a special act incorporating a portion of Pulaski County as “the town of Mitchell’s District” with the sole municipal power of operating a school district); James v. City of Blakely, 143 Ga. 117 (84 SE 431) (1915) (invalidating a special law creating a “special school district” for the City of Blakely). In 1924 the Court of Appeals similarly referred to the local independent school system for the City of Abbeville as a “special school system.” Southern School Supply Co. v. Abbeville, 34 Ga. App. 93, 100 (128 SE 231) (1924).

Two years later, the General Assembly enacted a statute, which continues in effect today, that used the term “special school” to refer to a school district established separate from a county school system. See Ga. L. 1926, Ex. Sess., p. 40, § 1, now OCGA § 20-2-370 (providing that municipal school districts that “operat[e] a system of public schools independent of the county school system”



may “annul their special school law and become a part of the county school system” using certain procedures). See also Upson County School Dist. v. City of Thomaston, 248 Ga. 98, 98, 101 (281 SE2d 537) (1981) (discussing “a municipality operating an independent public school system” that was seeking to annul its “special school law” under what is now OCGA § 20-2-370). In the same vein, in 1940 this Court referred to a county school system that had been created by local law in 1872 as an “independent school system” and as one of the “series of special schools regulated and controlled by local laws,” juxtaposing it with the general system of state-supported local schools. State Bd. of Ed. v. County Bd. of Ed. of Richmond County, 190 Ga. 588, 593 (10 SE2d 369) (1940). Likewise, in 1955 the Court of Appeals referred to a law establishing “an independent school system” for the City of Ashburn as a “special school law.” Searcy v. State of Ga., 91 Ga. App. 603, 607 (86 SE2d 652) (1955).

What is notable about all of these references – by the General Assembly, the Justices of this Court, and the Judges of the Court of Appeals – is that they all equate “special schools” to schools or school systems established separate from the statewide, county-based common school systems. *Not once* is there a

suggestion that a “special school” is defined by its students or curriculum.

**D. 1945 to 1960: Consolidation of School Creation in the Counties**

The 1945 Constitution reflected a major shift in authority over public schools to the county boards of education. The new Constitution grandfathered existing independent school systems, but it otherwise merged all local school districts in a county into one county-wide school district with an improved ad valorem tax system. The exclusive authority to operate each county school system was given to the county board of education, and the creation of new independent school systems was prohibited. See McDaniel, 248 Ga. at 642; Veal v. Smith, 221 Ga. 712, 714 (146 SE2d 751) (1966).<sup>16</sup>

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<sup>16</sup> Thus, Art. VIII, Sec. V, Par. I of the 1945 Constitution provided:  
Authority is granted to counties to establish and maintain public schools within their limits. Each county, exclusive of any independent school system now in existence in a county, shall compose one school district and shall be confined to the control and management of a County Board of Education.

Art. VIII, Sec. VII, Par. I provided:

Authority is hereby granted to municipal corporations to maintain existing independent school systems, and support the same as authorized by special or general law . . . . No independent school system shall hereafter be established.

And Art. VIII, Sec. XII, Par. I provided:

The fiscal authority of the several counties shall levy a tax for the support and maintenance of education not less than five mills nor greater than fifteen mills (as recommended by the County Board of Education) upon the dollar of all taxable property in the county located outside independent

But the pendulum seems to have swung too far in preventing the creation of new schools outside the control of an individual local system. In 1955, this Court held that the Thomas County Board of Education could not, under the 1945 Constitution, contract to build a new high school to be operated and governed jointly with the independent City of Thomasville Board of Education. See Tipton v. Speer, 211 Ga. 886, 886 (89 SE2d 633) (1955).

**E. 1960 to 1966: “Area Schools, Including Vocational Trade Schools” Created Jointly by Local Systems**

Five years later, in 1960, the Constitution was amended to provide that “[a]ny two or more counties, or any two or more municipalities, or any county and municipality, or combination thereof may jointly establish *area schools, including vocational trade schools.*” Ga. Const. of 1945, Art. VII, Sec. VI, Par. I (d) (emphasis added). See Ga. L. 1960, p. 1259, § 1 (proposing this constitutional amendment); Ga. L. 1961, p. 756 (noting its ratification). Thus, while the Constitution still did not allow the creation of new independent school *systems* (a prohibition that continues to this day), it once again allowed the creation of individual schools outside the authority and control of a single local board of education, although only by joint agreement of the local districts

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school systems.

affected.

**F. 1966 to 1976: “Area Schools, Including Special Schools Such as Vocational Trade Schools, Schools for Exceptional Children, and Schools for Adult Education” Created by the General Assembly with Local Voter Approval**

In 1966, Article VIII, Section IX of the 1945 Constitution was replaced by amendment. See Ga. L. 1966, pp. 1026, 1026-1027, § 1 (proposing this constitutional amendment); Ga. L. 1967, p. 1127 (noting its ratification). The 1966 Amendment authorized the General Assembly to consolidate multiple county or independent school systems into an “area school district,” pursuant to special or local law and with the approval of the voters in the school systems affected. See Art. VIII, Sec. IX, Par. I.

The 1966 Amendment also replaced the 1960 Amendment to Article VII, Section VI, Paragraph I with a new provision regarding the creation of individual “area schools,” which contained the first constitutional use of the term “special schools.”

The board of education of any county, area school district or independent school system, or any combination thereof, may establish, pursuant to local law enacted by the General Assembly, one or more area schools, including *special schools such as vocational trade schools, schools for exceptional children, and schools for adult education*, in one or more such political subdivisions; provided, however, that the establishment and

operation of such schools pursuant to such local law, and any subsequent amendments thereof, shall be first approved by a majority of the voters thereon in each of the school districts or systems affected thereby in separate referendums . . . . The government, powers and duties of boards of education participating in the establishment or operation of such schools and respecting such schools shall be defined in the local law authorizing the same, and such participating political subdivisions shall be authorized to incur bonded indebtedness and to require the levy of school tax funds required for the establishment and operation of such schools in such amount and manner as shall be provided in such local law . . . . *Special schools*, including vocational trade schools, established prior to the adoption of this amendment under former Subparagraph (d) of Article VII, Section VI, Paragraph I of the Constitution shall not be affected by this amendment . . . .

See Ga. L. 1966, pp. 1029-1030, § 3 (emphasis added).

The text of the 1966 Amendment makes several points clear about special schools at that time. “Special schools” were a type of “area school” and included – at a minimum – “vocational trade schools, schools for exceptional children, and schools for adult education.” A special school could span more than one political subdivision and thus be beyond the jurisdiction of a single local school board. Indeed, the General Assembly, by local law, would determine the powers of the local boards involved in establishing and operating a special school. But the General Assembly could not create such a school on its own; the voters in the local districts affected would have to approve the

school, after which local school tax funds and bond debt could be used in support of the special school.

The 1976 Constitution generally carried forward the public school scheme of the 1945 Constitution, as amended in 1960 and 1966, including incorporating the 1966 “area schools” language virtually verbatim as Article VIII, Section IX, Paragraph I.

**G. The 1983 Constitution: “The General Assembly May Provide by Law for the Creation of Special Schools in Such Areas as May Require Them”**

Our current Constitution, which took effect in 1983, again maintained the basic public education scheme of county, area, and pre-existing independent school *systems*, along with the prohibition on establishing new independent systems. See Art. VIII, Sec. V, Par. I. Local boards of education were again granted the authority to “establish and control public schools within their limits,” *id.*, and to manage and control their school systems. Art. VIII, Sec. V, Par. II.

And the 1983 Constitution again separately authorized the General Assembly to create “special schools”:

The General Assembly may provide by law for the creation of special schools in such areas as may require them and may provide for the participation of local boards of education in the establishment of such schools under such terms and conditions as

it may provide; but no bonded indebtedness may be incurred nor a school tax levied for the support of special schools without the approval of a majority of the qualified voters voting thereon in each of the systems affected.

Art. VIII, Sec. V, Par. VII (a).

However, the 1983 provision was different than its predecessors in several important respects. First, the language “areas schools, including special schools” became “special schools in such areas as may require them.” Second, the three specific examples of special schools listed in the 1966 Amendment and the 1976 Constitution were deleted.

In addition, the General Assembly was granted the authority to create special schools unilaterally – authority it had not had, at least expressly, since the 1945 Constitution prohibited the creation of any new independent school systems. Although the General Assembly *may* still provide for local boards of education to participate in the creation of special schools, that is no longer required. Similarly, special schools can now be created without the approval of voters in the school districts affected, although the General Assembly cannot draw on local school taxes or bonds to finance special schools without local voter approval.

**H. The 1993 and 1998 Charter School Acts and the Attorney General Opinions Concluding That the “Special Schools” Provision Authorizes the General Assembly to Create State Chartered Schools**

A charter school is a public school that operates under the terms of a charter, which is a performance based contract between the school and the relevant government entity, instead of under all of the statutes and rules that ordinarily govern public education. See OCGA § 20-2-2062 (1) (defining the term “charter”); OCGA § 20-2-2065 (a) (providing that charter schools are exempt from state laws and rules governing public education, except as otherwise provided in the education title of the Code or in a charter, and that in exchange for this waiver, charter schools agree to meet or exceed the performance goals included in their charters); Ga. Comp. R. & Regs. r. 160-4-9-.04 (setting forth the rules of the State Board of Education regarding charter schools).

In 1993, the General Assembly authorized the creation of the first public charter schools in Georgia with the enactment of OCGA § 20-2-255. See Ga. L. 1993, p. 1440. The 1993 Act permitted an existing local school under the management and control of a local board of education to become a charter school if it obtained approval from both its local board of education and the



State Board of Education. See *id.* at 1442-1444.

Five years later, in the Charter Schools Act of 1998, the General Assembly repealed the 1993 Act, see Ga. L. 1998 pp. 1080-1081, and enacted a more comprehensive scheme for charter schools. See OCGA § 20-2-2060 et seq. The 1998 Act authorizes the creation of both “local charter schools” and “state chartered special schools.” OCGA § 20-2-2062 (7), (16). A “local charter school” is a school that “operat[es] under the terms of a charter between the charter petitioner and the local board [of education],” OCGA § 20-2-2062 (7), and is “[s]ubject to the control and management of the local board of the local school system in which the charter school is located.” OCGA § 20-2-2065 (b) (2). A “state chartered special school,” on the other hand, is a “charter school created as a special school that is operating under the terms of a charter between the charter petitioner and the state board.” OCGA § 20-2-2062 (16). The 1998 Act specifically invokes the 1983 Constitution’s “special schools” provision, defining a “special school” as “a school whose creation is authorized pursuant to Article VIII, Section V, Paragraph VII of the Constitution.” OCGA § 20-2-2062 (13). The funding mechanism for “state chartered special schools” is set forth in OCGA § 20-2-2068.1 (d).

Three state charter schools established under the 1998 Act retain that status today, including the Odyssey School, whose Georgia Cyber Academy provides on-line education for students throughout the State in grades K-10. See <http://www.k12.com/gca/> (Georgia Cyber Academy website); [http://www.doe.k12.ga.us/pea\\_charter.aspx](http://www.doe.k12.ga.us/pea_charter.aspx) (Georgia Department of Education web page containing a list of all Georgia charter schools). Of note, there are no published court opinions in which the 1998 Act or the creation of these schools has been challenged as unconstitutional, nor did the local systems expressly challenge them in this litigation – although the majority opinion will unfortunately have the effect of rendering them unconstitutional.<sup>17</sup>

On the other hand, in two opinions, one unofficial and one official, the Attorney General concluded that the General Assembly has expansive power to create “special schools,” including state charter schools pursuant to the 1998 Act. See 2001 Op. Atty. Gen. 2001-9 (concluding that the 1983 Constitution’s “special schools” provision authorizes the General Assembly to create state

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<sup>17</sup> The Georgia Cyber Academy was originally part of the Odyssey School, a brick-and-mortar school in Coweta County that in 2001 became the first state charter school approved in Georgia. The two schools recently had separate petitions approved so that they could become commission charter schools as of July 1, 2011 – or so they thought, there being no such schools after today’s decision.

charter schools pursuant to the 1998 Act); 1997 Op. Atty. Gen. U97-8 (concluding that the 1983 “special schools” provision authorizes the General Assembly to create state charter schools without the approval of the local board of education for the school system in which the charter school would be located). See also 1998 Op. Atty. Gen. U98-2 (concluding that the 1983 Constitution gives the General Assembly “specific authority to set up whatever kind of structure it deems appropriate for the creation of special schools”).

### **I. The 2008 Charter Schools Commission Act**

This case involves the Charter Schools Commission Act of 2008. See OCGA § 20-2-2080 et seq. Experience under the 1998 Act led to concerns that local school boards would not approve charter school petitions and that funding for the alternative, the state charter schools, was too limited. See Review of Selected 2008 Georgia Legislation, 25 Ga. St. U. L. Rev. 47, 51-52 (Fall 2008) (noting that 26 of the 28 charter school petitions submitted in Georgia were denied in 2007). After extensive hearings, floor debate, and amendments, the 2008 Act passed by a vote of 114-40 in the House of Representatives and 30-21 in the Senate. See *id.* at 50-67.

The 2008 Act opens with the following legislative findings and statement

of intent:

(a) The General Assembly finds that:

(1) Charter schools are a critical component in this state's efforts to provide efficient and high-quality schools within this state's uniform system of public education;

(2) Charter schools provide valuable educational options and learning opportunities while expanding the capacity of this state's system of public education and empowering parents with the ability to make choices that best fit the individual needs of their children; and

(3) The growth of charter schools in this state has contributed to enhanced student performance, greater efficiency, and increased parental satisfaction.

(b) It is the intent of the General Assembly that:

(1) There be established a state-level commission whose primary focus is the development and support of charter schools in order to better meet the growing and diverse needs of some of the increasing number and array of charter schools in this state and to further ensure that charter schools of the highest academic quality are approved and supported throughout the state in an efficient manner; and

(2) New sources of community support from cosponsors should be authorized to participate in developing and supporting charter schools, with the goal of maximizing access to a wide variety of high-quality educational options for all students regardless of disability, race, or socioeconomic status, including those students who have struggled in a traditional public school setting.

OCGA § 20-2-2080.

The act created the seven-member Georgia Charter Schools Commission, appointed by the State Board of Education from recommendations by the Governor (for three commissioners), the President of the Senate (two), and the Speaker of the House (two). See OCGA § 20-2-2082 (a), (b). Commissioners must hold at least a college degree and should be “a group of diverse individuals representative of Georgia’s school population who [have] experience in finance, administration, law, education, public school teaching, and school governance.” OCGA § 20-2-2082 (b).

The Commission’s primary function is to develop “commission charter schools.” A commission charter school is expressly defined in terms of the 1983 Constitution’s “special schools” provision as a “charter school authorized by the commission pursuant to this article [of the Education Code] whose creation is authorized as a special school pursuant to Article VIII, Section V, Paragraph VII of the Constitution.” OCGA § 20-2-2081 (2). The Commission is charged with, among other responsibilities, approving or denying petitions for commission charter schools according to rules and regulations established by the State Board of Education. See OCGA § 20-2-2083 (a) (1).

The funding mechanism for commission charter schools is set forth in

OCGA § 20-2-2090; it is much less favorable for local school systems than the funding mechanism for the state charter schools created under the 1998 Act, as the local systems receive reduced state and federal funding in proportion to the number of students residing in their districts that choose to attend commission charter schools. Because the same “special school” arguments can be made, but have not been made, against the 1998 Act as against the 2008 Act, it is apparent that this funding difference is what motivated this lawsuit and the efforts of the local systems to have the Commission Charter Schools Act deemed unconstitutional. But as the trial court held and I fully agree, there is nothing unconstitutional about the funding scheme set up by the 2008 Act. Because the majority evidently can find no traction in the local systems’ attack on the funding scheme (or in the many other arguments the appellants raise) as the ground for striking down the statute, the majority must rely on the “special schools” argument, which has the consequence of also nullifying any state charter schools established under the 1998 Act.

**J. The Three Commission Charter School Appellees**

The three appellee schools in this case are Ivy Preparatory Academy, Charter Conservatory for Liberal Arts and Technology (“CCAT”), and Heron

Bay Academy – the first three commission charter schools approved in Georgia. Each of the schools first petitioned its local district to operate as a local charter school under the 1998 Act, but their petitions were all denied. Before 2008, Ivy Prep and CCAT each obtained approval to operate as a state charter school. After the 2008 Act took effect, Ivy Prep, CCAT, and Heron Bay each obtained approval from the Commission to operate as a commission charter school.

Ivy Prep is located in Gwinnett County, and its charter permits it to enroll students from Gwinnett and DeKalb Counties and to continue to enroll the students from outside those two counties who were enrolled when it became a commission charter school. The record indicates that Ivy Prep has a total of about 300 students from ten school districts, including Gwinnett, DeKalb, and Atlanta. Ivy Prep is a single-gender school that “provides a rigorous, college preparatory program for young women,” ultimately in grades 6 to 12, including “an extended day, week, and year educational program and . . . two hours of English/language arts and mathematics instruction on a daily basis.” Ivy Prep’s charter requires its students to perform at a higher level than their peers in the Gwinnett County Public Schools System in reading, math, social studies, and science. Ivy Prep’s student population is about 68% African-American, 11%

Asian, 10% Hispanic, 6% Caucasian, and 5% multiracial. Nearly 40% of the students come from low income families. Ivy Prep's students have outscored their peers in surrounding school systems on standardized testing, sometimes significantly, and have surpassed "adequate yearly progress" standards, enabling the school to obtain federal Title I funds.

CCAT is located in Bulloch County, and its charter permits it to enroll students from Bulloch County and to continue to enroll the students from other districts who were enrolled when it became a commission charter school. CCAT has about 1,100 students from six school districts, including Bulloch and Candler. Also serving students in grades 6 to 12, CCAT offers "a year round program with multi-age, student-centered classrooms featuring pedagogy that is based on constructivist and multiple intelligence learning." To meet the performance objectives in its charter, CCAT's middle school students must meet or exceed the mean and median scores of their peers statewide on the CRCT exam in each content area; its high school students must perform similarly well on statewide high school graduation, writing, and end-of-course tests. About 41% of CCAT's students come from low income families, and special education students constitute 14% of the school. CCAT has an average graduation rate of



92%, placing it in the top three schools in Georgia over the last seven years. The school has also been honored by the Georgia Department of Education multiple times for having one of the highest graduation rates for students with disabilities, and it has been a Title I Distinguished School for the last seven years.

Heron Bay is located in Spalding County and was scheduled to begin operating during the 2011-2012 academic year with students from the Griffin-Spalding and Henry County School Districts. It was to open as a K-6 grade school offering “an extended day and extended school that will incorporate foreign language instruction for all students in all grade levels beginning in Kindergarten.” Its charter required its students to perform above their peers in the Henry and Spalding County school systems’ non-charter schools on standardized tests and to substantially increase test scores each year. Like all of the state charter and commission charter schools, any student who resides in its area may apply to enroll in Heron Bay, with a random selection process ensuring an equal chance of admittance, without discrimination on any basis that would be illegal if used by a local school system, and in full compliance with state and federal laws regarding education of students with disabilities and other special

education needs and English language learners. See OCGA § 20-2-2066 (b)-(c); Ga. Comp. R. & Regs. r. 160-4-9-.04 (5) (a) (5) (v), (vi), (x) and (5) (a) (7) (iii).

**K. The Federal “Race to the Top” Program**

With the support of President Obama and the United States Department of Education, in February 2009, Congress enacted a law providing \$4.35 billion for the

Race to the Top Fund, a competitive grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas.

<http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>, p. 2. One of the criteria for the grants is “[e]nsuring successful conditions for high-performing charter schools and other innovative schools.” *Id.* at p. 11. Among other things, this criterion includes consideration of the extent to which (1) “[t]he State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools,” (2) the State has laws that “encourage charter schools that serve student populations that are

similar to local district student populations, especially relative to high-need students,” and (3) the State’s charter schools receive “equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.” Id.

After an unsuccessful first application, Georgia’s second application for Race to the Top funds, submitted in June 2010, highlighted in bold print the enactment of the 2008 Charter Schools Commission Act, explaining that it was designed “to ensure that charter school applicants have an opportunity to apply to more than one authorizer.” <http://www2.ed.gov/programs/racetothetop/phase2-applications/georgia.pdf>. See also Democrats for Education Reform, Race to the Top Series, #5: Growing Innovative Charter Schools, p. 4 (June 17, 2009) (“*Race to the Top* states should have multiple charter school authorizers, so that no one entity can bottleneck the charter school approval process.”). One of the application reviewers specifically noted Georgia’s “strong state Charter School Commission,” <http://www2.ed.gov/programs/racetothetop/phase2-applications/comments/georgia.pdf>, p. 8, and all reviewers gave Georgia a perfect score on this point. See <http://www2.ed.gov/programs/racetothetop/phase2-applications/score-sheets/georgia.pdf>. Georgia was ultimately selected

to receive \$400 million in Race to the Top funding.

**L. A Sense of Context: State Chartered Schools Are Less Than One Percent of Georgia’s K-12 Public Education System**

Since these lawsuits were filed in 2009 and 2010, the Commission has approved several more commission charter schools and state charter schools converting to commission charter school status. See [http://www.doe.k12.ga.us/pea\\_charter.aspx](http://www.doe.k12.ga.us/pea_charter.aspx). This long but important background discussion will end with a few numbers that are useful in evaluating the majority’s claim that commission charter schools “duplicate the efforts of local boards of education in establishing and maintaining general K-12 schools.” Maj. Op. at 266. There are nearly 2,300 individual public schools in Georgia, serving nearly 1.7 million students. See [http://app3.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_enrollgrade.display\\_proc](http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.display_proc); [http://app3.doe.k12.ga.us/ows-bin/owa/fte\\_pack\\_school\\_count.display\\_count](http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_school_count.display_count). Thirteen years after the 1998 Act and three years after the 2008 Act, fewer than 1% of those schools are state-chartered pursuant to the General Assembly’s “special schools” authority, and fewer than 1% of public school students attend those schools.

**II. Constitutional Analysis**

[A]ll presumptions are in favor of the constitutionality of an act of

the legislature, and . . . before an Act of the legislature can be declared unconstitutional, the conflict between it and the fundamental law must be clear and palpable and this [C]ourt must be clearly satisfied of its unconstitutionality. Moreover, because statutes are presumed to be constitutional until the contrary appears, . . . the burden is on the party alleging a statute to be unconstitutional to prove it.

Dev. Auth. of DeKalb County, 286 Ga. at 38 (citations and punctuation omitted). The majority recites these words, see Maj. Op. at 268, but it fails to apply them, along with other basic principles of constitutional interpretation, including the principle that, because this case involves no First Amendment overbreadth claim, the local systems' facial challenge to the 2008 Act can succeed only "by establish(ing) that no set of circumstances exists under which the (statute) would be valid, i.e., that the law is unconstitutional in all of its applications, or at least that the statute lacks a plainly legitimate sweep." Blevins v. Dade County Bd. of Tax Assessors, 288 Ga. 113, 118 (702 SE2d 145) (2010) (citation omitted).

**A. The Ordinary Meaning of "Special Schools"**

The question that controls this case is what makes a public school "special" as that term is used in Article VIII, Section V, Paragraph VII of the 1983 Constitution.

In interpreting the provisions of a constitution, it is to be presumed that the words therein used were employed in their natural and ordinary meaning; and, where a word has a technical as well as a popular meaning, the courts will generally accord to it its popular signification, unless the nature of the subject indicates or the context suggests that it is used in a technical sense. Constitutions are the result of popular will, and their words are to be understood ordinarily in the sense they convey to the popular mind.

Clarke v. Johnson, 199 Ga. 163, 164-165 (33 SE2d 425) (1945) (citation omitted). Accord Williamson v. Schmid, 237 Ga. 630, 632 (229 SE2d 400) (1976).

### **1. Dictionary Meanings**

The first place that we usually look to determine the ordinary meaning of words is a good dictionary. See Clarke, 199 Ga. at 165; Williamson, 237 Ga. at 632. That is what the trial court did in this case, consulting Webster’s New World College Dictionary, which says that “special” means simply “of a kind different from others,” followed by similar definitions that give the term a broad meaning juxtaposed to antonyms like “common,” “general,” or “ordinary.” Accord Webster’s Third New International Dictionary (1967) (listing as the first definition of “special”: “distinguished by some unusual quality: UNCOMMON . . .”).

As discussed in Division I (I)-(J) above, commission charter schools – and

the three appellee schools in particular – are different from “common,” “general,” or “ordinary” K-12 public schools in Georgia in multiple ways. Most significantly, each charter school is individually created by the Commission, exercising authority delegated by the General Assembly. They are established outside a local school system, pursuant to an individualized, performance-based contract, and the schools are not required to abide by all of the statutes and regulations that ordinarily govern public education. The charter schools are also different from ordinary public schools in the way they are managed, overseen, and funded.

Tellingly, the majority gets around to mentioning the “natural and ordinary meaning” principle of constitutional interpretation only as a “final” consideration in its opinion, see *Maj. Op.* at 271 – and even then it studiously avoids reference to any dictionary or other source of ordinary understanding, because those sources demonstrate that “special” just means different from the norm. The majority contends that “special” in this context means “special student body” or “special curriculum.” *Id.* at 271. The first of these restrictive definitions is also proposed by the local systems, who argue that “special schools” has the narrow connotation of “special needs schools,” “special

education schools,” or “special student schools.”

It would have been easy, of course, for the drafters of the 1983 Constitution (or the 1966 Amendment or 1976 Constitution, for that matter) to include such limiting adjectives, if such a limitation were intended. But they did not do so. The local systems and the majority say that we need to look to other principles of interpretation to find the limited meaning, and we will examine and reject those arguments below. But it is important at the outset to identify a gaping hole in both the local systems’ and the majority’s textual arguments.

## **2. The Local Systems’ Incomplete Restrictive Meaning and the Majority’s Illogical Restrictive Meanings**

Whatever “special schools” means in the 1983 Constitution, no one has argued that it is *narrower* than the three examples that were listed in the 1966 Amendment and 1976 Constitution and then deleted in 1983 – “vocational trade schools, schools for exceptional children, and schools for adult education.”<sup>18</sup>

Schools for exceptional students and (perhaps) schools for adult education may

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<sup>18</sup> These three types of “special schools” appear to be illustrative, not limiting, given that they were introduced by the word “including.” To the extent that these examples might have operated to limit the scope of “special schools,” however, they were deleted in 1983 and the presumption is that, when limiting language is removed from a law, the law should no longer be read as including such limits. See Transp. Ins. Co. v. El Chico Restaurants, 271 Ga. 774, 776 (524 SE2d 486) (1999) (holding that the legislature’s deletion of limiting language when amending a statute must be presumed to be “a matter of considered choice” so that the law cannot be read to maintain the limitation at issue).



serve students with special educational needs. The problem for the local systems “special needs” interpretation is that vocational trade schools are defined not by a type of student but rather by the curriculum or type of subjects taught – training for the skilled trades instead of, for example, preparation for college. See OCGA § 20-2-152 (a) (not including adult students or vocational students in the listing of the types of students with “special education needs”). Yet “vocational trade schools” undeniably are “special schools”; indeed, the phrase “special schools” in our Constitution traces back not to a focus on students with special needs like the deaf and blind, but to the ability to create “area schools, including vocational trade schools,” beyond the bounds and authority of individual local districts. See Division I (E) above. Perhaps recognizing this serious shortcoming of their interpretation, the local systems conspicuously avoid discussing “vocational trade schools” in their arguments.

But at least the local systems are respectful of the English language; the majority, searching for a way around this problem, is not. In theory, the word “special,” as used to modify “schools,” could have the limited meaning “special student body.” Or it could have the limited meaning “special curriculum.” But students and curricula are two very different things – and they are only two of

the many characteristics that could make a school “special.” A single adjective used in a single phrase does not normally have two (but only two) limited and different meanings. Instead, writers trying to convey such dual and limited meanings would be expected to use the additional modifiers the majority inserts into our Constitution today.

Trying to gloss over this defect, several portions of the majority opinion elide the two distinct meanings, indicating that a “special school” must have *both* a distinctive student body *and* a distinctive curriculum. See Maj. Op. at 269, 271. But that approach runs into the same problem as the local systems’ approach. A school for exceptional students (like the disabled or the gifted) might have unusual students, but teach the standard curriculum; a vocational trade school might have an unusual curriculum, but ordinary students. Both types of schools, however, are unquestionably described in our Constitution with the single adjective “special.” This single adjective must have one meaning and must encompass, at a minimum, the diverse types of schools that everyone agrees are “special.” There is such a definition – schools are “special” if they are created by the General Assembly separate from the “common” schools established by the local school systems.

The majority's position that what defines a "special school" is its unique students or curriculum, and that what entity creates the school is irrelevant, see Maj. Op. at 274, raises another problem too. Many large local school systems have established schools attended only by special needs students; moreover, a local school system could create, perhaps with approval from the State Board of Education or other local districts but without any action by the General Assembly, a local school that is as unique in its student body or the subjects it teaches as any school that could ever be created by the General Assembly or the Charter Schools Commission. Under our Constitution, what would such a school be called? Under the majority's interpretation, the school's unique student body and curriculum would make it a "special school." But our Constitution expressly authorizes only the General Assembly to create a "special school." In my view, a local school for special students is simply another local school, because a "special school" is defined not by its student body or the subjects it teaches, but by its creation by the General Assembly outside of the common county school system. My view, unlike the majority's, is consistent with the ordinary meaning of the words used in our Constitution.

### **3. The Absence of "Charter Schools" in 1983**

The local systems also contend that because no “charter schools” existed in 1983, commission charter schools cannot possibly come within the meaning of “special schools” as used in the 1983 Constitution. This contention was pressed by the local systems in their initial briefs, although they backed away from it in the briefs they submitted after oral argument and the majority does not give it any credence. That is because it is baseless. The *application* of the words used in a Constitution is not restricted to things and circumstances that existed at the time it was ratified. Otherwise, to give just a couple of the more obvious examples, the First Amendment to the United States Constitution would not apply to “speech” communicated electronically or digitally or to Jehovah’s Witnesses, Seventh-Day Adventists, or the Church of Jesus Christ of Latter Day Saints, none of which yet existed as “religions” in 1791, when the Bill of Rights took effect. Thus, this Court has explained that a constitutional attack on a statute will fail ““if upon analysis it appears that the only novelty in the legislation is that approved principles are applied to new conditions.”” Williamson v. Housing Auth. of Augusta, 186 Ga. 673, 693 (199 SE 43) (1938) (citation omitted).

The proper standard for applying old constitutional words to new

circumstances was set forth in Collins v. Mills, 198 Ga. 18 (30 SE2d 866) (1944), in considering whether lumber qualified as a “farm product” as that phrase was used in a 1912 constitutional amendment:

A provision of the constitution is to be construed in the sense in which it was understood by the framers and the people at the time of its adoption. Accordingly, the amendment of 1912 means now precisely what it meant at that time. The business of farming, however, may change both as to method and as to things produced, and changes in the latter respect may from time to time add new crops to the catalogue of farm products. In such case, the exemption would apply to the new products, as well as to the old, and would do so, even though the new products may have been entirely unknown, and hence not specifically within the minds of the people at the time such constitutional provision was adopted. This would involve only an application of the same constitution to new conditions arising by natural processes, and would not mean that the constitution itself had been changed.

Id. at 22. The question, therefore, is not whether the people of Georgia who framed and ratified the 1983 Constitution contemplated the existence of “charter schools,” but rather whether schools that are created by the General Assembly outside the local school systems through individual charters, and that differ from local schools in numerous ways, could come within the meaning of “special schools” as citizens in 1983 understood that term – starting with the ordinary meaning of the words used.

## **B. The Constitutional Context**

We should not stop with the dictionary definitions of isolated words, however, because it is important to view the words in the context of the legal document in which they appear – another indication of meaning available to any drafter of or citizen voting to ratify a Constitution. See Clarke, 199 Ga. at 164. One aspect of context is “[t]he presumption . . . that the same meaning attaches to a given word or phrase wherever it occurs in a constitution.” *Id.* Our current Constitution uses the adjective “special” about 19 times, always, it appears, with its ordinary meaning of simply different from the regular or general thing to which the “special” thing is being compared. See, e.g., Ga. Const. of 1983, Art. II, Sec. II, Par. V (discussing vacancies created when elected officials qualify for another office “in a general primary or general election, or special primary or special election”); Art. III, Sec. V, Par. XII (involving rejected bills being proposed again “during the same regular or special session” of the General Assembly).

In particular, the “special schools” concept seems analogous to the longstanding “special legislation” provision, which deals with the relationship between laws that apply generally to the entire State and laws that are specific and limited. See Art. III, Sec. VI, Par. IV (a) (“Laws of a general nature shall

have uniform operation throughout this state and no local or special law shall be enacted in any case for which provision has been made by an existing general law . . . .”). As discussed in Division I (C) above, in the early 1900s, this Court applied the “general law” provision to negate the General Assembly’s efforts to create, by special and local laws, new school districts within counties, because there were general laws establishing the common county school systems and their school districts. See, e.g., Vaughn, 139 Ga. at 214-217. What allows the General Assembly to create schools outside the general county school systems today is the provision of the 1983 Constitution granting the Legislature the specific authority to create “special schools.”

Analysis of context also includes the “concepts of *expressio unius est exclusio alterius* (the expression of one thing implies the exclusion of another) and *expressum facit cessare tacitum* (if some things are expressly mentioned, the inference is stronger that those not mentioned were intended to be excluded).” Goddard v. City of Albany, 285 Ga. 882, 884 (684 SE2d 635) (2009). The majority’s result is premised on its claim that the constitutional provision stating that “[a]uthority is granted to county and area boards of education to establish and maintain public schools within their limits,” Ga. Const. of 1983, Art. VIII,

Sec. V, Par. I, gives local districts the “*exclusive* right to establish and maintain” general K-12 public schools. Maj. Op. at 266 (emphasis added). But the Constitution does not say that local boards have “exclusive” authority over schools, even though the drafters of the 1983 Constitution undeniably knew how to use that modifier when exclusivity was intended. See, e.g., Art. VI, Sec. VI, Par. II (granting this Court “exclusive appellate jurisdiction” over certain types of cases). Most strikingly, the *immediately preceding section* of the Constitution’s Education Article states that “[t]he board of regents shall have the *exclusive* authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate.” Art. VIII, Sec. IV, Par. I (b) (emphasis added).

This broader constitutional context weighs strongly against the majority’s position, and so the majority utterly ignores it. It discusses only the narrow context of the particular constitutional section at issue. See Maj. Op. at 266-268. That section is appropriate to consider – but it also does not support the majority’s position. The majority correctly says that the “special schools” provision of Article VIII, Section V, Paragraph VII (a) of the 1983 Constitution



must be read in conjunction with Paragraph I of that section, which states in full:

***School systems continued; consolidation of school systems authorized; new independent school systems prohibited.***

Authority is granted to county and area boards of education to establish and maintain public schools within their limits. Existing county and independent school systems shall be continued, except that the General Assembly may provide by law for the consolidation of two or more county school systems, independent school systems, portions thereof, or any combination thereof into a single county or area school system under the control and management of a county or area board of education, under such terms and conditions as the General Assembly may prescribe; but no such consolidation shall become effective until approved by a majority of the qualified voters voting thereon in each separate school system proposed to be consolidated. No independent school system shall hereafter be established.

This provision is indeed illustrative, as is Paragraph II, which provides that “[e]ach school system shall be under the management and control of a board of education, the members of which shall be elected as provided by law,” and Paragraph III, which provides that “[t]here shall be a school superintendent of each system appointed by the board of education who shall be the executive officer of the board of education.” (Emphasis added.)

Paragraph VII (a), by contrast, reads:

***Special schools.***

(a) The General Assembly may provide by law for the creation of special schools in such areas as may require them and

may provide for the participation of local boards of education in the establishment of such schools under such terms and conditions as it may provide; but no bonded indebtedness may be incurred nor a school tax levied for the support of special schools without the approval of a majority of the qualified voters voting thereon in each of the systems affected. Any special schools shall be operated in conformity with regulations of the State Board of Education pursuant to provisions of law. The state is authorized to expend funds for the support and maintenance of special schools in such amount and manner as may be provided by law.

Read in context, Paragraphs I-III of this section of the Constitution plainly create a public education scheme in which every county, as well as every existing area and independent school *system*, has an elected board of education and a school superintendent who are charged with establishing, maintaining, managing, and controlling the public schools in their respective jurisdictions (limits). There is no restriction on the types of students these schools can serve or the types of subjects these schools can teach. The General Assembly and the local school systems have very limited authority to alter the *school system* structure; no new independent school systems can be established, and no consolidation of existing systems can be accomplished except by act of the General Assembly approved by the voters of the affected systems.

But there is something else too. There is in Paragraph VII the grant of authority to the General Assembly to create not new school *systems* but new

*schools* – “special schools in such areas as may require them.” The General Assembly “may” provide for local boards to participate in establishing such schools, but it is not required to do so. Indeed, there is no requirement of local involvement of any kind, with the caveat that local school taxes and bond debt cannot be used to support a special school without local voter approval. Unlike with the school systems, there is no provision for these schools to have a school board or school superintendent, or to be managed or controlled by any local board; instead, special schools are to be operated under regulations issued by the State Board of Education. And just like the public schools “establish[ed] and maintain[ed]” by the local school systems, Paragraph VII places no restriction on the types of students these “special schools” can enroll or the types of subjects these schools can teach.

So what is most fundamentally different – “special” – about the “special schools”? The text and context give no reason to think that it is their student bodies or the subjects they teach those students. What makes them unusual is that “special schools” can be created by the General Assembly *independent of* the local school systems, separate from the schools in those systems and the control and management of their local boards and superintendents. This

meaning of “special schools” was indeed indicated as far back as the 1877 Constitution, which used the term “not common schools” to refer to the schools the General Assembly created by special or local law outside the scheme of “common schools” that were established in every county. See Division I (B) above. To argue against this meaning of “special schools,” the majority must depart from the constitutional text and context and natural and ordinary meaning and venture into constitutional history and “technical meaning.” But those ventures are no more successful.

### **C. Constitutional History**

The majority’s analysis turns on its assertion that “[t]he constitutional history of Georgia could not be more clear that, as to general K-12 public education, local boards of education have the exclusive authority to fulfill one of the ‘primary obligation[s] of the State of Georgia,’ namely, ‘[t]he provision of an adequate public education for its citizens.’” Maj. Op. at 266 (quoting Ga. Const. of 1983, Art. VIII, Sec. I, Par. I). The majority relies primarily on the language of Article VIII, Section V, Paragraph I, quoted in the previous subdivision, which, the majority alleges, “continues the line of constitutional authority, unbroken since it was originally memorialized in the 1877

Constitution of Georgia, granting local boards of education the exclusive right to establish and maintain, i.e., the exclusive control over, general K-12 public education.” Maj. Op. at 266. The claim that the Georgia Constitution has provided for local school boards to exercise “exclusive control of general K-12 public schools” for well over a century is repeated over and over. Given the majority’s dependence on constitutional history, it is remarkable how little support the majority identifies for its claims. In truth, the majority’s claims are at odds with the actual constitutional history of this State.<sup>19</sup>

To begin with, the majority’s assertion that “local boards of education” were given exclusive authority over public schools under our constitutions beginning in 1877 is simply inaccurate. The 1877 Constitution contains no mention of local school boards.<sup>20</sup> Indeed, it appears that local – county – school boards are first mentioned in the 1945 Constitution.

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<sup>19</sup> I recognize the possibility that I may have missed some relevant piece of the historical record. But I have at least tried to cite specific materials from our constitutional history; moreover, because legislation is presumed to be valid, it is the majority that must demonstrate that our constitutional history supports its finding that the Commission Charter Schools Act is “clearly and palpably” unconstitutional.

<sup>20</sup> The 1877 Constitution did include a taxation provision allowing the General Assembly to grant to “*counties*, upon the recommendation of two grand juries, and to *municipal corporations*, upon the recommendation of the corporate authority, to establish and maintain public schools in their respective limits, by local taxation . . . .” Art. VIII, Sec. IV, Par. I (emphasis added).

Moreover, while county and independent school boards have existed since the creation of local school systems, and traditionally have been granted substantial authority and autonomy, that is largely a matter of legislative policy, not constitutional dictate. The 1877 Constitution stated that the “system of common schools” must be “as nearly uniform as practicable,” Art. VIII, Sec. I, Par. I, a directive that would be senseless if the dozens of county school systems had “exclusive control” to organize and operate their schools without any statewide regulation. And since 1870, Georgia has had a State Board of Education and a State School Commissioner (or Superintendent) with broad authority to regulate primary and secondary public education pursuant to laws enacted by the General Assembly. See, e.g., Division I (A) above; Ga. Const. of 1983, Art. VIII, Sec. II, Par. I (b) (“The State Board of Education shall have such powers and duties as provided by law.”); OCGA § 20-2-140 (providing that the State Board of Education shall adopt a core curriculum for K-12 that local boards of education must follow). Thus, far from being “exclusive” for 134 years, *Maj. Op.* at 266, local boards’ “control over general K-12 public education” in their respective jurisdictions has long been and remains today directed and limited by an extensive set of statutes, see generally OCGA Title

20, Chapter 2 (Elementary and Secondary Education chapter of the Education Code), as well as extensive rules and regulations, see generally Ga. Comp. R. & Regs. Title 160 (rules of the Georgia Department of Education). Indeed, a local system that wants to establish a local charter school must comply with the governing statutes and regulations. See OCGA §§ 20-2-2063; 20-2-2064 (d); 20-2-2064.1 (b).

The majority's homage to local control of public education – “our constitutions, past and present, have limited governmental authority over the public education of Georgia's children to that level of government closest and most responsive to the taxpayers and parents of the children being educated,” Maj. Op. at 266 – ignores this unbroken record of state regulation and oversight. It also is blind to the reality that for much of our history, local boards of education were horribly *unresponsive* to a large portion of students and taxpaying parents. As recounted in Division I (B) above, it took oversight and reform from the State level (and ultimately from the federal level) to improve public education for African-American children, and there are no reported cases suggesting that the State's efforts in this area – or in so many other areas of State-led public education reform over the past century – were unconstitutional

because the local districts had “exclusive control” over public education.

The reality, as reviewed at length in Division I above and as reflected in the text and structure of our current Constitution, is that public education in Georgia, including the general primary and secondary education that is its main component, has *always* been a responsibility *divided* between the “common” county school systems created by general laws and the entirely separate “independent” or “special” schools and school systems created by special or local laws. The “county” boards of education referenced in the 1945 Constitution’s version of the provision on which the majority relies, and the “county and area boards” referenced in the current Constitution, have *never* had a monopoly on “general” public education in this State, because independent schools and school systems have always existed and overlapped the general county scheme. Only by trying to blend the independent schools into the common county schools and ignoring the powers of the General Assembly and the State Board of Education can the majority try to make its argument.

It is true that the existence of schools independent of the general county systems has sometimes caused problems for public education, particularly for equitable funding, and so the General Assembly’s authority to create new



schools separate from the common schools has ebbed and flowed over the past two centuries. See Division I (A)-(G). In particular, since 1945 the General Assembly has been expressly prohibited from creating new independent school *systems*. However, the constitutional authority to create new schools separate from any local school system was revived with the 1960 “area schools” Amendment (if the affected local systems agreed) and expanded with the 1966 “area schools, including special schools” amendment (if the General Assembly acted and the voters in local districts approved). The 1983 Constitution gave the power to create such “special” schools back to the General Assembly alone (so long as the special schools were not supported with local school taxes or bonds). Moreover, any limitation that might have been indicated by the three specific types of special schools listed in the 1966 Amendment and the 1976 Constitution was eliminated in 1983.

**D. “Special Schools” as a Technical Term of Art**

Because the ordinary meaning, context, and history of the 1983 Constitution’s “special schools” provision all fail to support the narrow “special students schools” reading that the local systems seek, or the “special students *or* special curriculum schools” reading that the majority proposes, they must claim

that the phrase should be understood as a specialized term of art. However, neither the local systems nor the majority have identified anything about the nature or context of the “special schools” provision that would show that the term was used “in a technical sense,” as needed to rebut the presumption that the term carries its ordinary meaning. Clarke, 199 Ga. at 164. And in any event, the use of the phrase in Georgia law before the 1983 Constitution and statements by framers of that Constitution indicate that “special schools” did not bear such a restricted meaning.

**1. References to “Special Schools” in Statutes and Case Law**

The local systems direct us to the Adequate Program for Education in Georgia Act of 1974, an important piece of public education legislation which provided that “[t]he State Board of Education shall annually determine the amount of funds needed for the operation of the State schools for the deaf and blind and such other special schools for exceptional persons as may be established by the State Board of Education.” Ga. L. 1974, pp. 1045, 1051. The APEG Act indicates that the General Assembly in 1974 understood “special schools” to *include* “schools for exceptional students” like deaf and blind students. That is no surprise, since “schools for exceptional children” were

among the three types of “special schools” specifically listed in the 1966 Amendment. See Division I (F) above. However, this legislation cannot fairly be read as *limiting* special schools to that single category, because the constitutional amendment enacted eight years earlier also described “vocational trade schools . . . and schools for adult education” as types of special schools.

As discussed in Division I (C) above, in the decades before the term “special school” first appeared in the Constitution in 1966 (as well as in a statute that remains in effect today and a 1981 case from this Court), the General Assembly, this Court, and the Court of Appeals all used the term “special school” to refer to schools and school systems independent of the “common” county school systems – a meaning that is consistent with the ordinary meaning, context, and history of the constitutional provision. In stark contrast, the local systems and the majority have not identified *any* uses of the term “special school” in our pre-constitutional law that limited it to schools for special needs students or schools teaching special subjects.

I do not contend that these limited examples of pre-1966 usage are overwhelming evidence; then again, I am not the one trying to prove that “special schools” mean something other than what those words ordinarily mean,

that some much more limited meaning is so “clear and palpable” as to justify this Court’s nullifying as unconstitutional a statute enacted through the democratic process. Dev. Auth. of DeKalb County, 286 Ga. at 38; Clarke, 199 Ga. at 164. When this Court turns away from the ordinary meaning of words used in legal texts, we commonly look to how the term was previously used in Georgia law, on the theory that the words may have been used the same way by later lawmakers. See City of Thomaston v. Bridges, 264 Ga. 4, 6 (439 SE2d 906) (1994) (noting “the well-established rule of construction that absent a clear indication to the contrary, this Court should accord to virtually identical language in successor provisions the same construction given the original language” and explaining that “[t]his rule reflects the value of consistency in the interpretation of legal language”).

Thus, it is truly astounding that the majority – which is seeking to place an extraordinary meaning on the term “special school” – derides this evidence of pre-constitutional meaning as “a few brief instances of ill-considered language” and “unrelated to the ‘special school’ provision first incorporated into our constitution in 1966.” Maj. Op. at 274. “Special schools” as independently-created schools is how Georgia’s legislators and appellate judges appear to have

understood and used the term before people much like them drafted the constitutional language. To the majority, however, any evidence undermining its conclusion is simply not “pertinent.” *Id.*

## **2. Attorney General Opinions**

In a similar vein, the majority drops a footnote saying that “the State Attorney General can[not] determine the meaning of ‘special schools.’” *Maj. Op.* at 272, n. 9. Of course, the Attorney General’s interpretation of Georgia law is not *binding* on this Court, but our appellate courts have looked to such opinions as *persuasive* authority. See, e.g., Moore v. Ray, 269 Ga. 457, 459 (499 SE2d 636) (1998) (explaining that Attorney General opinions are persuasive authority); In the Interest of J. S., 283 Ga. App. 448, 450 (641 SE2d 682) (2007) (same). As discussed in Division I (H) above, two Attorney General opinions have concluded that the General Assembly has expansive authority to create “special schools,” including state charter schools pursuant to the 1998 Act. See 2001 Op. Atty. Gen. 2001-9; 1997 Op. Atty. Gen. U97-8. See also 1998 Op. Atty. Gen. U98-2. These opinions have persuasive value, particularly when the local systems and the majority have identified *no* authority, binding or persuasive, to the contrary. But instead of trying to take

on the reasoning of these Attorney General opinions, the majority simply brushes them aside.

### **3. Statements by Drafters of the 1983 Constitution**

In construing our Constitution, we also sometimes look to the understanding expressed by people directly involved in drafting the document. See Collins, 198 Ga. at 22. In this respect, we are fortunate to have transcripts of many of the committee and subcommittee meetings that ultimately led to the 1983 Constitution. The majority asserts that these transcripts reveal a “consensus among all the participants that ‘special schools’ were indeed those schools that enrolled only students with certain special needs or taught only certain special subjects.” Maj. Op. at 269. The only true consensus, however, was that the “special schools” provision was being broadened from the version in the 1976 Constitution and that the General Assembly was being granted authority to create such schools without local involvement.

Like the local systems, the majority cites a few statements by drafters indicating that the “special schools” provision was talking about “vocational schools, et cetera” and would allow the General Assembly to create additional schools for the deaf and blind and other “exceptional children.” See Maj. Op.

at 269-270. These references to the types of “special schools” that were listed in the then-existing 1976 Constitution, while understandable because constitutional language is often discussed in relation to its current objects, are not limiting. See Collins, 198 Ga. at 22.

More significantly, the evidence is not so one-sided. For example, in a meeting of the Committee to Revise Article VIII in August 1980, Melvin B. Hill, Jr., who served as the Assistant Executive Director of the Select Committee on Constitutional Revision, explained that he did not include a list of the types of special schools in the new draft “because I thought that even a definition of special schools should be provided by [statutory] law.” Select Committee on Constitutional Revisions, 1977-1981, Transcripts of Meetings, Committee to Revise Article VIII, Vol. III, Aug. 21, 1980, p. 53. When committee members were asked later in the same meeting if they would like to “specify the kinds of special schools we have in mind,” LeAnna Walton responded, “I think this is sufficient. I think when you start naming them you could think of fifty million different kinds. I think it’s better not to name them at all, let the laws provide like you say.” *Id.* at 55. Chairman Donald Thornhill responded that he wanted to ensure the term was broad, stating that “[i]f you name one or two, that limits

it to them.” Id.

The best evidence, of course, is not what various framers said to each other at various points during the process, but what they ultimately drafted together – the actual Constitution that the citizens of Georgia then ratified. The 1983 Constitution deleted the three examples of special schools, indicating that, to the extent those examples ever limited the scope of the term, it had now been broadened to “thereby authoriz[e] the General Assembly to provide by law for the creation of any type of special school.” Maj. Op. at 267.

**E. The Illogical Results of the Majority’s Interpretation**

The majority’s construction of the “special schools” provision also leads to results that are illogical and again contravene basic principles of constitutional interpretation.

**1. If Special Schools Need Only Have a Different Student Body or Teach a Different Curriculum from the Typical Local School in Georgia, the Majority Should Not Strike Down the 2008 Act on Its Face or As Applied to the Appellee Charter Schools**

The majority opinion is somewhat cagey about what the “local school” baseline is to which a “special school” is to be compared; it is also inconsistent as to just how different a special school must be in terms of its student body and curriculum. At times the majority speaks of special schools as having to be



different in their student bodies and curricula from local K-12 schools in general. See, e.g., Maj. Op. at 271, 272. If the point of comparison is the “average” or “general” or “typical” local school in Georgia, then – as Justice Melton’s additional dissent emphasizes – the majority’s opinion is wrong both in striking down the Commission Charter Schools Act on its face and in reversing the trial court’s judgment as to the three charter school appellees without any as-applied examination of those schools.

It is not clear how one would go about defining the “average” or “typical” local public school in Georgia; the variations between and within school systems across the State – between, for example, urban schools with mostly disadvantaged students, the most well-funded suburban schools, and rural schools in sparsely populated counties – can be enormous. But it is indisputable that the general K-12 local school in Georgia has a student body that includes both boys and girls; there are very few public schools that enroll a student body consisting only of girls, like Ivy Prep.<sup>21</sup> Perhaps the majority would say that

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<sup>21</sup> Of course, in earlier periods of our history single-sex public schools were more common, as illustrated by the well-known Boys High School and Girls High School in Atlanta. This raises the added problem, under the majority’s approach, of a school that is “special” when it is created but later loses its distinctiveness, in terms of student body or subjects taught, as local schools change. Does a “once-but-no-longer special” school become unconstitutional?

gender is not relevant to the composition of a student body, but why would that be? There is ample debate about the virtues and vices of single-gender schools, but little debate that such schools are considerably different from dual-gender schools. See, e.g., <http://www.atlanta.k12.ga.us/186110129142943423/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=55201> (Atlanta Public Schools website discussing new pilot single-gender academies, noting that the federal No Child Left Behind Act was amended in 2004 to provide public schools the flexibility to create single-gender classrooms and schools, and explaining that “[t]he United States Department of Education completed an extensive report on the impact of single-gender education on student achievement. Hundreds of studies were reviewed for the report and the majority of the research supports single-gender schools.”). If such an obvious factor as gender does not differentiate a student body, then what factors do? The majority does not say.

Similarly, I have seen no evidence that Georgia’s “general” K-12 local schools offer “a year round program with multi-age, student-centered classrooms featuring pedagogy that is based on constructivist and multiple intelligence learning” like CCAT. Why is that curriculum not sufficiently different to

qualify as “special”? Again, the majority does not say.

If a “special school” is to be compared to the *ordinary* local school and must only differ *to some extent*, then the Charter Schools Commission could create all sorts of commission charter schools that should satisfy constitutional scrutiny, even if the three charter schools at issue in this case are not “different” enough to satisfy the majority. If that is the case, the majority errs in striking down the 2008 Act on its face. See Blevins, 288 Ga. at 118 (holding that a statute may be facially challenged only ““by establish[ing] that no set of circumstances exists under which the (statute) would be valid, i.e., that the law is unconstitutional in all of its applications, or at least that the statute lacks a plainly legitimate sweep.””).

In the normal course of constitutional adjudication, this Court would clearly hold what a “special school” is, and the Commission would then be limited to creating such schools, since the Commission is authorized to create only “special schools” as defined in the Constitution. See OCGA § 20-2-2081 (2) (defining the “commission charter school” as a “charter school authorized by the commission . . . whose creation is authorized as a special school pursuant to Article VIII, Section V, Paragraph VII of the Constitution”). Particularly

given the Constitution’s broad grant of authority to the General Assembly to “provide by law” for the creation of special schools, this Court would also normally defer substantially to the General Assembly and the administrative commission it has established in deciding whether the differences in students and curriculum proposed by a commission charter school are sufficient.

Moreover, before proceeding to strike down a statute on its face, this Court would normally consider as-applied challenges, in this case the constitutionality of the 2008 Act as applied to create the three appellee commission charter schools. The majority does not describe in any detail the student bodies or curricula of those schools to explain why the students attending or subjects taught at Ivy Prep, CCAT, and Heron Bay are not sufficiently “special” as compared to local schools. The majority does none of this because to do it might leave alive a sliver of the concept of commission charter schools, which the majority instead seeks to eliminate entirely.<sup>22</sup>

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<sup>22</sup> Even if the Commission were not abrogated but instead directed to define “special schools” using the majority’s narrow interpretation, the creation of commission charter schools would be effectively deterred by the majority’s brooding presence as a micromanager of “specialness.” Who would want to put in the considerable time and effort needed to organize a charter school – even one with an extremely unusual student body or curriculum – and seek approval for it from the Commission, and what parents would risk enrolling their children in a start-up commission charter school, knowing that a lawsuit and this Court lay lurking in the future, where a few judges might decide that the school was not quite “special” enough in their opinion, rendering the school a nullity

**2. If a Special School Must Be “Categorically Different” in Students and Curriculum from Any School that “Local School Boards Are Also Authorized to Create,” Then the “Special Schools” Provision Is a Dead Letter**

The majority’s response to Justice Melton’s dissent clarifies, however, that the baseline to which the majority believes a “special school” must be compared is not the average or ordinary local school in Georgia, but *any* local school that exists or might ever be created in our State – that is, any school that “local boards of education are also authorized to create.” Maj. Op. at 276, n. 11. Indeed, in rejecting the suggestion that a state chartered school’s unique operating charter is relevant, the majority says that, like the children in Lake Wobegon, in Georgia *no* public school is average. “[E]very general K-12 school has ‘a unique operating charter’ – whether memorialized in writing or merely implicit in the unique nature of each school’s faculty, administration and student body.” Maj. Op. at 273. Moreover, the majority ultimately concludes that to be a “special school,” the school’s student body or curriculum must be not just reasonably or even substantially different from any local school’s. Instead, the special school must “enroll students *categorically different* from those at locally controlled schools or teach subjects *wholly unlike* those that may be taught in

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and leaving its students to find a new educational home?

locally controlled schools.” *Id.* at 274 (emphasis added).

If that is true, I agree that the majority must strike down the 2008 Act on its face, because no commission charter school could ever be created that meets that demanding test. But if that is true, then it is equally true that no “special school” *of any kind* could withstand such scrutiny, which renders Article VIII, Section V, Paragraph VII (a) of our Constitution a dead letter. This exposes another fundamental defect in the majority’s interpretation, because as the majority recognizes, “[e]stablished rules of constitutional construction prohibit us from any interpretation that would render a word superfluous or meaningless.” *Maj. Op.* at 271 (citing Blum v. Schrader, 281 Ga. 238, 241 (637 SE2d 396) (2006)). That rule applies with even more force to the majority’s relegation into oblivion of an entire paragraph of the Constitution.

Under the majority’s definition, no school can be “special,” because the range of students educated in and subjects taught in “general” county and independent school systems across Georgia is nearly boundless. Among other things, every local school system must enroll (and some local districts have entire schools devoted to) gifted, disabled, and other “exceptional students,” see OCGA § 20-2-152 (a), (b), and many local schools also provide adult education

and vocational subjects.<sup>23</sup> It follows – assuming the majority’s definition was correct – that no “special schools” may be created enrolling these types of students or teaching these types of subjects, even though those are the three types of “special schools” that were expressly listed in the 1966 Amendment and 1976 Constitution and the 1983 Constitution is even broader, as the majority concedes.

To cite just one local school system as an example, along with enrolling a wide array of special needs students and teaching an enormous variety of subjects in its regular schools, the DeKalb County School System has 14 “school centers” including a K-12 school for students with severe and profound multiple disabilities (the Margaret Harris Comprehensive School); an academy for students up to the adult age of 20 who have not been successful in traditional schools but wish to earn a high school diploma (the Gateway to College Academy); and the DeKalb High School of Technology South, which offers technical diplomas and seals. See generally <http://www.dekalb.k12.ga.us/>

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<sup>23</sup> See, e.g., Georgia Dept. of Ed., CTAE Annual Report 2009, available at [http://public.doe.k12.ga.us/DMGetDocument.aspx/CTAE\\_2009\\_Annual\\_Report\\_final.pdf?p=6CC6799F8C1371F682073500733C6C8C2C2F0A3B069682C67F4701BF03730783&Type=D](http://public.doe.k12.ga.us/DMGetDocument.aspx/CTAE_2009_Annual_Report_final.pdf?p=6CC6799F8C1371F682073500733C6C8C2C2F0A3B069682C67F4701BF03730783&Type=D) (report of Georgia’s Career, Technical and Agricultural Education program, which coordinates vocational education for grade 6-12 students in public schools statewide).

[schools/centers/index.html](#) (DeKalb County School System website).

Indeed, this defect in the majority’s interpretation extends to one type of school that the appellant local systems have always said, and the majority seems to acknowledge, are the quintessential “special school” – schools for blind and deaf children like the Georgia School for the Deaf, the Georgia Academy for the Blind, and the Atlanta Area School for the Blind. Those schools teach their students subjects like reading, math, and science that are included in Georgia’s general primary and secondary school curriculum – subjects not different, much less “*wholly unlike* those that may be taught in locally controlled schools.” Maj. Op. at 274. And not all deaf and blind students attend those three area schools; some attend their local schools, which are required by state and federal law to provide public education to such disabled students. See OCGA §§ 20-2-133; 20-2-152; 20-2-281; 20 USC § 1400 et seq. (the Individuals with Disabilities Education Act). Thus, schools that enroll only blind and deaf students do not “enroll students *categorically different* from those at locally controlled schools.” Maj. Op. at 274. Just as they are authorized to create a single-sex school like Ivy Prep, “local boards of education are also authorized to create” a school for deaf or blind children, and so, under the majority’s view, such schools cannot



be “special.” Maj. Op. at 276 n. 11. Fortunately, the three existing schools created outside the local systems to educate Georgia’s deaf and blind children should survive the majority’s opinion, under the Constitution’s grandfather clause for special schools created prior to 1983. See Ga. Const. of 1983, Art. VIII, Sec. V, Par. VII (b). But four judges of this Court have decreed that there shall be no more of them.

As noted in Division I (I) above, the local systems have never challenged the constitutionality of the Charter Schools Act of 1998 or the “state chartered special schools” created under that act – which, unlike the 2008 Act, has no effect on the state and federal funds that the local systems receive. Nevertheless, and notwithstanding the majority’s purported disclaimer, see Maj. Op. at 267, n. 5, it is clear that the majority’s conclusion applies equally to invalidate those state-chartered schools, whose student bodies and curricula do not (and could never) meet the majority’s test. I expect that this will come as a surprise to those schools and the many parents who have enrolled their children there.

**3. The Majority’s False Premise Overrules This Court’s “Adequate Public Education” Precedent and Throws Public Education Law in Georgia into Turmoil**

The charter school appellees point out that, in addition to being

historically and textually wrong, the majority’s premise that local boards of education have “exclusive control” over K-12 public education quietly but directly overrules this Court’s seminal “adequate public education” precedent and throws much of Georgia’s public education law into turmoil. In McDaniel, this Court interpreted a provision of the 1976 Constitution identical to Article VIII, Section I, Paragraph I of the current Constitution as follows:

The Georgia constitution thus contains very specific provisions relating to the obligation of localities to impose a tax for the maintenance of the public schools and general provisions imposing *a duty on the state and General Assembly to provide its citizens an “adequate education.”*

248 Ga. at 643 (emphasis added).

The Court’s conclusion that the State and its legislature, rather than the various local school boards, have the responsibility to provide for adequate public education in Georgia was hardly surprising, since the constitutional text then and now states that the duty to provide an “adequate public education” is “a primary obligation *of the State of Georgia*” and local school systems are not mentioned until several sections later, after provisions regarding the State Board of Education, State School Superintendent, and Board of Regents. See Ga. Const. of 1983, Art. VIII, Secs. I-V. Nevertheless, without mention of

McDaniel's contrary holding, the majority squarely rejects it, stating that "as to general K-12 public education, local boards of education have the exclusive authority to fulfill one of the 'primary obligation(s) of the State of Georgia,' namely, '(t)he provision of an adequate public education for the citizens,'" Maj. Op. at 266 (quoting Art. VIII, Sec. I, Par. I).

This is truly stunning, not just because it entirely ignores stare decisis considerations that the Justices in the majority have elsewhere trumpeted, see, e.g., State v. Jackson, 287 Ga. 646, 663-664 (697 SE2d 757) (2010) (Thompson, J., joined by Hunstein, C. J., and Benham, J., dissenting), but in the potential implications for both the State and local school districts. If the majority means what it says, then the balance of authority and responsibility for public education in Georgia has suddenly been flipped upside down. If the local boards of education really have "exclusive control" over K-12 public education, then the State's many statutes and regulations establishing uniform and minimum guidelines for public schools statewide, see, e.g., OCGA Title 20, Chapter 2; Ga. Comp. R. & Regs. Title 160, are of dubious constitutionality. Some local school systems, and champions of local control over public education, might like the freedom that comes with this part of the equation, but

it haphazardly undermines the scheme of public education that has existed in Georgia for generations.

Moreover, I doubt that many local school systems will enjoy the majority's conclusion that they now "exclusively" bear the constitutional duty of providing K-12 public education within their limits. It follows that the State, which continues to struggle with severe budget pressures but has continued to spend more on public education than on anything else, needs no longer provide any funding for general primary and secondary public education as a matter of constitutional obligation. Of course, the General Assembly may still choose to do so, but if there is a shortfall, the majority says it is now the local districts' constitutional duty to raise the necessary taxes. Likewise, those wishing to litigate the adequacy of public education in Georgia need not do so on a statewide basis, as in McDaniel. Now any local district that fails to provide an "adequate public education" for the students it serves may face a constitutional lawsuit.

The appellants never argued for what the majority has given them and their fellow local school systems, and they may come to regret their "victory" on the relatively minor issue of state-chartered schools as they deal with the

turmoil and new obligations that the majority opinion generates. Of course, this assumes that today's decision actually reflects the majority's position. I do not believe the majority intends to produce these radical results, or indeed that the majority contemplated these consequences of its historically and textually mistaken conclusion until the motions for reconsideration pointed them out. I therefore expect that the majority will simply ignore or distinguish its decision today when fair application of its reasoning would produce results that the majority does not favor. Or there may come a day when a different set of facts will lead this Court to recognize its error and forthrightly overrule this case.

### **III. Conclusion**

The ordinary meaning of the constitutional text, its context and history, prior usage, and basic language and logic all support the conclusion that "special schools," as that phrase is used in the 1983 Constitution, are simply individual public schools that are created by the General Assembly separate from the general county and area school systems. Special schools certainly may include schools for students with special needs, like the existing area schools for blind and deaf children, and schools that teach special subjects, like vocational trade schools. But the Legislature's authority is not limited to creating those two

types of special schools.

It is hard to understand why the majority is so determined to eviscerate the special schools provision. Running through the majority opinion, however, are several obvious policy views. First, there is the view that local boards of education should have “exclusive” control over general K-12 public education. Local school boards have broad control over the schools in their districts. As demonstrated above, however, it is incorrect as a matter of both history and current law to say that such control is “exclusive” of the General Assembly and the State Board of Education and that no schools providing regular primary and secondary public education have been created or can be created outside the scheme of local (county and area) school systems established by the Constitution. The General Assembly has created schools and school systems independent of the common county systems since the early years of this State, and the 1983 Constitution restored its power to create such special schools (but not school systems) without any local system approval or participation.

The majority also repeatedly expresses concern that the General Assembly will use its authority to create “special schools” to “duplicate the efforts of local boards of education in establishing and maintaining general K-12 schools.”

Maj. Op. at 266. But unless such duplication is deemed to exist whenever an individual special school resembles any local school that exists or could be created in the State – in which case there can be no “special schools” at all, as discussed in the previous subdivision – no significant duplication exists to date. As noted at the end of Division I above, well under 1% of the almost 2,300 public schools in Georgia are commission charter schools, state chartered special schools established under the 1998 Act, or area schools for the deaf and blind. That is hardly “duplication” of the local school systems – the 99% component of K-12 public education.

Moreover, no substantial duplication is ever likely to exist without amendment of the Constitution. The number of special schools is unlikely to grow exponentially, in part because “special schools” must be created as individual *schools*, rather than part of a school *system*. Even if commission charter schools prove successful and popular, it would be impractical for the Commission to try to control, manage, and operate, on a school-by-school basis, the number of individual schools that would be required to meaningfully duplicate Georgia’s existing local schools. The Commission cannot establish schools where and as needed on its own volition, but instead considers whatever

charter petitions are submitted; it has no superintendent; and it has no authority to raise funds for the operation of special schools through taxes or borrowing, to set a curriculum, to hire or fire teachers, to provide for student meals and transportation, or to otherwise operate the schools that it charters. See OCGA § 20-2-2083. In addition, the State has no ability to increase the funding available for its charter schools except by increasing taxes statewide. To run commission charter schools as an interconnected system or group of systems that could substantially replicate the local school systems would require a constitutional amendment. Thus, the majority’s concerns about “duplication” are both premature and speculative – the type of concerns that cannot justify ruling that a statute like the Georgia Charter Schools Commission Act of 2008 is unconstitutional *today, on its face*. See Blevins, 288 Ga. at 118.<sup>24</sup>

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<sup>24</sup> To overstate the threat supposedly posed by commission charter schools to the local school systems, the majority cites the portions of the 2008 Act that say that “[a] commission charter school shall exist as a public school within the state as a component of the delivery of public education within Georgia’s K-12 education system,” OCGA § 20-2-2081 (2), and that the Commission should collaborate with cosponsors like cities, counties, and colleges “for the purpose of providing the highest level of public education to all students, including, but not limited to, low-income, low-performing, gifted, and underserved student populations and to students with special needs,” OCGA § 20-2-2083 (b) (12). See Maj. Op. at 267, 272. These provisions do not direct the Commission to duplicate the entire local public education structure. Instead, the first merely provides that commission charter schools must be in-state public (not private) schools in the K-12 education system (as opposed to the higher education system that is also part of Georgia’s public education structure). The second emphasizes that commission charter schools – like every other public school in Georgia – may not discriminate against any



Finally, and relatedly, the majority believes that local school systems should not have to “compete” to any extent with commission charter schools or other special schools, i.e., that local schools should have a monopoly on “general” K-12 public education in Georgia. Maj. Op. at 266. As shown above, that belief is not rooted in constitutional law or history. Purely as a matter of policy, it can be argued that public education should be enhanced solely by improving local school systems, including by increasing the number of charter schools established under local control, rather than by shifting any efforts or resources to state chartered special schools. But it can also be argued that public education in Georgia will be improved to a greater extent by having an entity in addition to the local school boards that can authorize charter schools and by creating some schools outside the control of the local systems – or at least that doing so is a worthy experiment.

I do not know which side of that policy debate is correct. I am a judge, not a policymaker, and “the courts are not permitted to concern themselves with the wisdom of an act,” only with whether legislation is clearly prohibited by a constitutional provision. Dev. Auth. of DeKalb County, 286 Ga. at 41 (citation

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type of student and indeed should seek to improve public education for the poor, the needy, and the gifted.

omitted). I do know that the policy position that the majority of this Court reads into our Constitution today contravenes the education policy established by both our State's Republican Governor and Republican-majority General Assembly that passed the 2008 Act and our nation's Democratic President and the Democratic-majority Congress that funded the "Race to the Top" program from which Georgia has received \$400 million in funding in part due to the State's multiple charter school authorizers. See Division I (K) above. That should give pause to any judge inclined to use our decisions to set good policy.

More fundamentally, I recognize that judges have no special competence in education policy and that litigation is ill-suited to gather the sort of information and make the sort of nuanced and balanced assessments required for good social policy. Today's majority disregards the wise remarks this Court made 30 years ago regarding our role in reviewing education legislation:

"Education . . . presents a myriad of 'intractable economic, social, and even philosophical problems.' The very complexity of the problems . . . suggests that 'there will be more than one constitutionally permissible method of solving them,' and that, within the limits of rationality, 'the legislature's efforts to tackle the problems' should be entitled to respect . . . . [T]he judiciary is well advised to refrain from imposing on the States inflexible constitutional restraints that could circumscribe or handicap the continued research and experimentation so vital to finding even partial solutions to educational problems and to keeping abreast of ever-changing conditions."

McDaniel, 248 Ga. at 647 (citations omitted). Courts should strike down education-related legislation only where the Constitution “clearly and palpably” prohibits the policy determination at issue. Dev. Auth. of DeKalb County, 286 Ga. at 38. That is not the case here.

Some local public school systems (and no doubt some Georgia citizens as well) oppose commission charter schools, and they fear reductions in revenue that will make their important work more difficult. But the local systems are far from defenseless in the political process that shapes education policy in Georgia. Beyond their own political power, the members and constituents of every local school board are also constituents of their state legislators, the School Superintendent, and the Governor, and thus they have considerable influence over how our state government exercises the “special school” authority granted under our Constitution. The majority complains that the Commission is not sufficiently accountable to our citizens, see *Maj. Op.* at 273-274, but the commissioners are as accountable as the many other appointed officials in our State Government who make decisions that affect every Georgian.

The majority also expresses concern for local taxpayers who reside in the areas from which “local school taxes are raised.” *Maj. Op.* at 273. However, under the express terms of the Constitution’s “special schools” provision and the

statutory formula for funding commission charter schools, see OCGA § 20-2-2090, local school taxes may be used to support a charter school only if the citizens of the local areas affected vote to do so. *Not a single dollar of local school taxes goes, directly or indirectly, to commission charter schools.* They receive only state and federal funds, and Georgians may hold their state and federal public officials accountable for this expenditure as much as any other use of their state and federal taxes.

But the policy debate and the political process no longer matter. The majority of this Court has announced the new policy and removed the issue from the political process, unless the General Assembly and the people of our State bear the delay and enormous burden required to correct the Court's error through a constitutional amendment.

To all of this, the majority replies, "We have carefully considered the remaining arguments raised in support of the Act by the dissent and find them to be without merit." Maj. Op. at 276. Apparently we must all take it on faith that the majority has convincing responses to the many flaws in its textual, historical, and logical analysis identified above. In reality, the majority's refusal to address those criticisms indicates that it has no persuasive responses.

Contrary to the majority's untenable opinion, the 1983 Georgia

Constitution does not prohibit the creation of the Charter Schools Commission or commission charter schools. Nor do any of the other challenges raised by the appellants have merit. I would therefore affirm the judgment of the trial court, and so I dissent.

I am authorized to state that Presiding Justice Carley and Justice Melton join in this dissent.

**Decided May 16, 2011 – Reconsideration denied June 13, 2011.**

OCGA § 20-2-2080 et seq.; constitutional question. Fulton Superior Court. Before Judge Shoob.

Edenfield, Cox, Bruce & Classens, Gerald M. Edenfield, Susan W. Cox, Charles P. Aaron, Balch & Bingham, T. Joshua R. Archer, Michael J. Bowers, Joshua M. Moore, Smith, Welch & Brittain, A. J. Welch, Jr., Santana T. Flanigan, Timothy N. Shepherd, Thomas A. Cox, for appellants.

McKenna, Long & Aldridge, Bruce P. Brown, Ellen C. Carothers, Jeremy T. Berry, Turner, Bachman & Garrett, Judson H. Turner, Robert L. Fortson, Thurbert E. Baker, Attorney General, Dennis R. Dunn, Deputy Attorney General, Stefan E. Ritter, Senior Assistant Attorney General, for appellees.

Harben, Hartley & Hawkins, Phillip L. Hartley, Martha M. Pearson, Buckley & Klein, Michael E. Kramer, Arnall, Golden & Gregory, Sarina M. Russotto, Gilbert, Harrell, Sumerford & Martin, Mark M. Middleton, Mark D. Johnson, RobbinsFreed, Joshua B. Belinfante, Alexa R. Ross, Andrew W. Broy, amici curiae.

**Contract Monitor Checklist**  
**Performance Dates: April 1, 2011 - July 31, 2011**

Milestones	Project Narrative Page Number	Expected Completion Date	Status	Completion Date	Rationale for Delay
Offer three online courses (Mathematics, Instructional Technology, Problem-based Inquiry Learning, and Robotics) for RT3 STEM teachers through NASA Electronic	2		100%	July 31, 2011	
Require each participant teacher to create an instructional unit that incorporates instructional content and pedagogical strategies learned during the course to be placed on the	3		0%		See attached Project Narrative - STEM Online Professional Learning for Teachers
Assist teachers in developing GIFT Action plan for classroom implementation.	5		100%	July 31, 2011	
Describe the collaboration taken place with the Georgia Virtual School (GaVS) in developing the content for advanced online courses, to be offered by the GaVS.	9		ongoing		
Offer advanced courses in college-level calculus II and III to advanced high school students through the use of live video conferencing pioneered by Georgia Tech.	8	August 22, 2011	0%		Georgia Tech courses offered through Distance Learning and Professional Education (DLPE) begin August 22, 2011. See Project Operations Research and Advanced Courses for current enrollment information
Provide the Georgia Department of Education and participating teachers with pre assessment and post assessment student achievement data of the Advanced Math Course: Proofs and Problems in Number Theory.	6		100%	July 31, 2011	
Work with school systems, Georgia DOE and other Georgia colleges and universities in identifying the topics to be included into the Technology Toolkit for administrators and teachers.	4	November 11, 2011	0%		The topics will be determined based on Wayfind Assessment data. It is anticipated that the assessment will be administered between August 11, 2011 and November 11, 2011. see Project Narrative - Instructional Technology Toolkit for more information
Offer the Math4- Operation Research (Mathematics of Industry and Government) course.(FACE TO FACE STUDENT COURSE)	10		100%	July 31, 2011	
Review current Career Technical & Agricultural Education pathways and identify appropriate mathematics applications that could be incorporate into the Math4-Operations Research	11		100%	July 31, 2011	
Develop the curriculum for the 8th grade Integrated STEM class (Engineering Design and Robotics) aligned with Georgia's Performance Standards.	11		100%	July 31, 2011	
Conduct survey of Race to the Top districts to determine interest in Distance Calculus courses and the number of qualified students in the pipeline	12	November 11, 2011	40%		Minimal participation in phase 2 Needs Assessment by RT3 districts. See Project Narrative
Develop and conduct assessment to determine STEM teacher professional learning content needs. Provide a report to the Georgia DOE of the findings and a plan of action to address the teacher's needs.	12	November 11, 2011	40%		Minimal participation in phase 2 Needs Assessment by RT3 districts. See Project Narrative

**Contract Monitor Checklist**  
**Performance Dates: April 1, 2011 - July 31, 2011**

Milestones	Project Narrative Page Number	Expected Completion Date	Status	Completion Date	Rationale for Delay
Develop component plan to offer college-level calculus II and III to advanced High School students through Georgia.	12	November 11, 2011	40%		Minimal participation in phase 2 Needs Assessment by RT3 districts. See Project Narrative
<b>Expenditures Report**</b>					
Dollar Amounts for Expenditures		Provided monthly			
Date of Expenditure		Provided monthly			
Description of the Purpose of the Expenditure		Provided monthly			
Name of person/entity to which expenditure was made		Provided monthly			
Check number		Provided monthly			
<b>Monthly Time Sheets*</b>					
contract		Provided monthly		July 31,2011	
Date of work associated with the project		Provided monthly		July 31,2011	
Duration of time spent to work associated with the project		Provided monthly		July 31,2011	
Detail breakdown of tasks accomplished		Provided monthly		July 31,2011	
<b>Activity Report</b>					
Performance dates encompassed in the report			100%	July 31,2011	
Description of all services/goods provided			100%	July 31,2011	
Dates and the name of the individual(s) providing the services*			100%	July 31,2011	
Narrative progress report			100%	July 31,2011	
Whether each project plan milestone and contractual milestone was met by the specified due date			100%	July 31,2011	
<b>Request for Payment**</b>					
Invoice		Provided monthly	0%		
* Provided monthly by CEISMC					
** Provided monthly by GT Grants and Contracts					



# Race to the Top Activity Report

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## Progress Narrative

**Performance Dates: April 1, 2011 - July 31, 2011**

**Submitted By**  
**The Georgia the Center for Education Integrating Science, Mathematics, and Computing**

**8/11/2011**



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**CEISMC Race to the Top Progress Narrative Report**  
**Performance Dates: April 1, 2011 – July 31, 2011**

**Project: STEM Online Professional Learning for Teachers**

**GOAL 2:** Cooperate with industry experts, museums, universities, research centers, or STEM capable partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students.

**ACTION 10:** Partner with Georgia Tech through CEISMC to provide online PD to STEM teachers, including courses in STEM best practices (using academic language, technology integration, problem-based inquiry learning), robotics, statistics, calculus and new 21st century STEM areas, such as genetics/biotechnology, climate science, and nanochemistry.

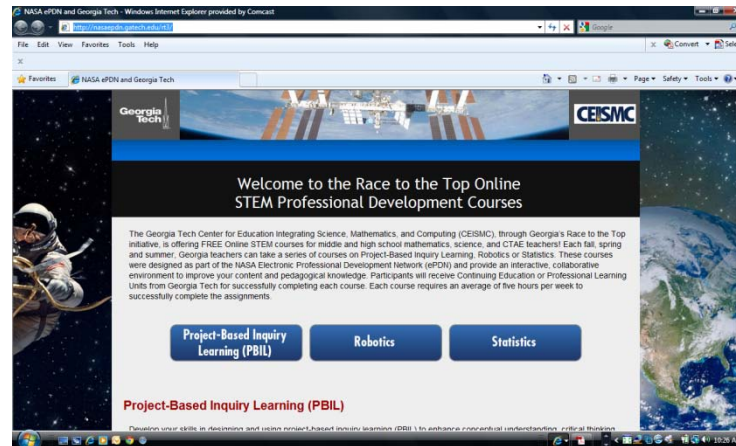
**Milestone:** Offer three online courses (Mathematics, Instructional Technology, Problem-based Inquiry Learning, and Robotics) for RT3 STEM teachers through NASA Electronic Professional Development Network (ePDN).

**Narrative:** During the summer of 2011, CEISMC offered two online Race to the Top (RT3) STEM courses, “What is Project-Based Inquiry Learning (PBIL)” and “Getting Started in Robotics”, for middle and high school teachers. These courses, offered as part of the NASA Electronic Professional Development Network (ePDN), were designed to improve content and pedagogical knowledge. The thirty-two participants from nine school districts will receive Professional Learning Units from Georgia Tech. The start date of the mathematics course, Statistics (formerly titled Data Analysis), was postponed until September 14, 2011 due to the retirement of the instructor. A new instructor, Paul Myers, has been hired. Table 1 provides an overview of RT3 ePDN summer course offerings.

<b>Table 1: RT3 ePDN Summer 2011 Course Overview</b>			
<b>Course</b>	<b>Number of Participants by District</b>	<b>Course Dates/Duration of Course</b>	<b>Instructor</b>
What is Project-Based Inquiry Learning?	Atlanta Public - 1	7/13/11 – 8/16/11	Sabrina Grossman, CEISMC Program Director
	Dekalb County - 8	5 Weeks	
	Fulton County - 2		
	Marietta City - 2		
	Savannah-Chatham - 3		
Getting Started in Robotics	Atlanta Public - 4	7/13/11 – 8/23/11	Norm Robinson, CEISMC Education Support Manager
	Cobb County - 2	6 Weeks	
	Dekalb County - 4		
	Gainesville City - 1		

Table 1: RT3 ePDN Summer 2011 Course Overview			
Course	Number of Participants by District	Course Dates/Duration of Course	Instructor
	Henry County - 1		
	Lowndes County - 2		
	Marietta City - 1		
	Savannah- Chatham - 1		

A course webpage was developed by Fran Sponsler, DLPE Project Coordinator and David Barnes, CEISMC RT3 Education Outreach Coordinator to provide information about each course and facilitate pre-registration. A screen capture of the page header is provided below. The complete web page, including course descriptions can be found at <http://nasaepdn.gatech.edu/rt3/>.



The ePDN instructional technology courses were removed from the sequence per Georgia Department of Education request.

**Milestone:** Require each participant teacher to create an instructional unit that incorporates instructional content and pedagogical strategies learned during the course to be placed on the GeorgiaStandards.org website.

**Task Analysis:**

1. Identify components on an instructional plan.
2. Determine unit plan format/template, requirements and timeline.
3. Develop a rubric to assess instructional units.

4. Develop reflection questions for teachers.
5. Develop a module on developing unit plans for teachers.
6. Archive instructional plans on the DOE website.

**Narrative:** Participants will create instructional units in RT3 ePDN courses based on alignment with each course’s objectives and syllabus. Units will be created in the PBIL course 2 (offered fall 2011) and in the Statistics courses (offered fall 2011). Participants in the robotics sequence will create a plan describing how they will use the course content in their school setting. Participants in non-RT3 ePDN courses will create instructional units at the end of each course. GaDOE has provided CEISMC with an instructional unit template.

### **Project: Instructional Technology Toolkit**

**GOAL 2:** Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students addressing the needs of underrepresented groups and of women and girls in STEM areas.

**ACTION 11:** Partner with Georgia Tech through CEISMC to develop an Technology Toolkit (TTk) for administrators and teachers to support the effective use of technology in a standards-based classroom. CEISMC will expand the current GaDOE digital library of resources and videos demonstrating “best practices” integrating classroom technology (laptops, student response systems, interactive whiteboard, digital probes, virtual manipulatives, graphing calculators, etc.) within the science and math GPS frameworks.

**Milestone:** Work with school systems, Georgia DOE and other Georgia colleges and universities in identifying the topics to be included into the Technology Toolkit for administrators and teachers.

**Narrative:** Mr. Chris Thompson, CEISMC Associate Director for Technology and Student Programs and RT3 Technology Director, has been working with GaDOE to define the parameters of the Wayfind Assessment. Per GaDOE request the Wayfind Pre-Assessment will be administered to middle and high school STEM (mathematics, science, and CTAE) teachers in the 26 RT3 districts before November 2011. The cost of the pre- assessment is estimated at \$40,000.00. CEISMC and GaDOE will identify Technology Toolkit topics using Wayfind Assessment outcomes.

### **Project: Georgia Intern-Fellowships for Teachers**

**GOAL 2:** Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students.

**ACTION 13:** Expand the Georgia Intern-Fellowships for Teachers (GIFT) program which places STEM teachers in mentored, challenging STEM summer internships in industry and university research laboratories. Annually, ten teachers from RT3 school districts historically under-

represented in the GIFT program will be placed into industries or research labs in their region. Goal is to increase the GIFT program from 80 to 120 teachers by Year 4.

**Milestone 4:** Assist teachers in developing GIFT Action plan for classroom implementation.

**Tasks:**

1. Hire GIFT Facilitators to work with teachers.
2. Conduct GIFT Teacher Orientation Inquiry Based Activity.
3. Implement GIFT Facilitator led Action Plan development work sessions to assist teachers with creating GIFT experience instructional lessons for implementation in the classroom.

**Narrative:** Ms. Bonnie Harris, GIFT Program Director is working with GIFT RT3 teachers to complete Action Plan development. Table 3 lists 2011 RT3 GIFT fellows by district, internship location, and mentor.

<b>Table 3: 2011 RT3 GIFT Fellows</b>			
<b>Fellow</b>	<b>School System</b>	<b>Internship Location</b>	<b>Mentor</b>
Sherrye Chambers	Ben Hill County	Bold Formulators, LLC	Mr. Gary McCurdy
Shiona Dummer	Bibb County	USDA - ARS Research	Dr. David Shapiro
Benjamin Fredua	Atlanta Public Schools	UPS	Mr. Stan Engel
Danielle Harrold	Clayton County	UGA	Dr. Kris Braman
Garrick Hill	Gwinnett County	Georgia Tech ChBE	Mr. Carsten Sievers
Rebecca Hutfilz	Valdosta City	DuPont Chemical	Dr. Khanh Hoang
Hazel Keith	Valdosta City	Arizona Chemical	Mr. Keith Stephenson
Ayana Lawrence	Clayton County	UGA	Dr. James Buck
Kyshia Ewing	Dekalb County	Georgia Tech CE	Dr. Ioannis Brilakis
Luther Richardson	Muscogee County	NASA/Orbit Education	Tony Docal

**Project: Operations Research and Advanced Courses for Students**

**GOAL 1:** Offer a rigorous course of study in mathematics, the sciences, technology, and engineering.

**ACTION 7:** Offer college-level calculus II and III to advanced high school students through Georgia Tech/CEISMC, which has pioneered the use of live video conferencing for these courses. The RT3 initiative will expand the reach of the program by 150 students (to 400/year), add additional

school systems and individual students in rural counties, and will offer other advanced distance course such as Computer Science, Introductory Engineering, or post-AP chemistry or physics.

**ACTION 15:** Provide a new Math4-Operations Research (OR) course featuring real STEM examples to inspire young learners which students can take as their 4th high school math course or as an alternative or complement to pre- calculus and calculus courses. Math- OR was developed by an Industrial and Systems Engineering (ISyE) professor from Georgia Tech's #1- ranked ISyE department in partnership with colleagues from North Carolina State University. Math-OR is a "mathematics for the real world- course in which students learn such applied practical mathematics skills as linear programming, inventory theory, scheduling theory, probability and statistics, queuing theory, and computer simulation. Students will be asked to apply those skills to useful and engaging problems such as humanitarian logistics, airplane scheduling, college selection, and optimal diet management. An online course, possibly offered through The Georgia Virtual School (GAVS), will also be developed. GaDOE will provide face-to-face teacher professional learning. CEISMC through Goal 1-10 will provide online professional learning course.

**Milestone:** Provide the Georgia Department of Education and participating teachers with pre assessment and post assessment student achievement data of the Advanced Math Course: Proofs and Problems in Number Theory.

**Narrative:** The PPNTA (Proofs and Problem Solving in Number Theory and Algebra) was taught at the Gwinnett County Math Science and Technology School (GCMST) by Daniel Connelly (a Georgia Tech graduate student, sponsored by RT3) under the direction of Dr. Richard Millman (Director of CEISMC, Professor of Mathematics at GT, and PI on the Race to the Top grant). In addition, Dr. Cher Hendricks is a part of the team as the evaluator of the PPNTA portion of the RT3 project.

The draft text given in the classroom to the students was written by Richard Millman, Peter Shiue (UNLV), and Eric Kahn (Bloomsburg University of Pennsylvania). Although GSMST paid to photocopy the books, there were no student payments nor did GCMST pay for the books. The text was modified during the course to include some corrections. As the semester progressed, the following topics were added to the course: introduction to group theory, equivalence relations, cryptology (an applied area depending on the material covered in class), and an introduction to modular arithmetic as a more abstract part of number theory.

Dr. Hendricks, Research Scientist has spent considerable time on the attached PPNTA End of Course Data. This is the beginning of the qualitative and quantitative evaluation subject to the IRB guidelines. The next step will be to design in detail the evaluation procedure which will be followed by the three people involved in the PPNTA project. The pre-test and the post-test will translate their questions into the goals of the project and the student responses will allow us to do the evaluation. The fall semester, 2012, will include the evaluation of what is already available to the three of us and a chance to modify our evaluation process if need be.

One of the research interests that we have is that of self-efficacy. Drs. Hendricks and Millman have had a presentation accepted by the Psychology of Mathematics Education, North American chapter. The presentation, THE EFFECTS OF AN ADVANCED HIGH SCHOOL COURSE IN NUMBER THEORY AND ALGEBRA ON STUDENTS' MATHEMATICAL SELF-EFFICACY, will be presented in October, 2011.

The co-investigators want to include the views of the students of PPNTA in helping us plan for spring, 2012. The comments from PPNTA Students (feedback by emailed to Mr. Connelly) made the following points.

1. More tests needed (4 per semester), No more take home tests because too many students cheat. Students don't want to invest their mental energy in solving problems. Note: A take home rule was "no collaboration".
2. Start with "These are the ways we can do proofs" at the start of course (2 students suggested this approach.)
3. Concerning programming: Students thought it both good and bad, a truly ambivalent approach.
4. Students like the group theory but wished there was a group theory book used in the course.
5. Students would like a book that had both groups and number theory, but they don't use the book!
6. RSA projects were enjoyed by students.
7. There were 8 homework sets, about one every other week. There were no students' comments about the problem sets, so they were fine.
8. There are a number of students at the top and who were engaged, but were not math-y.
9. Moral: More on number theory and group theory, less on programming, more exams.

These nine suggestions plus the input of math teachers at GCMST will be discussed as we re-formulate the course for the spring, 2012.

The quality of the students was extremely high. Of the 19 students, there were 18 A's and one B. The students are all going to university upon graduation. Their future institutions include UGA, Georgia Tech, MIT, Stanford, Yale, Emory, among others.

The documents listed below can be found in Appendix A. These documents were either revised or newly written during the time of the deliverable.

1. Goals of PPNTA
2. PME/NA submission
3. PPNTA End of Course Data
4. Syllabus

**Milestone:** Offer advanced courses in college-level calculus II and III to advanced high school students through the use of live video conferencing pioneered by Georgia Tech.

**Task Analysis:**

1. Identify eligible students from RT3 districts/schools currently participating (Gwinnett) based on admissions criteria identified by the Georgia Tech Office of Undergraduate Admissions.
2. Offer Calculus II and III

**Narrative:** Admittance into the Distance Calculus program takes place in the summer after Advanced Placement scores are reported. At this point acceptances are sent out, and some students are put on the waiting list. Because RT3 is funding one graduate student to teach an extra section of the course, Georgia Tech will increase the number of admitted students from 250 to 300. As of July 22<sup>nd</sup>, 293 were admitted, and all of the students with incomplete applications were reminded for the fourth time. An additional seven students will be admitted from students who complete applications and from those on the waiting list. Courses begin August 22, 2011.

Below are the data by school of the all the student applicants for 2011. After students have officially enrolled and the group is finalized, the aggregated demographic data and average academic scores will be released. Because of Family Educational Rights and Privacy Act (FERPA) rules, Georgia Tech will not release data about specific students, or students in aggregates too small to ensure anonymity.

In 2011 Georgia Tech expanded the Distance Calculus school systems to include DeKalb County for the first time. Numerous e-mail discussions with teachers, administrators and parents from Dunwoody High School about the program were held. Three students submitted partial applications. Dunwoody High has chosen to teach advanced calculus as an elective at the school, thereby satisfying the need for an advanced mathematics course. Georgia Tech CEISMC will continue to communicate with DeKalb County Schools about the program.

**2011-2012 Data**

Total admitted= 293

Total denied= 54

Total incomplete= 39 combo of either test scores or grades

Total slated for waitlist= 32

**Race to the Top School Systems**

**Gwinnett 103 applications (66 admissions, 5 waitlist, 9 incomplete, 2 cancel, 21 deny)**

Berkmar: 1 admit, 1 deny

Brookwood: 16 admit, 1 waitlist, 3 incomplete

Central Gwinnett: 1 admit



Collins Hill: 4 admit  
Duluth: 2 admit  
Grayson: 2 admit  
Gwinnett Math.Sci.Tech: 18 admit, 3 waitlist, 4 incomplete, 15 deny  
Mill Creek: 4 admit, 1 incomplete, 1 deny  
N. Gwinnett: 7 admit, 1 waitlist, 2 deny, 1 cancel  
Parkview: 1 admit  
Peachtree Ridge: 10 admit, 1 cancel, 1 incomplete, 2 deny

**DeKalb 3 applications—all incomplete as of July 22<sup>nd</sup>.**

Dunwoody: 3 incomplete

**Non RT3 Systems**

**Cobb--72 total applications (47 admissions, 7 waitlist, 6 incomplete, 12 deny)**

Kell: 4 admit, 5 deny  
Harrison: 10 admit, 3 waitlist, 1 incomplete  
Lassiter: 6 admit, 4 deny  
Wheeler: 27 admit, 4 waitlist, 5 incomplete, 3 deny

**Forsyth—55 total applications (40 admissions, 8 waitlist, 2 incomplete, 1 cancel, 4 deny)**

Lambert: 15 admit, 4 waitlist, 2 incomplete, 2 deny, 1 cancel  
N. Forsyth: 7 admits, 2 waitlist  
S. Forsyth: 4 admit, 1 deny  
W. Forsyth: 14 admit, 2 waitlist, 1 deny

**Milestone:** Describe the collaboration taken place with the Georgia Virtual School (GaVS) in developing the content for advanced online courses, to be offered by the GaVS.

**Task Analysis:**

1. Identify GAVS personnel.
2. Review GAVS Learning/Course Management System.
3. Develop collaboration report.

**Narrative :** Mr. Chris Thompson, RT3 Technology Director and Dr. Donna Whiting, RT3 Project Director met with Dr. Christina Clayton on May 19, 2011 to discuss RT3 GaVS course development through CEISMC. Dr. Clayton informed Mr. Thompson and Dr. Whiting that online

courses originally planned for students through RT3 were already being developed or offered by GaVS. GaVS will work with CEISMC to identify other courses for development. CEISMC will also explore offering courses for credit through the Board of Regents of the University System of Georgia. CEISMC will develop the Advanced Mathematical Decision Making in Industry and Government course according to the original RT3 timeline. Ms. Neva Rose, RT3 Online Team Leader and Mr. Doug Edwards, RT3 Advanced Mathematical Decision-making in Industry and Government Team Leader will complete the GAVS Training Program focused on course development using Soft Chalk (course authoring system) and the Desire 2 Learn Learning Management System (LMS) per Dr. Clayton's recommendation. It is anticipated training will begin in fall 2011. A specific date has not yet been determined.

**Milestone:** Offer the Math 4- Operation Research (OR)/Mathematics of Industry and Government course.

**Narrative:** The Math 4 – Operations Research (Mathematics of Industry and Government) course is being offered in various districts beginning fall semester 2011. Mr. Doug Edwards, RT3 Advanced Mathematical Decision-making in Industry and Government Team Leader, will lead, with assistance from Mr. Paul Myers, Program Director, CEISMC RT3 efforts to support teachers as they implement the course. Mr. Edwards and Mr. Myers attended the course professional development sessions at GaDOE from June 13 -16, 2011 and June 27-30, 2011. Twenty-one teachers representing Atlanta Public, Bryan\*, Chatham, Cobb\*, Crisp\*, DeKalb, Dodge\*, Griffin\*, Gwinnett, Fulton\*, Lamar\*, Lee\*, Murray\*, Oconee\*, Richmond, and White School Systems and 5 RESA Specialist (First District, Griffin, Metro, Northeast Georgia\*, Oconee\*) attended. Districts indicated by an asterisk are not RT3 districts. CEISMC's plan to support district implementation of the courses includes:

- Surveying current PD participants to identify prioritized topics of support at the end of the last week of PD. All surveys have not yet been submitted by participants.
- Developing Captivate segments from the top few topics of the survey to provide current PD teachers support categorized based on content, technology (particularly Excel), and pedagogy
- Providing these segments to facilitator for posting on DOE Learning Village webpage since this is the participants customary avenue to access information
- Participating in DOE Illuminate sessions to provide additional support
- Contacting and providing information for actual or virtual talks with a student engineer during the year for the following GT student organizations: Institute of Industrial Engineers (IIE), Society of Women Engineers (SWE), National Society of Black Engineers (NSBE), and Society of Hispanic Professional Engineers (SHPE)
- For content, technology, and pedagogy understanding of future Math 4-OR PD participants
  - Designing online PD to be asynchronous, synchronous with embedded performance assessments the first few sessions to insure participants understand the content and are proficient in the use of Solver, then asynchronous in later sessions with a synchronous ending
  - Scheduling the online PD to begin in January, beginning of June and near the end of July
  - Grouping PD participants to develop them into PLCs and require team mini-activities
  - Providing sample standards based rubric performance assessments and develop collaborated set of standards based rubric performance assessments as part of PD

- Using participant results of embedded PD assessments and participant developed performance assessments for DOE reporting

**Milestone:** Review current Career Technical & Agricultural Education pathways and identify appropriate mathematics applications that could be incorporated into the Math4-Operations Research (Mathematics in Industry and Government) course.

**Task Analysis:**

1. Review current Career Technical and Agricultural Education pathways.
2. Identify appropriate mathematics applications that could be incorporated into the Math4-Operations Research course.

**Narrative:** CEISMC has aligned current Career Technical & Agricultural Education pathways and identified appropriate mathematics applications that could be incorporated into the Math4-Advanced Mathematical Decision- making in Industry and Government course. A copy of the alignment is provided in Appendix C.

**Project: Robotics and Engineering Course (REC)**

**GOAL 3:** Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in STEM areas.

**ACTION 19:** Utilize Robotics/Engineering Design to teach middle level science courses. Building on an existing middle school Integrated STEM courses created in Cobb County and an NSF-sponsored 8th grade engineering design and robotics course being created at Georgia Tech, Georgia Tech will expand the use of engineering and robotics in middle schools, specifically within integrated STEM classrooms.

**Milestone:** Develop the curriculum for the 8th grade Integrated STEM class (Engineering Design and Robotics) aligned with Georgia’s Performance Standards.

**Task Analysis:**

1. Create a timeline for a 4 nine-week curriculum sequence.
2. Sequence the E & T Standards in each of the nine-week blocks.
3. Identify math and science standards to integrate into the curriculum.
4. Identify a theme to support the Essential Question for each quarter.
5. Develop activities to support each theme.
6. Start to outline a materials budget for the course.

**Narrative:** Under the leadership of Mr. Fred Stillwell, RT3 Program Director and Mr. Jeff Rosen, CEISMC Program Director and RT3 Robotics and Engineering Design Manager, CEISMC has started development of the curriculum for the 8th grade Integrated STEM class (Engineering

Design and Robotics). The curriculum is aligned with the Georgia Performance Standards in mathematics, science, and career, technical, and agricultural education (engineering) and the Common Core Standards in mathematics. The Robotics/Engineering Design curriculum utilizes engineering design, Lego robotics and mechanics, and a problem-based learning approach to teach mechanics, waves, and energy. Four nine week units, each with three or four problem-based tasks have been identified. The units are Green Energy, Analog and Digital Information, Exploring Jupiter, and Bio-Engineering. Mr. Stillwell and Mr. Jeff Rosen attended the launch of the Juno rocket by NASA invitation on August 8, 2011. A rover launched in the rocket will explore Jupiter. NASA Project Mission Specialists will assist with development of the Exploring Jupiter unit. Curriculum documents are located in Appendix C.

## Evaluation Components

**GOAL 2:** Cooperate with industry experts, museums, universities, research centers, or STEM capable partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students.

**ACTION 10:** Partner with Georgia Tech through CEISMC to provide online PD to STEM teachers, including courses in STEM best practices (using academic language, technology integration, problem-based inquiry learning), robotics, statistics, calculus and new 21st century STEM areas, such as genetics/biotechnology, climate science, and nanochemistry.

**GOAL 1:** Offer a rigorous course of study in mathematics, the sciences, technology, and engineering.

**ACTION 7:** Offer college-level calculus II and III to advanced high school students through Georgia Tech/CEISMC, which has pioneered the use of live video conferencing for these courses. The RT3 initiative will expand the reach of the program by 150 students (to 400/year), add additional school systems and individual students in rural counties, and will offer other advanced distance course such as Computer Science, Introductory Engineering, or post-AP chemistry or physics.

**Milestones:** Conduct survey of Race to the Top districts to determine interest in Distance Calculus courses and the number of qualified students in the pipeline.

**Milestones:** Develop and conduct assessment to determine STEM teacher professional learning content needs. Provide a report to the Georgia DOE of the findings and a plan of action to address the teacher's needs.

**Milestones:** Develop component plan to offer college-level calculus II and III to advanced High School students through Georgia.

Final results of the Needs Assessment – Phase II are being postponed until November 11, 2011. This is primarily due to low participation by mathematics and science coordinators and teachers in RT3 districts. An email will be sent to districts on August 15, 2011 to encourage participation by RT3 districts by September 30, 2011. Table 4 summarizes participation by RT3 districts in Phase II Needs Assessment data collection through July 31, 2011.

**Table 4: Phase II Needs Assessment Data Collection by RT3 District (through July 31, 2011)**

District	Teacher Survey		Coordinator Survey		Coordinator Interview		PI Interview	District Documents
	Math	Science	Math	Science	Math	Science		
APS			X			X		X
Ben Hill								
Bibb				X	X			
Burke							X	X
Carrollton City								
Chatham	45	26	X	X				
Cherokee			X	X	X			
Clayton								
Dade								
Dekalb			X				X	
Dougherty	22	11						X
Gainesville City	5	1	X	X				
Gwinnett				X	X			
Hall								
Henry				X	X		X	
Meriwether								
Muscogee	38	32	X					
Peach								
Pulaski	4	3						
Rabun			X	X				X
Richmond			X		X			
Rockdale						X		
Spalding								
Treutlen								
Valdosta City								
White			X	X				

The primary data sources for Phase II of the Needs Assessment are surveys and interviews with mathematics and science coordinators in Race to the Top districts. These surveys and interviews were designed to gain insight into each district's professional learning needs and to validate the analysis of student achievement conducted for the Phase I Needs Assessment. Supplementary data sources include a survey of mathematics and science teachers' content knowledge and review of documents related to professional learning in Race to the Top districts. In districts that do not have a dedicated mathematics and/or science coordinator, the needs assessment focuses upon the professional learning staff and/or administrators at the middle- and high-school levels. Each of the data sources informing the Phase II Needs Assessment is described below.

### Coordinator Survey

The coordinator survey was designed to collect input from mathematics and science coordinators regarding district priorities for teaching and learning in mathematics and science. As a method for validating the domain analysis conducted in Phase I of the Needs Assessment, the survey asks coordinators to rate each of the domains in their subject area as high, moderate, or low priority (Please see the needs assessment Phase I report for the high, moderate, or low priority criteria definition). Given the upcoming transition to the Common Core standards in mathematics, the mathematics coordinator survey asks coordinators to rate domains in both the Common Core standards and the Georgia Performance Standards. Science coordinators rate domains from the Georgia Performance Standards only. The survey also presents coordinators with our analysis of student achievement trends in their district and asks to comment on whether they agree with the analysis of student achievement conducted in Phase I of the Needs Assessment. Additionally, coordinators are asked to complete open-ended response items in which they describe their district's current professional learning needs. The surveys also include items related to advanced mathematics needs in their districts (e.g. the number of students who would qualify for distance calculus courses). Science coordinators are asked to indicate the science courses currently offered at the middle- and high-school levels in their district.

During May of 2011, coordinators from Race to the Top districts received an initial email invitation to complete the survey online using Survey Monkey. Coordinators were also contacted by phone when this information was available. A total of nine mathematics coordinators and eight science coordinators completed the survey by the end of July. A second round of administration will occur beginning in August 2011 to coincide with the beginning of the school year. This second administration will specifically target coordinators who have yet to respond.

### Coordinator Interviews

In order to include input from as many coordinators as possible, brief semi –structured telephone interviews were conducted during June and July with those who did not respond to the initial survey invitation. The interview consisted primarily of the same open-ended response items included in the coordinator survey. Coordinators were asked to comment on current priorities in mathematics and science and the types of professional learning they believed would benefit their mathematics and science teachers. As in the survey, coordinators were presented with our analysis of student achievement from Phase I of the Needs Assessment and asked whether they agreed with this analysis. Coordinators who participated in the interview were asked to complete a shorter follow-up survey that included items that were not conducive to the interview format (i.e. rating each domain as high, moderate, or low priority). A total of five mathematics coordinators and two science coordinators were able to be contacted and were willing to participate in the interview.

### Teacher Survey

The purpose of the teacher survey is to gain insight into the content knowledge of mathematics and science teachers in Race to the Top districts. The content knowledge surveys, which were adapted from surveys developed for Georgia’s PRISM program, include two scales. On the first scale, teachers rate their own content knowledge for each of the elements within the standards in their subject area. On the second scale, teachers rate their ability to help students understand each element of the standards. Given the upcoming transition to Common Core standards in mathematics, the mathematics teacher survey includes the new Common Core standards. The Georgia Performance Standards were used for the creation of the science teacher survey.

During May of 2011, mathematics and science teachers from each Race to the Top district received an initial email invitation to complete the survey online using Survey Monkey. A total of 118 mathematics teachers (3%) and 69 science teachers (4%) responded to the initial invitation. A second round of administration will occur beginning in August 2011 in order to increase the response rates and subsequent generalizability of the survey findings across Race to the Top districts.

### Documents

A variety of documents were reviewed in order to gather additional information about professional learning needs in mathematics and science within each Race to the Top district. These documents include current and recent professional development catalogs accessible on district websites, reports from Math-Science Partnerships implemented in Race to the Top Districts, and information on professional learning opportunities provided by the Regional Educational Service Agencies (RESAs) to which each Race to the Top district belongs.

### Preliminary Results

Thus far, math coordinators in nine districts and science coordinators in eight districts have completed surveys, and interviews have been conducted with five math coordinators and two science coordinators. Although there is insufficient data to provide recommendations at this time, this input from coordinators does support the findings of the Phase I Needs Assessment. Each of the coordinators we have surveyed has agreed that the specific domains classified as high priority in Phase I of the Needs Assessment should indeed be considered high priority in their district. Additionally, consistent with the Phase I findings, coordinators have specifically mentioned the Cells domain within Biology, Physical Science at both the middle and high school levels, and the Algebra and Geometry domains in mathematics as areas where content-specific professional learning opportunities would be beneficial. As additional data become available, further recommendations regarding the professional learning needs of mathematics and science teachers in Race to the Top districts will be provided.

A copy of the Phase I Needs Assessment - Executive Summary is provided in Appendix D.

### **Other Items**

An updated RT3 Project Organizational Chart is provided in Appendix E.



## Appendices

# Appendix A

Goals of “Proofs and Problems in Number Theory and Algebra”  
Gwinnett School of Math, Science and Technology  
Spring Semester, 2011

The goals, in no particular order, of the course are that students should:

1. Be able to construct valid proofs and identify the fallacious reasoning of incorrect proofs.
2. Learn a variety of methods to construct proofs (direct, reduction ad absurdum, etc.)
3. Recognize that there is a notion of elegance in proofs
4. Be able to construct examples that provide insights into (and a platform for) designing proofs (called “synecdoche” in literature.)
5. Have the ability to argue intellectually about mathematics with others. Conversations could cover oral proofs or directions of where to go.
6. Understand what idea motivated their proofs.
7. Recognize that proofs and problem solving are not an “ask/immediate answer” phenomenon. (The depth of mathematics.)
8. Learn/revisit some facts from elementary number theory and algebra in more depth.
9. Be able to work individually and in teams to solve mathematical problems from number theory and algebra.
10. Be prepared for higher-level abstract mathematics courses and begin to prepare for the culture of meta-mathematics.
11. Develop a mathematical habit of the mind and discuss what it means to you.

*The material to be covered will be in the syllabus as we write it. Remarks: The word “problem” includes the construction of proofs or counter-examples.*

7/27/2011 FINAL

# THE EFFECTS OF AN ADVANCED HIGH SCHOOL COURSE IN NUMBER THEORY AND ALGEBRA ON STUDENTS' MATHEMATICAL SELF-EFFICACY

Cher Hendricks and Richard Millman

Georgia Institute of Technology

February 14, 2011

*The purpose of this study was to determine ways high school students' mathematical self-efficacy was affected by participation in an advanced course in proofs and problems in number theory and algebra. In the course, emphasis was placed on students engaging in higher order mathematical thinking and developing mathematical habits of mind. Because self-efficacy affects goal setting and perseverance in the face of challenging tasks, which ultimately affects achievement, we were interested in determining students' course goal self-efficacy at the beginning of the course and whether self-efficacy changed as a result of participating in the course.*

## INTRODUCTION

In this short research report, we describe ways high school students' mathematical self-efficacy was affected through participation in an advanced course titled *Proofs and Problems in Number Theory and Algebra* (PPNTA). In the larger study that supports this brief report, we will examine students' understanding of and skill in constructing valid proofs within the backdrop of number theory and algebra. We are further interested in the ways PPNTA course participation increases students' mathematical habits of mind. The study will ultimately result in three years of data, enabling the authors to study longitudinal trends and a number of different foci, both in pedagogy and content.

In this advanced course, students were expected to engage in higher order mathematical thinking and develop proof construction and problem solving ability, as well as an understanding of the notion of a mathematical habit of mind. Thus, the goals of the course were not content-specific but instead focused on ideas such as elegance in proofs and solutions and metamathematics. In addition, students were expected to increase their skill in engaging in intellectual argument with others about mathematics and to work individually and in teams to solve complex problems in algebra or number theory.

Students in this course are academically gifted and have demonstrated high achievement and high mathematical self-efficacy in courses with content-specific objectives, but it is unclear whether these efficacy beliefs would be similar in a course such as PPNTA where goals are focused on engaging in mathematical habits of mind (MHM) and the construction of proofs. While there is not an agreement on what the MHM phrase means, it would certainly include 1) to explore mathematical ideas, 2) to formulate questions, 3) to construct examples, 4) to identify problem solving approaches that are useful for large classes of problems, 5) to ask whether there is "something more" (a generalization) in the mathematics on which students are working, and 6) to reflect on answers to see whether an error has been made (Millman & Jacobbe, 2008, 2009). These six traits help define a term that is featured prominently in an important report on the mathematical education of future teachers (CBMS, 2001). In addition, MHM is closely linked to the Polya Principles of Problem Solving.

For all students of mathematics, there is a real difference between studying a topic (such as calculus), which includes both manipulation and conceptual understanding, and the ability to engage in the kind of abstract thinking that is required in writing proofs. Because self-efficacy plays a critical role in the ways individuals approach difficult tasks, set goals for themselves, and persevere when faced with a challenging problem (Bandura, 1994), we were interested in determining students' course goal self-efficacy at the beginning of the course and whether self-efficacy

changed as a result of participating in the course.

## **THEORETICAL FRAMEWORK**

Self-efficacy refers to the beliefs individuals hold about their capability to achieve a certain level of performance on a given task or goal (Bandura, 1994). These self-referent beliefs influence actions, and, as Pajares and Schunk (2001) explain, self-efficacy is a better predictor of what individuals accomplish than are their actual capabilities. Self-efficacy determines what people choose to do, how much effort they put into a task, and whether they persist when challenged (Pajares & Schunk).

A number of studies have shown a positive relationship between self-efficacy and academic achievement. Multon, Brown, and Lent's (1991) meta-analysis of 68 self-efficacy studies conducted between 1977 and 1989 indicated a positive correlation between self-efficacy and academic achievement. Further, according to Zimmerman (1995), other research reveals a causal link between self-efficacy and academic achievement (see, for example, Barry, 1997 and Schunk, 1981, 1989).

The causal link between self-efficacy and achievement is seen as a reciprocal relationship. As Pajares and Schunk (2001) explain, "According to Bandura's social cognitive theory, behavioral and environmental information create the self-beliefs that, in turn, inform and alter subsequent behavior and environments" (p. 251). Thus, self-efficacy can be positively influenced by engaging in classroom activities that increase students' competence (including modeling, providing feedback, and strategy training), and as self-efficacy is built through these types of activities, academic achievement can also increase. As described in Pajares and Schunk's overview of self-beliefs and school success and Zimmerman's (1995) review of self-efficacy and educational development, this reciprocal relationship has been demonstrated in numerous studies.

## **METHODS**

### ***PPNTA Course***

The course was developed as a collaborative effort between the Georgia Institute of Technology and a local charter high school for mathematics, science, and technology. The course instructor is a Georgia Tech graduate student in mathematics and computer science who earned a bachelor's degree in mathematics with highest honors. His previous teaching experience consisted of two years as a teaching assistant for undergraduate calculus courses.

Georgia Tech's Center for Education Integrating Science, Math, and Computing (CEISMC) financially supported the teaching of the course through a research assistantship funded through Georgia's Race to the Top award, which was funded by the U.S. Department of Education. The director of CEISMC, who is co-author of this paper, had a major role in planning the PPNTA course. In addition to co-authoring the course textbook, he also made classroom observations over the course of the semester and delivered lectures in the areas of introduction to proofs and the notion and use of equivalence classes.

The PPNTA course was conceived as an introduction to mathematical proofs using the subjects of number theory and algebra as context. In the course, students were introduced to mathematics as a living research discipline that can be used to discover new ideas about numbers, space, functions, and other objects as well as their inter-relationships. It was designed as an "explore, generalize, prove, think" environment in which students approached mathematics much differently than in a traditional math classroom. In some ways, this type of environment is similar to the

culture of doing mathematical research. The purpose was to help students understand that mathematics is not fundamentally about calculation nor is it based on rote memorization. The philosophy of the course is aligned to the National Council of Teachers of Mathematics (NCTM) Principles and Standards.

Students attended class Monday through Friday for 18 weeks. Class periods were 48 minutes. Class activities included instructor lecture, reviewing problem sets, students working problems independently or in groups, and students making presentations to the class as a whole.

Goals for students were to: (1) identify what makes a mathematical proof correct, (2) identify flaws in fallacious proofs, (3) learn some commonly applied proof techniques, (4) become proficient at reading and writing mathematics in general and proofs in particular, and (5) practice applying problem solving methods to find solutions and demonstrate clearly their correctness. Topics covered during the course were:

- Basic properties of the integers
- Divisibility and prime numbers
- The Fundamental Theorem of Arithmetic
- Diophantine equations
- The idea of equivalence relations and its applications
- Basic properties of polynomials
- Divisibility of polynomials, divisibility methods, and the roots of polynomials
- Applications to combinatorics

One example of how students were to explore mathematics and its ideas was a section (covered in the third week) in which the instructor first worked with students to show that the  $\sqrt{2}$  is irrational using the usual proof by contradiction. The students were then asked to fashion a proof of the fact that  $\sqrt{3}$  is irrational using the logic of the  $\sqrt{2}$  example. From this approach, they were asked to generalize the procedure so that it was valid for the square root of any prime number. In order to understand what is really going on in this proof structure, we asked the students to prove that the  $\sqrt{4}$  was irrational. Of course, they all knew it was false, but having the students figure out why the “proof” of  $\sqrt{4}$  is irrational must be incorrect was important for truly understanding what a proof is and what it isn’t.

### *Participants*

[Note: once demographic data are received from the school, this section will be completed] Participants were 18 students (17 seniors and one junior) enrolled in the PPNTA course at a local charter high school with a focused curriculum in math, science, and technology. XX students were male, and XX were female. The mean age for the students was XX. XX students were Asian, XX were Hispanic, XX were African-American, and XX were white. On average, students had completed XX high school math courses including two semesters of calculus beyond AP Calculus and differential equations prior to enrolling in this course. In addition to the Georgia Tech calculus courses, XX students had also completed for-credit college math courses.

### *Setting*

The school where the study took place is a public, charter high school for mathematics, science, and technology whose first courses were given in 2007. The new campus, opened in 2010, includes high-tech classrooms and project-based work areas for student, university, and business collaboration. All eighth grade students in the county may apply for admission to the school, but due to a high number of applicants, a lottery is used to determine which students will be admitted. Enrolled students choose one of three areas in which to focus their studies: engineering, bioscience, or emerging technologies. Advanced Placement (AP) courses are offered in calculus (AB and BC), statistics, physics (mechanics and E&M), biology, chemistry, and computer science, as well as in the humanities. Math courses are offered in accelerated integrated geometry and accelerated integrated pre-calculus (courses that are aligned to the state mathematics curriculum), in Calculus 2 (which includes linear algebra) and Calculus 3 (both taught via video conferencing with Georgia Tech). Courses in differential equations and PPNTA are also offered. In 2009, the school's total enrollment was 327 students; 16% were economically disadvantaged and 2% had identified disabilities. Standardized test data indicate high percentages (> 90%) of students meet or exceed standards.

### ***Data Collection***

To answer the research question *In what ways does participation in the Proofs and Problems in Number Theory and Algebra course affect students' mathematical self-efficacy?*, we measured mathematical self-efficacy using a pre and post self-efficacy instrument. In designing the instrument, we relied on Bandura's *Guide for Constructing Self-Efficacy Scales* and tied items to specific course goals. As Bandura suggested, we phrased items on the pre- and posttest in terms of what students *can* do in order to measure perceived capability. We extended this by asking students on the pretest to provide an additional measure of how capable they were to achieve each goal. Though Bandura cautions against asking individuals to judge potential capabilities, we chose to include the extended items on the pretest because students had not yet had opportunities to develop ability in most of the course goals, which was likely to result in low self-efficacy measures. Measuring both current and potential capability on the pretest allowed us to make additional comparisons that enhanced the meaningfulness of results.

On the pre-test, students ranked their self-confidence on a scale of 0 to 100 (with 100 being most confident) on how confident they were that they could already complete the task (e.g., *understand the importance of proofs in mathematics*) and how confident they were that they could learn to do the task. For the posttest, students will respond to the same prompts but only will be asked to rate how confident they are that they can complete each task. We chose the 0 to 100 scale based on Bandura's suggestion to use a broad scale to increase measurement sensitivity and reliability. The pretest instrument is provided in Appendix 1.

In order to triangulate results, students also will be interviewed in one-on-one and small group settings to determine their perceptions of the course and its relationship to proof construction and problem solving. Using a structured interview protocol, students will be asked to articulate their understanding of concepts covered in the course, describe what activities in the course facilitated (or were barriers to) their learning, and discuss ways confidence and self-efficacy changed during the course.

## **RESULTS AND DISCUSSION**

Data collection will end in mid-May, and final analyses will be conducted then. Using pretest-posttest comparisons, we expect to show differences in self-efficacy at the conclusion of the course and explain those differences with the interview data.

One of the results that has been analyzed is the pretest self-efficacy data. As illustrated in Table 1, at the beginning of the course, students' self-efficacy was highest in understanding the importance of proofs in mathematics ( $\bar{x}$ =63.8) and knowing how to work in teams to solve problems ( $\bar{x}$ =63.4). Self-efficacy was lowest in knowing how to engage in intellectual arguments with others about mathematics ( $\bar{x}$ = 29.8) and knowing how to create examples that provide insight into designing proofs ( $\bar{x}$ =26.8). Students' confidence in their ability to accomplish the course objectives was much higher, with means ranging from 70.7 (engaging in intellectual arguments) to 92.7 (understanding the importance of proofs in mathematics). Further, when comparing differences between students' confidence they *could already* accomplish course goals and student's confidence they could *learn to achieve* course goals, statistical significance ( $p < .000$ ) was found in each case.

Table 1. Student Self-Efficacy Beliefs on Course Goals Pretest

Item	N	Confident in ability to		Confident can learn to		Diff	Sig
		$\bar{x}$	SD	$\bar{x}$	SD		
understand importance of proofs in mathematics	18	63.8	25.6	91.2	9.0	27.3	.000
know how to work in teams to solve problems from number theory and algebra	18	63.4	27.7	92.7	10.1	29.3	.000
know how to use concepts learned about algebra in other courses in this course	18	49.9	29.9	81.8	20.2	31.8	.000
understand the concept of “elegance” in proofs	18	47.7	29.9	78.2	21.6	30.1	.000
know different methods to construct proofs	18	44.2	20.2	78.8	21.3	34.6	.000
know how to use computational math tools in problem-solving and proof construction	18	43.9	30.6	81.8	16.1	37.8	.000
know how to explain ideas that motivate proofs	18	43.1	22.8	75.3	17.0	32.3	.000
know how to work individually to solve problems from number theory and algebra	18	42.8	29.1	81.3	17.9	38.5	.000
know how to develop a mathematical habit of mind	18	39.7	21.9	75.6	18.5	35.9	.000
know how to define what a “mathematical	18	38.6	26.2	74.7	21.1	36.2	.000

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habit of mind” means							
know how to identify the fallacious reasoning in incorrect proofs	17	37.9	24.3	75.9	18.9	38.0	.000
know how to construct valid proofs	18	35.2	17.8	84.2	14.5	49.0	.000
know how to engage in intellectual arguments with others about math	18	29.8	27.6	70.7	25.7	40.1	.000
know how to create examples that provide insight into designing proofs	18	26.8	20.8	73.4	18.3	46.6	.000

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### Mathematics Self-Efficacy Pretest

The table below lists goals for the course in the MIDDLE COLUMN. Read the goal and then, in the LEFT COLUMN, mark how confident you are that you can already do this or have already reached that goal. In the RIGHT COLUMN, mark how confident you are that you can reach the goal. In each column, rate your degree of confidence by recording number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all					Moderately can do					Highly certain can do

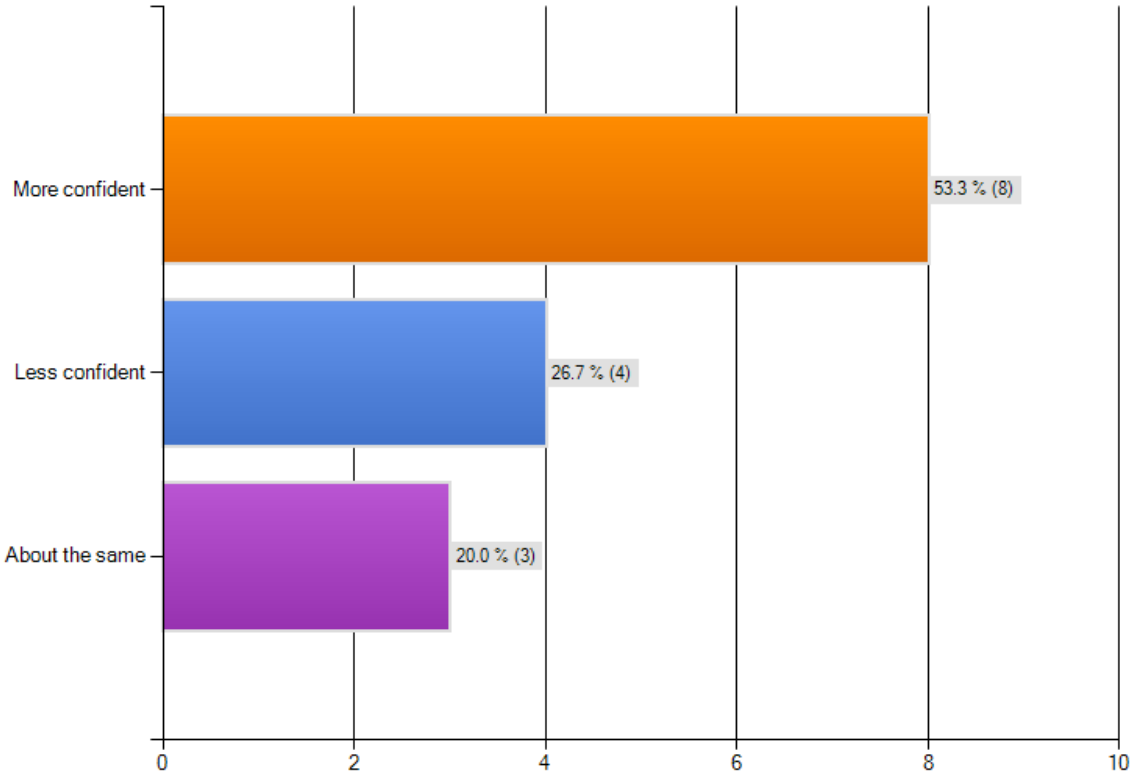
Here's an example:

How confident are you that you can already do this?	Goal	How confident are you that you can learn to do this?
write in a number between 0 and 100		write in a number between 0 and 100
35	<b>Arrange a place to study without distractions.</b>	80
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">                     This means less than moderately confident one can already arrange a place to study without distractions.                 </div>		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">                     This means between moderately and highly confident one can learn to arrange a place to study without distractions.                 </div>
How confident are you that you can already do this?	Goal	How confident are you that you can learn to do this?
write in a number between 0 and 100		write in a number between 0 and 100
	<b>Understand the importance of proofs in mathematics.</b>	
	<b>Learn different methods to construct proofs.</b>	
	<b>Understand the concept of “elegance” in proofs.</b>	
	<b>Create examples that provide insight into designing proofs.</b>	

<b>How confident are you that you can already do this?</b>	<b>Goal</b>	<b>How confident are you that you can learn to do this?</b>
write in a number between 0 and 100		write in a number between 0 and 100
	<b>Construct valid proofs.</b>	
	<b>Identify the fallacious reasoning in incorrect proofs.</b>	
	<b>Engage in intellectual arguments with others about mathematics.</b>	
	<b>Explain ideas that motivate your proofs.</b>	
	<b>Use concepts learned about elementary number theory and algebra in other courses to solve problems in this course.</b>	
	<b>Work individually to solve mathematical problems from number theory and algebra.</b>	
	<b>Work in teams to solve mathematical problems from number theory and algebra.</b>	
	<b>Define what “mathematical habit of mind” means to you.</b>	
	<b>Develop a mathematical habit of mind.</b>	
	<b>Use computational mathematics tools in problem-solving and proof construction.</b>	

PPNTA End-of-Course Data

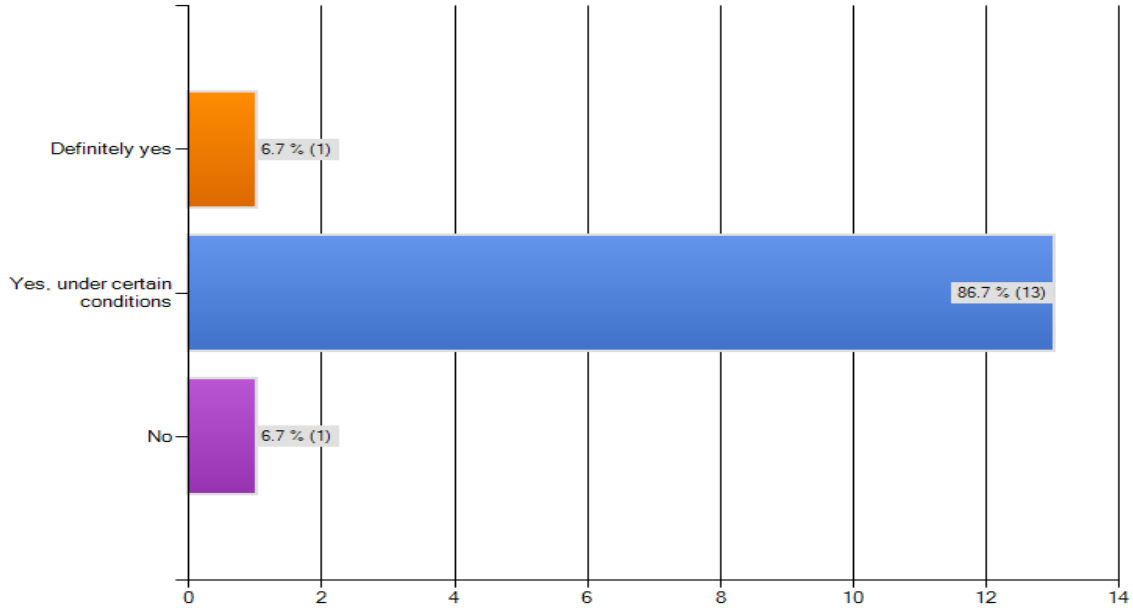
On the whole, did completing this course make you feel MORE confident about your mathematical ability or LESS confident about your mathematical ability.



- Able to Grasp Fundamentals of Mathematics at the Number Theory Level
- This course opened up another "branch" of mathematics that exposed how little I am able to do with math and how much I have not learned.

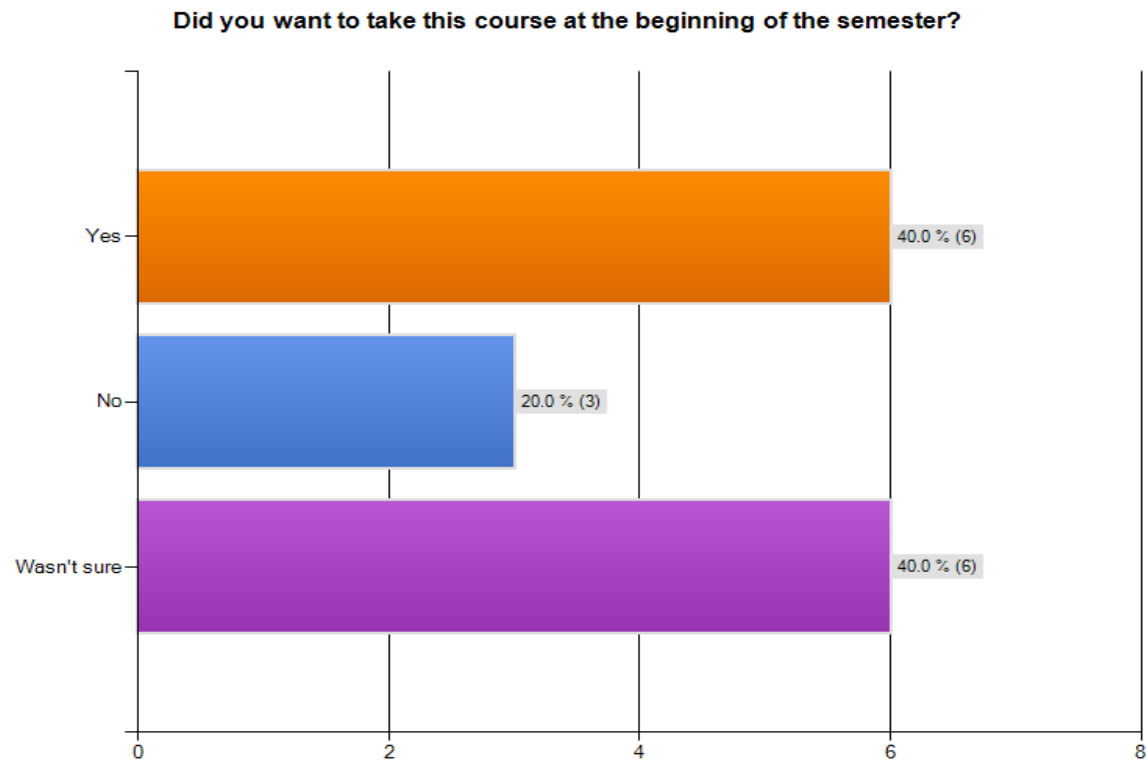
- I know more now about what mathematics is and ought to be, and I feel more comfortable with it.
- I know my limits in number theory. I did well until we hit programming and group theory.
- I feel less confident about my abilities in theoretical mathematics like this. I didn't find that I was able to as easily understand all the concepts in the course. I don't think that I can do much of this work by myself.
- I learned tools and technical skills, such as how to format a proof.
- The course taught me new concepts I didn't understand and provided me with many opportunities to practice problems and apply my knowledge.
- I've always been pretty confident in my mathematical ability. This course supported that view, but did not particularly enhance it.
- I found that putting my mind into number theory, though it is difficult, was what was needed to fully grasp the concept, and when I did understand something it felt very good.
- Confidence generally relies heavily on the ratio of how much you perceive to know and how much you recognize you don't know. I believe I have learned a lot from this class, however, I have also learned what else is out there that I have never even heard about. Therefore, although my mathematical ability has surely increased, my confidence in the overall field of mathematics has somewhat decreased.
- I really didn't understand most of the class. There was usually one integral piece of the puzzle needed to solve the problem. I didn't really have the mindset to come upon this piece most of the time without the help of others. I couldn't independently solve a lot of the problems.
- I saw myself in the context of a group of peers who I respect very much, and I was the one helping out.
- Exposed to new material so now if I ever see it again it will be familiar and easier to understand
- Although, I am not planning on becoming a mathematician, this course has made me more comfortable with the main aspects of being a mathematician: constructing and reviewing proofs, as well as handling abstractions.
- It is true that I did learn a lot more and gain a lot more insight into the math field, so my confidence increased in that sense, but it took me an excessive amount of time to understand concepts. Sometimes, I would not even understand certain things so that lowered my confidence. Overall, I am still at the same level of confidence.

Would you recommend this course to other students in your school?



- As long as the course takes a slower more problem heavy path. More practice problems if possible.
- This course is useful to students who want to pursue mathematics in general. To other students, however, it is more difficult to find a purpose as there are few applications for the material in the course.
- This is an incredible course for people who truly enjoy math, but it's not for everybody. I would only recommend this for students who look to work in programming or mathematics.
- I personally found number theory extremely interesting. However, it just isn't their thing for many other people.
- Unless you really like theoretical math, I wouldn't suggest taking this. It's a LOT of work, and I didn't think it was really helpful.
- Whereas other courses at our school prepare students for science and engineering fields, this is the first course that exemplifies a concentration in math in college.
- The course isn't for everyone. If the student enjoys mathematics and wants to explore a field of math unlike any high school math course, it's a great course to take. However, if the student isn't very interested in mathematics, they shouldn't spend a period for a semester to sit through the course.
- There are some people who would have difficulty with this course, but working amongst one another generally helps to relieve confusion, so I would not be worried about them. There are other people who totally goof off during the entire course and learn nothing until the very end, but they've done that their entire lives, so I would also not be worried about them.
- It is a fascinating course but one must be motivated and understand what number theory is about before taking it. It might be helpful to have a day of number theory before actually taking the class for a semester.
- It was a class that was significantly different from any other. Having more focus on the process rather than just the result allowed students to have a clear understanding of the concept.
- Only if you really love math and plan on spending a lot of time and effort on this class.
- Number Theory is AWESOME for students who want to be there. It's miserable for those who don't.
- Students should meet prerequisites of completing a course higher than AP Calculus.

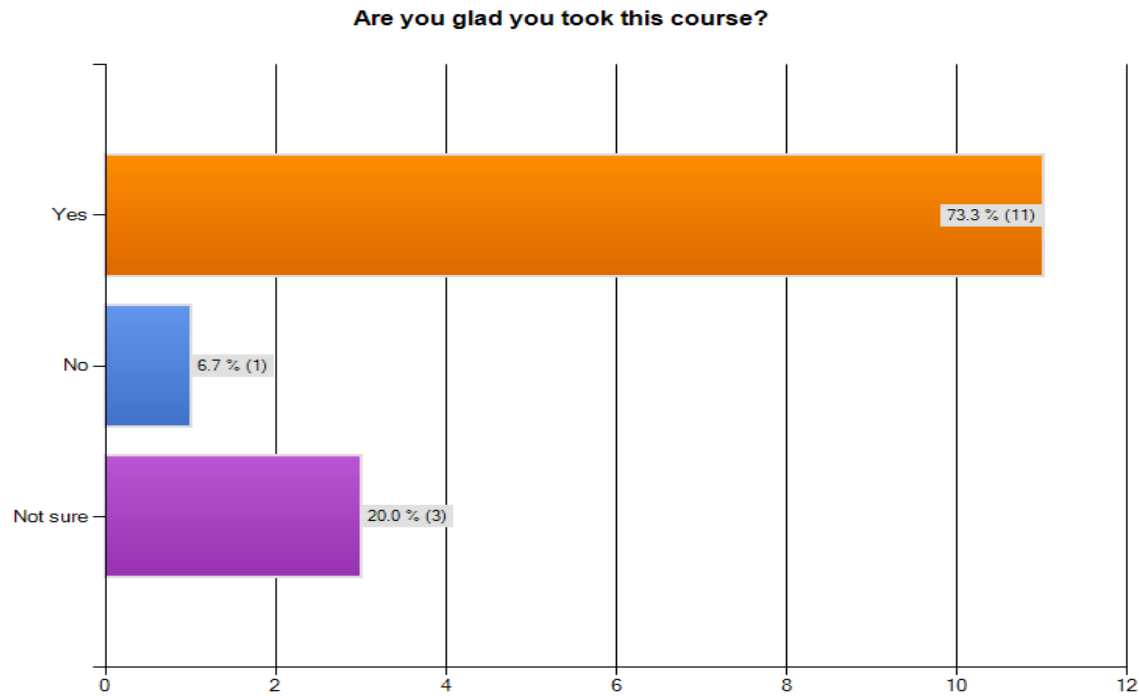
- The students must know that this course is a LOT of work. I was confident I would do perfectly fine in this class putting in the same amount of effort I have always been putting into other math courses. However, now, I realize that this class takes a lot of work and it is not for everyone. For those who know how to think outside the box and have an in-depth knowledge of math, they should definitely take this course.



- Wasn't too interested in other math
- I had no specific motives to take this course; it was more of a scheduling conflict that placed me in the class.

- I'm really into pure mathematics.
  - I took discrete mathematics at a camp at Stanford University and learned a little about number theory. Thus, I definitely was interested and wanted to take the course. However, I did consider not taking it to make more time for SCE and 2nd semester senior shenanigans
  - I didn't know what the course was about.
  - I thought theoretical math would be fun.
  - I wanted to take it because some of the topics seemed interesting, but I felt like the course would require a lot of work and I was feeling lazy. I didn't know a lot about what number theory entailed.
  - looked fun
  - I was scared it might be too difficult but I also wanted to learn about how to actually construct good proofs.
  - I was told it would be a proof-driven, unordinary class. By course name, it just seemed to stand out above the other courses.
  - I didn't know what the class was really about and what the difficulty level was going to be.
  - I'm traditionally a math student, and always want to learn more. I didn't know anything about the course, but wanted to try.
  - It was not a requirement and it was also at a very early point in the day. After differential equations, I would have all the credits I needed to graduate, but the school extorted me into taking the course in order to have differential equations 1st semester and have that on my college transcript.
-





- I learned much more than I anticipated. I feel like I have a greater grasp on mathematics as an entire subject now
- I am glad that I was able to see the math beyond what I have taken thus far. I feel that it was difficult to grasp much of anything at all, so I'm not sure that I effectively learned anything, but I am appreciative of the experience.
- I feel I have a greater appreciation of mathematics after this course.
- It was my only intellectually enjoyable class.
- I'd like to see if I ever use this stuff in college before I make a decision about it.
- It was fun to prove things.

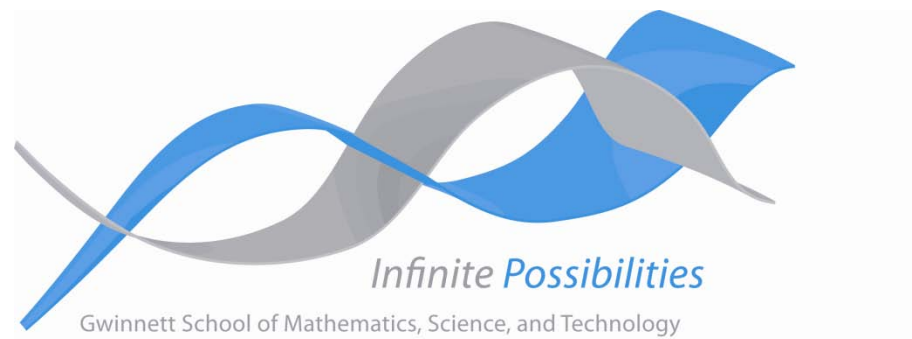
- I'm glad I took it because it gave me insight into a part of mathematics I hadn't seen before. I wasn't glad when taking it because it required a lot of thinking, but in the end I'm thankful for the knowledge I acquired throughout the course.
- was fun
- It taught me a lot about math and how I feel about it, and I met some of my expectations such as what I listed above about proofs.
- I was able to understand concepts in decent depth. Before, theorems and definitions would simply be thrown at us to be memorized. Here, we were able to figure out how it worked and why it worked, all while exploring techniques to prove that they work.
- I didn't really get most of the material at all, and I don't really plan on using number theory in my future.
- It was a blast. I love proof, and it was sort of a healthy stretch. The problems aren't patterned; we just learn a bunch of axioms and have to reach the insights ourselves.
- Now I won't take it in college.
- I am glad to have gotten the exposure to the course; before I was not planning at all at taking any more math courses, but now, I feel comfortable taking ones in the future.
- I found it interesting, but I don't know if the work load was worth the level of interest I had in the course.

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**If there's anything else you'd like to tell me about the class, please write it here.**

- Slow down on programming. I've had experience w/ SQL programming and I was lost. I know you probably won't do it, but eliminate group theory
- Definitely a college-level math course. A cool experience, but not necessarily good for everyone.
- The class was very enjoyable. I am not sure how big of a role the class sized played, but I'm sure the small class size definitely helped make the experience better.
- It was divided between people who "got it" and people who didn't. I think this innate ability to write proofs and stuff was the determining factor in whether or not a student enjoyed the class and was more or less confident in the class.

- GSMST needs to back off on the entrance requirements. Like, the math content of the class was not very demanding - satisfactory completion of Calculus 1 should, in my opinion, prove an adequate level of mathematical maturity. We used very little linear algebra and nothing from multivariable calculus or differential equations. The students who were successful were the ones who liked math - the ones who truly wanted to be in there. It should be pitched as an elective: a challenging but rewarding course for those who want to take it, instead of the culmination of the natural high school math track, which it is not.



## Proofs and Problems in Number Theory and Algebra

Daniel Connelly

daniel\_connelly@gwinnett.k12.ga.us

### Course Description:

This course is an introduction to mathematical proof using the subjects of number theory and algebra as context. Mathematics is a living research discipline that discovers new ideas about numbers, space, functions, and other objects, their inter-relationships, and applications. Mathematics is not fundamentally about calculation nor is it rote memorization—its center is a conceptual understanding of the subject that gives depth and, ultimately, breadth to the discipline.

The process of starting with unambiguous definitions of relevant concepts and applying careful logical thought is called *mathematical rigor*. During this course, we will learn what makes a mathematical proof correct, identify flaws in fallacious proofs, learn some commonly applied proof techniques, become proficient at reading and writing mathematics in general and proofs in particular, and practice applying problem solving methods to find solutions before proving their correctness. These abilities are commonly known as *mathematical maturity*, and are necessary for success in future mathematics courses. The analytic ability that you will develop will also help you in your future professional life, regardless of your career choice.

We will motivate the course through a rigorous exploration of the integers and basic algebra. (The discipline of studying the properties of the integers is known as *number theory*.) While we are all familiar with these subjects from elementary and middle

school, their logical foundations have been overlooked. Some of the most basic results require ingenuity to prove and contain subtle details. We will apply the proof techniques we learn to place the integers and algebra on a mathematically rigorous foundation. Some of the topics to be covered during the course include:

- *Basic properties of the integers*
- *Divisibility and prime numbers*
- *The Fundamental Theorem of Arithmetic*
- *Diophantine equations*
- *The idea of equivalence relations and its applications*
- *Basic properties of polynomials*
- *Divisibility of polynomials, divisibility methods, and polynomial roots*
- *Applications to combinatorics*
- *Other subjects may appear depending on time*

The philosophy of the course is aligned to the National Council of Teachers of Mathematics (NCTM) Principles and Standards.

**Text:**

Problems in Numbers and Algebra by Richard S. Millman, Peter Shiue, and Eric B. Kahn

**Grading Scale, Assessment and Course Requirements:**

A = 90 – 100    B = 80 – 89    C = 74 – 79    D = 70 – 73    F = <70

Grading Policy:	Two midterm exams	40% (20% each)
	<b>Weekly problem sets</b>	<b>30%</b>
	<b>Final exam</b>	<b>15%</b>
	<b>Final project</b> (more details later!)	<b>15%</b>

**Office Hours:**

I will be generally available Monday through Friday from 9:00am to 10:00am (immediately after class). As many of you have other classes during this time period, I can also be available prior to class—just arrange it with me ahead of time. Please speak with me or email as soon as possible if you have any trouble in the course!

**Plagiarism Policy:**

Plagiarism is the act of stealing, using, and passing off another person’s ideas or words as your own writing or ideas. Properly document the sources of information used for your research paper and essays so that you will not be guilty of plagiarism.

Honor Code violations of Research Papers and Essays:

1. copying phrases, sentences, or paragraphs without using quotation marks and without giving proper documentation of the source.
2. paraphrasing or summarizing ideas without giving proper documentation of the source.
3. asking someone or paying someone to write a research paper for you
4. selling or giving an assignment to students who submit it as their own.
5. downloading from the Internet a research paper or article in its entirety or in part to submit as your own
6. submitting another student's research paper as your own work

**Gwinnett County Excused Absence Policy:**

Students who are granted **Excused Absent** status for days missed will be subject to the following:

- **All pre-assigned work will be due on the day of a student's return from an absence.**
- For **assignments which did not have a pre-assigned due date during the time of the student's absence**, students will be given five days to arrange for makeup work or follow other arrangements granted by the teacher. All incomplete work carried over into a new marking period should be completed no later than the tenth day of the following period.

**Make-up work is not allowed for an unexcused absence, and zeros may be given for missed work.**

**UPON RETURNING TO SCHOOL, IT IS THE STUDENT'S RESPONSIBILITY TO MAKE ARRANGEMENTS WITHIN 5 DAYS TO MAKE UP WORK.**

**Students will need the following materials:**

- Textbook
- Notebook with paper
- Pens and pencils

**Classroom Rules and Expectations:**

***Expectations:*** All students should attend class each day, on time, and prepared to begin class when the bell rings. Bring your **textbook, pencils, and notebooks.**

You are expected to complete all assignments, behave in a manner befitting a young adult, and do your absolute best. All students deserve an opportunity to learn in a supportive educational environment. Due to the nature of the course, disruptive behavior is not expected. Each student should respect the rights and ideas of others, and take responsibility for their own actions. [See the GSMST handbook for a list of school and county rules and regulations.]

### TEACHER CONSEQUENCES FOR MINOR CLASSROOM DISRUPTIONS

1 <sup>st</sup>	Penalty assigned at teacher's discretion – Parent Contact
2 <sup>nd</sup>	30 minute teacher detention and parent contact
3 <sup>rd</sup>	2 – 30 minute teacher detentions and parent contact
4 <sup>th</sup>	Administrative Referral

**Projects:** There will be a final course project. Details of this project will be provided later.

**Problem Sets:** Generally, problem sets will be handed out on Fridays and will be due the following Friday. These problem sets will typically cover 3-4 lectures. These will be graded and collectively will account for 30% of the grade. You are encouraged to work together to solve the problems, but **you must write up your solutions separately**. Becoming proficient at writing mathematical proofs is a hands-on exercise. You may discuss how to solve a problem and how to prove the correctness of your solution, but the written proof **must be your own**. You are encouraged to work in groups, but remember that exams will be taken individually.

All assignments are due by the posted due date. Major assignments (projects, etc) are due (can be emailed) by class time on the due date (even if you are absent). **Late work will not be accepted.**

**ALL POLICIES OUTLINED IN THE GWINNETT COUNTY STUDENT DISCIPLINE HANDBOOK AND THE GSMST STUDENT HANDBOOK WILL BE FOLLOWED IN THIS CLASSROOM.**

#### **ACCEPTABLE USE OF ELECTRONIC MEDIA FOR STUDENTS (GCPS)**

Failure to follow the guidelines established in school policy and the Gwinnett County Public Schools Student Conduct Behavior Code will result in disciplinary action that may include restricted or denied access to school computers and other instructional technology tools.

Electronic Media Policy & Procedure information is provided in the Student Parent Handbook (GCPS), and Student Planner Agenda Book.

**LAPTOP CONTRACT FOR STUDENTS (GSMST)**

All GSMST students will be provided a computer laptop. Parents and students must sign a computer laptop contract in order to obtain the GSMST computer laptop. Students must follow the electronic media policy and procedures that are provided in the Student Parent Handbook (GCPS). Failure to do so could result in a loss of student GSMST computer laptop privileges.

**Laptop Usage Guidelines:**

Laptops may be used for note taking but not, in general, any other activities. However, please bring your laptops daily; at some point during the course we may begin using the software package Mathematica to explore interesting mathematical facts and provide additional intuition in problem solving.

**About the teacher:**

Mr. Connelly is a graduate student in both mathematics and computer science at Georgia Tech. He graduated from Georgia Tech in 2009 with a bachelor's degree in mathematics with highest honors, after which he worked for a year as a software engineer at the Massachusetts Institute of Technology's Lincoln Laboratory. As an undergraduate at Georgia Tech he spent two years as a teaching assistant for calculus courses.

He is teaching this course as part of a research assistantship with Georgia Tech's **Center for Education Integrating Science, Mathematics, and Computing (CEISM)** and is supported through Georgia's **Race to the Top** award sub-contracted through **CEISM of Georgia Tech**. The director of CEISM is **Dr. Richard Millman**, one of the authors of our text and a professor of mathematics at Georgia Tech. He has had a major role in the planning process of this course and will occasionally stop by during the semester to observe or to give one of the lectures. His email address is [Richard.Millman@ceismc.gatech.edu](mailto:Richard.Millman@ceismc.gatech.edu).





I have read and understand the syllabus for Number Theory/Daniel Connelly.

Student's name: \_\_\_\_\_

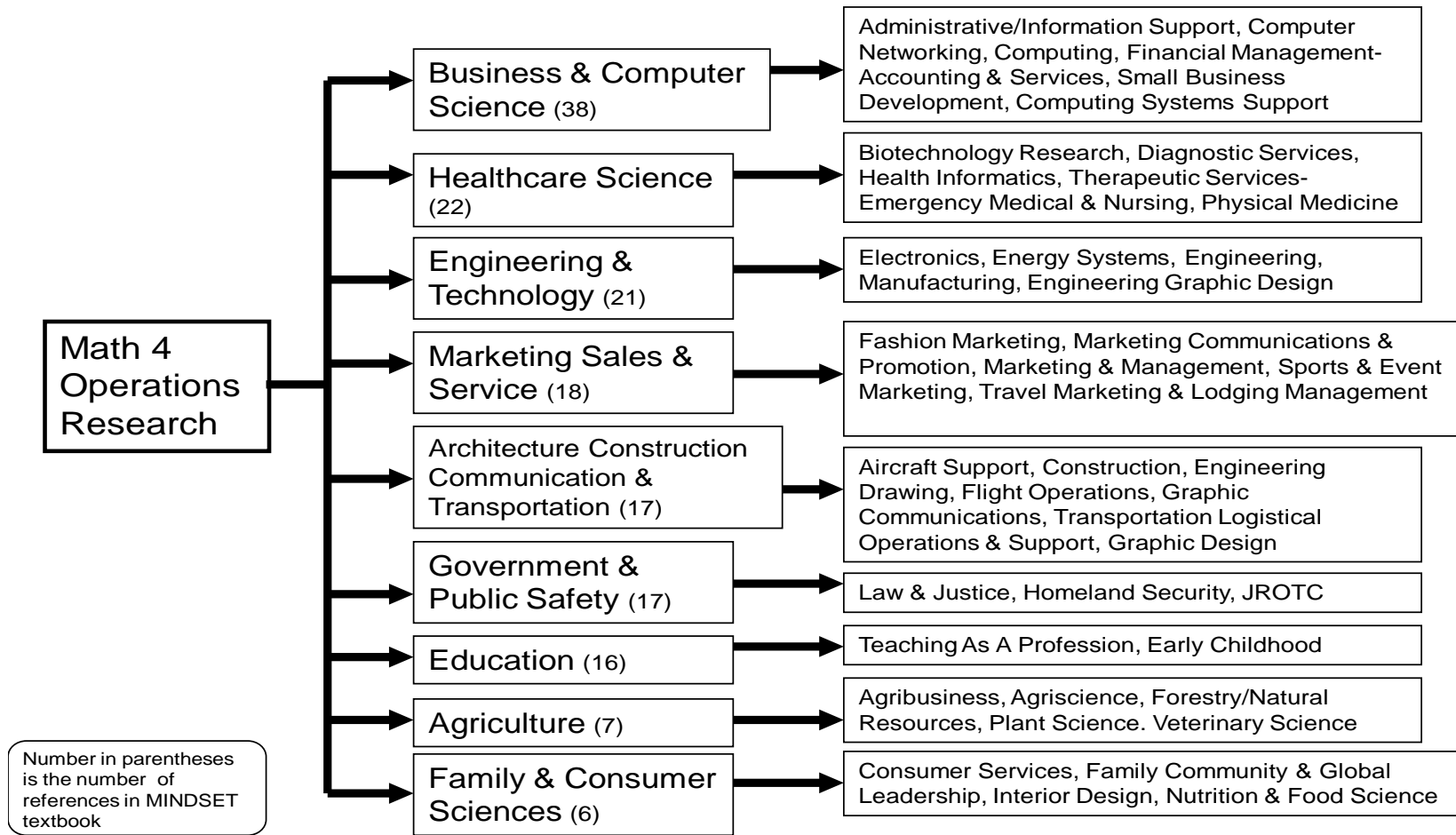
Student's signature: \_\_\_\_\_

Parent's name: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

## Appendix B

# Math4-Operations Research MINDSET Textbook References in relationship to GA DOE CTAE Programs of Study/Pathways



## Appendix C

## **Race To the Top Deliverable for August 11, 2011**

### Milestone 4

Develop the curriculum for the 8th grade Integrated STEM class (Engineering Design and Robotics) aligned with Georgia's Performance Standards.

- 4.1) Create a timeline for a 4 nine-week curriculum sequence
- 4.2) Sequence the E & T Standards in each of the nine-week blocks
- 4.3) Identify math and science standards to integrate into the curriculum
- 4.4) Identify a theme to support the Essential Question for each quarter
- 4.5) Develop activities to support each theme
- 4.6) Start to outline a materials budget for the course

Race to the Top Goal/Action- GOAL 3: Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in STEM areas. ACTION (19): Utilize Robotics/Engineering Design to teach middle level science courses. Building on an existing middle school Integrated STEM courses created in Cobb County and an NSF-sponsored 8th grade engineering design and robotics course being created at Georgia Tech, Georgia Tech will expand the use of engineering and robotics in middle schools, specifically within integrated STEM classrooms.

The Robotics/Engineering Design course seeks to develop and implement a rigorous eighth grade physical science program that utilizes engineering design, Lego robotics and mechanics, and a problem-based learning approach to teach mechanics, waves, and energy. The project builds on an existing middle school Integrated STEM courses created in Cobb County and an NSF-sponsored 8th grade engineering design and robotics course being created at Georgia Tech.

This project impacts K-12 physical science education by providing a research-based and thoroughly tested set of instructional materials for use by teachers. These materials will be designed to help attract more students, particularly those previously underrepresented in STEM, into technical fields and careers.

## Quarter 1: Green Energy

Fuel Cell Challenge					
Week 1	Present RFP	Form Teams	Powered Vehicles - background	Efficiency	History of Fuel Cells
Week 2	Functionality of Fuel Cells	Chemistry of Electrolysis	Power from Water?	Producing Power with a Fuel Cell	Graphing data
Week 3	Motor and Gearbox Specifications	Green/Efficient Design	Design Brief Development	SolidWorks Tweak	Prototype Design with New Part
Week 4	Produce Part	Assemble, Test, Adjust	Use Test Hill with NXT Testing Suite	Final Adjustments	Present Designs and Data

NXT Robotics with the Energy Set					
Week 5	Introduce the NXT-Parts Identification	Introduce Lego Digital Designer	Building a Basic Bot	Building Continues	Introduction to Programming
Week 6	Programming Structures	Working with Sensors	Light and Touch Sensors	Data Logging Introduction	Mobile Data Logging
Week 7	Introduce the E-Meter	Adding an E-Meter to the Robot	Hill Climb Testing Collecting Data	Data Analysis	Retest Following Revisions

Green City Challenge					
Week 8	Issue RFP for Green City Challenge	Discuss Challenge Issues and Form Teams	Strategy and Robot Design Session	Robot Building	Robot Building
Week 9	Testing of Strategies	Practice Matches	Analyze Match Results	Revisions to Design	Competition

Required Materials and Equipment	
Progressive Gradient Test Hill - CEISMC Build	
SAE Fuel Cell Challenge Kits	
NXT Robotics Set # 9797	
Lego Energy Set	
Green City Challenge Set	
Rapid Prototype Option	

## Quarter 2: Analog and Digital Information

Music Formats - Analog/Digital					
Week 1	How do you listen to music?	Visualizing Sound	Musical Instruments Demonstration	Synthesized Music	Music Formats

NXT Robotics with the Experimenter's Kit					
Week 2	Introduce the NXT-Parts Identification	Introduce Lego Digital Designer	Building a Basic Bot	Building Continues	Introduction to Programming
Week 3	Programming Structures	Working with Sensors	Analog Sensor - Sound Sensing	Digital Sensor - Touch	How does a digital device handle analog data?
Week 4	Data Logging Strategies	Measuring Music, what does analog data look like?	Using the Touch Sensor to Make Music	Look Up Tables - Converting Analog to Digital	Introduce the HiTechnics Experimenter's Kit
Week 5	Work Through Examples 1-8	Working With Resistors	Working With LEDs	Working With Switches	Relationship between analog and digital data

Develop a New Sensor					
Week 6	Issue RFP for New Sensor Design to Facilitate a Music Bot	Brainstorm Sensor Concepts - What do You Need?	Digital or Analog - Working with Inputs	Interfacing the NXT and the Experimenter's Kit	Refine Concepts - Preliminary Sketches
Week 7	Develop Circuit Design	Using Ohm's Law	Test Concept	Revise	Final Test

Musical Bots					
Week 8	Issue RFP for a Music Playing Robot	Develop several possible designs	Select a Design Including a New Lego Piece	Robot Building- New Part Design	Robot Building - New Part Design
Week 9	Producing the New Part - Bot Assembly	Test Design Incorporating the New Sensor	Continue Testing	Revisions to Design	Present Final Products

Required Materials and Equipment
NXT Robotics Set # 9797
HiTechnic Experimenter's Kit
Assorted Electronic Components
Rapid Prototype Option

### Quarter 3 Exploring Jupiter

GAVRT, Radio JOVE, and the Juno Mission					
Week 1	Introduction to the Unit with JPL Scientist	Discovering Jupiter	What do we know?	How do we know it?	GAVRT and the Deep Space Network
Week 2	Building a Radio Telescope	The Radio JOVE Project	Session with Scientists	Divide into Build, Software, and Research Teams	Live GAVRT Session Listening to Jupiter
Week 3	Team Work Day, Radio JOVE Kit	Team Work Day, Software Options	Team Work Day, Collecting and Analyzing Data	Waves, Visible and Invisible	Dish Size and Shape, How Can We Improve Reception?
Week 4	Team Work Day, Assembly	Team Work Day, Testing Hardware and Software	Setting Up the Telescope	What Did We See? What Can We Learn?	Final Team Presentations

Mobile Robotics with Sensors					
Week 5	Introduce the NXT-Parts Identification	Introduce Lego Digital Designer	Building a Basic Bot	Building Continues	Introduction to Programming
Week 6	Programming Structures	Working with Sensors	Following a Line	Other Navigation Options	Building to a Small Footprint
Week 7	Alternative Driveline Options	Mobile Data Logging	Testing Prototype Design with data Logger	Data Analysis	Retest Following Revisions

Juno Mission Challenge					
Week 8	Issue RFP for Juno Mission Challenge	Robot Initial Design/SolidWorks Part Analysis	Finalize Robot Design/ Prototype New Part	Initial Robot Build/Final New Part Acceptance	Continue Robot Build/ New Part to Manufacturing
Week 9	Initial Robot Testing/ Print New Part/ Programming	Continue Testing Incorporating the New Part	Test and Revise	Test and Revise	Competition

Required Materials and Equipment
NXT Robotics Set # 9797
HiTechnics IR Seeker
Radio JOVE Kit
Juno Mission Challenge Field - CEISMC Build
Rapid Prototype Option



## Quarter 4 Bio Engineering

Enzymes and Catalysts					
Week 1	What are Enzymes and Catalysts?	Introduce RFP for a Model Enzyme to be Utilized in Life Science Classrooms	What Specific Processes Could be Simulated?	Prototyping Complex Systems Using Lego Bricks	Share NXT Examples and Critique
Week 2	Introduce Rapid Prototyping Concept	SolidWorks and Lego Bricks	Refining the Initial Lego Model	Designing the Piece That Lego Should Have Made	Modifying an Existing SolidWorks File to Create New Piece
Week 3	Developing a Valid Lesson for the Model	Marketing Your Product and Plans	Assemble the Prototype	Fine Tuning the Concept	Presentation to the Decision Makers

NXT Robotics with Sensors					
Week 4	Introduce the NXT-Parts Identification	Introduce Lego Digital Designer	Building a Basic Bot	Building Continues	Introduction to Programming
Week 5	Programming Structures	Working with the Ultrasonic Sensor	Working with the IR Seeker	Coordinating Sensor Inputs	Mobile Data Logging
Week 6	Testing Sensors with Data Logging	Navigating Using Sensors and Data	Programming Variables	Data Analysis	Retest Following Revisions

Enzyme Challenge					
Week 7	Introduce RFP for Enzyme Challenge	Outline Three Distinct Robot Tasks	Multi Purpose Robot or Specialist?	SolidWorks/Robot Design	SolidWorks/Robot Design
Week 8	SolidWorks/Robot Design	Manufacture Part/Robot Build	Final Robot Assembly	Testing	Testing
Week 9	Testing	Revisions and Practice	Revisions and Practice	Competition Day 1	Competition Day 2

Required Materials and Equipment
NXT Robotics Set # 9797
HiTechnics IR Seeker and Emitter
Enzyme Challenge Field CEISMC Build
Rapid Prototype Option





Per School

Vendor	Item	Quantity	Price (retail)	Extension
Lego Education				
	NXT Robotics Kit # 9797	24	\$279.95	\$6,718.80
	NXT 2.x Software Site License	1	\$339.95	\$339.95
	Renewable Energy Set	12	\$99.95	\$1,199.40
	Green City Challenge Kit	1	\$349.95	\$349.95
	FLL Resource Kit	2	\$99.95	\$199.90
HiTechnic				
	Experimenter's Kit	24	\$54.95	\$1,318.80
	IR Seeker	24	\$49.95	\$1,198.80
SAE				
	Fuel Cell Challenge Pack (9 per pkg)	3	\$500.00	\$1,500.00
Stratasys				
	uPrint 3D Printer	1	\$15,000.00	\$15,000.00
	Solvent Tank	1	\$2,000.00	\$2,000.00
	Service and Materials Plan	1	\$5,000.00	\$5,000.00
Technical Training Aids				
	SolidWorks Software	12	\$100.00	\$1,200.00
Miscellaneous				
	Radio Jove Kit	1	\$300.00	\$300.00
	FII Registrations	2	\$300.00	\$600.00
	Challenge Materials	1	\$500.00	\$500.00
	Electronic Components for Prototyping	1	\$500.00	\$500.00
	Storage Components			\$1,000.00
	Total Materials and Supplies			\$38,925.60
	Laptops (12 @ \$500)			\$6,000.00
	Total			\$44,925.60

## APPENDIX D

## Phase I Needs Assessment

### EXECUTIVE SUMMARY

This report presents findings of the Phase I needs assessment. The aim of Phase I was to identify the mathematics and science performance patterns in each participating district at the student level. This analysis was intended to identify high priority domains in science and mathematics that will serve as the focus of CEISMC professional development programs (i.e. targeted on-line courses for teachers). In this report, the performance patterns across participating Race To The Top (RT3) are described so as to identify priority domains in mathematics and science at the middle and high schools. Preliminary recommendations are also provided for future professional development courses. However, it should be noted that these recommendations are based on an assumption that student scores could be improved by improving teachers' content knowledge. There is evidence in the research literature that teacher's content knowledge significantly affects student learning. Further, Phase I preliminary findings will guide Phase II planning and implementation. The detailed findings of Phase I are found in the results section. The high priority domains were indicated by student scores below the 25th percentile on the 2010 CRCT which continued to decline or remained stable over three years (2008-2010). Moderate priority domains were indicated by scores between 25th and 50th percentile on the 2010 CRCT which declined or remained stable over a three year (2008-2010) period.

The following are some highlights of the preliminary results at middle schools:

- The *Numbers and Operations* domain was a concern in both 6th and 7th grades. In 6th grade, it was identified as a high priority in 11 school systems and a moderate priority in 10 school systems whereas in 7th grade it was identified as high priority in seven school systems and moderate priority in 13 school systems.
- The *Geology* domain was categorized as high priority for 10 school systems whereas the *Hydrology and Meteorology* domain was identified as high priority in only four school systems in the 6th grade.
- The *Cells* domain was identified as a high priority in six school systems at the 6th grade level and in eight school systems at the high school level.
- Examining 8th grade science achievement across school systems reveals that the *Structure of Matter, Force and Motion, and Energy* domains should be considered high priorities in many RT3 school systems. The *Force and Motion* domain was categorized as high priority in 10 school systems and moderate priority in another five school systems.

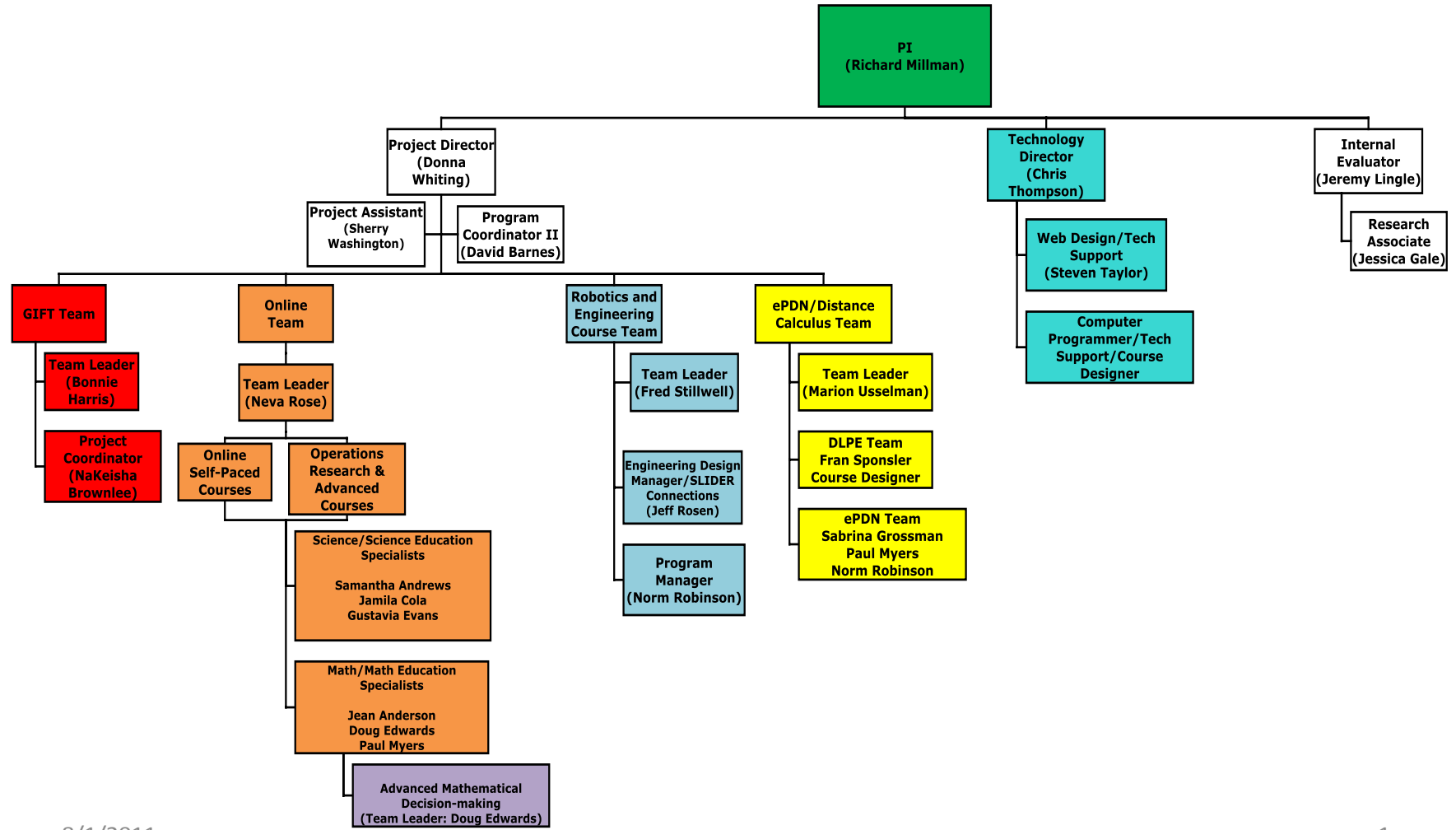
The analysis of overall EOCT data showed that:

- Fifteen out of twenty-six counties report that more than 50% of their students failed the 2010 Algebra test.
- Twenty-one out of twenty-six counties report that over 50% of their students failed the Geometry test.
- Regarding Math I, the *Algebra* domain was designated as high priority in seven systems and moderate priority in 12 schools systems.
- The domain analysis for Math II revealed similar results for *Algebra* (high priority in 7 school systems, moderate priority in 12 school systems).

## APPENDIX E



# RACE TO THE TOP ORGANIZATIONAL CHART



8/1/2011

**Principal Investigator: Dr. Richard Millman**

Dr. Millman, CEISMC Director and Professor of the Practice of Mathematics, will provide overall planning, direction, and research support to aid in the construction of the various courses, interface with the Georgia Department of Education (GaDOE), the University System of Georgia and other universities such as North Carolina State University (for the Math 4 OR online course), various STEM groups both inside and outside of academia and other agencies. In addition to the external activities of the previous sentence, Dr. Millman will also develop the ideas, implement the text and oversee an advanced mathematics course (—Proof and Problems in Number Theory and Algebra) for talented high school students and participate actively in development of professional learning courses which involve mathematics. He will also work with some of the RT3 school systems during the role out of the new courses.

**Project Director:** Whiting, Donna Dr. Whiting, Associate Director for Teacher Education and Partnerships will plan, lead, and direct the collaboration of all activities internal to the project and coordinate all project activities to ensure that goals or objectives are accomplished within prescribed time frames and funding parameters. Dr. Whiting will chair the team of collaboration leaders in the project. She will confer with Dr. Millman, the GADOE, and the project staff to establish project work plans and to assign duties, responsibilities, and scope of authority and lead in the implementation of the results of those discussions. In particular, she will direct all curriculum and professional development activities working in collaboration with the team leaders. Dr. Whiting will develop, in partnership with GADOE, professional learning goals and benchmarks. She will work with GaDOE, RT3 systems, schools and other partners to identify, design and implement Georgia Tech/CEISMC professional learning that meets participating system/school needs.

**Technology Director:** Thompson, Chris Mr. Thompson, Associate Director for Technology and Evaluation, will serve as Technology Director for this project. He will provide oversight for technology components and direct Technology Toolkit and online collaborative learning communities' development. He will work with GaDOE, Georgia Virtual School, Dr. Millman, and Dr. Whiting to examine integrating the online resources developed under this project into the GAVS delivery platform. He will coordinate the technology team interfacing with the Georgia Tech Distance Learning and Professional Education unit, GaDOE staff, and GAVS. He will work closely with schools and GADOE to understand needs and insure deadlines are met.

**Administrative Coordinator:** Barnes, David Mr. Barnes is providing administrative and organizational support. The administrative coordinator will, under the direction of the Project Director, work with and modify the project budget, review and process fiscal documents, and monitor expenditures to ensure proper reconciliation of funds. This person will also draft for the Project Director and provide to the GaDOE items such as monthly time sheets for all staff receiving funding under the contract and all documents related to all policies, processes, procedures, roles, and management decisions relating to ARRA Section 1512 reporting. The Administrative Coordinator will organize meetings and travel, make purchases with Georgia Department of Education the approval of the Project Director, and perform other standard administrative duties usually performed by someone with that title.

**Internal Evaluator:** Lingle, Jeremy (started June 1, 2011) Dr. Lingle will use mixed methods evaluation approaches to provide stakeholders with useful information about effective and ineffective practices and key learning's from project implementation.

**Research Associate:** Gale, Jessica Ms. Gale is designing and maintaining a database for data reporting, program monitoring, evaluation, and research purposes. Ms. Gale also assists with data collection and analysis.

**Project Assistant:** Washington, Sherry Ms. Washington supports all project functions. Ms. Washington, under the direction of the project management team, performs project and office administration tasks. She maintains project deliverables, arranges logistics for meetings, conferences, trainings, and other project-related events, organizes project committee meetings and prepares the necessary materials, including reports, presentations, agendas and other meeting collateral.

**Online Courses Team Leader:** Rose, Neva Ms. Rose manages and leads the planning, development, budgeting, implementation, and evaluation of online professional development for STEM teachers, including an online Professional Learning Community. She also supervises the development of online advanced courses for students. Ms. Rose serves as the high level designer making sure that best practices and findings from leading edge research are employed in all aspects of the online program. She also works with each of the content experts to insure that appropriate uses of classroom technology are interwoven throughout all of the courses offered to teachers, administrators and students. Ms. Rose works with Dr. Whiting, Mr. Thompson, GaDOE staff, and DLPE to identify and/or develop online instructional models, and program materials and structures that maximize learning of content, support the use of best practices, technology, inquiry and active-learning strategies in the online environment and are aligned with the Georgia Performance Standards and RT3 goals and objectives.

**Distance Calculus/ePDN:** Usselman, Marion Dr. Usselman, Associate Director for Academic Outreach and Research coordinates project online professional development courses with the NASA funded Electronic Professional Development Network (ePDN) research project being conducted at Georgia Tech CEISMC. Because ePDN courses are offered as RT3 online professional learning courses for teachers, Dr. Usselman collaborates with Dr. Whiting and the STEM Online Course Program Director to align ePDN course content with the Georgia Performance Standards and RT3 goals and objectives.

**Mathematics and Science Education Specialists:** Edwards, Doug (started June 1, 2011) and Myers, Paul (started July 1, 2011) Mr. Edwards and Mr. Myers are content pedagogical specialist. They work closely with Drs. Millman and Whiting, Mr. Thompson, content experts (post-docs), and GaDOE staff to give expertise and support on instructional design. They ensure systemic design and clear writing of all project materials including online instructional units and pre and post assessments. Other CEISMC Program Directors, Ms. Gustavia Evans and Ms. Jean Anderson also give expertise and support instructional design.

They will also work with content experts and others to create online instructional content that effectively engages learners (teachers, administrators and students).

**Web Design/Technical Support:** Taylor, Steven Mr. Taylor, Systems Analyst, assists with production content for all online courses including graphics, audio, video, layout, and interactive components required. He works with the content experts and technology team to insure all technical standards are followed to allow ease of integration with GADOE delivery systems for long-term sustainability of the courses developed as part of the effort.

**Project: Eighth Grade Robotics/Engineering Design Course Team Leader:** Stillwell, Fred (started June 1, 2011)

Mr. Stillwell directs the RT3 Robotics and Engineering Design Middle School program. He designs and implements the curriculum, recruits schools, creates and provides professional development for teachers, provides ongoing support for participating schools and interfaces with the program evaluator to assess the program effectiveness.

**Robotics/Engineering Design Manager:** Rosen, Jeff Jeff Rosen, Program Director at CEISMC, assists the new Robotics Team Leader on all aspects of the Integrated STEM course project, including course design, implementation, professional development for teachers, and ongoing teacher support. He also oversees the implementation and use of the ePDN Robotics course for RT3 teachers (Part of Goal 2, Action10—providing online professional development for teachers). (Mr. Rosen is the ePDN Robotics course creator. He provides continuity for expanding the program to RT3.)

**Program Manager/Education Outreach Manager:** Robinson, Norm Mr. Robinson works on RT3 50% of his time. He assists with the logistics related to designing and implementing the Integrated STEM course project, and serves as assistant facilitator for robotics-based ePDN courses provided to RT3 teachers. Mr. Robinson takes the lead on budgeting, purchasing and inventorying the materials and supplies required for participation by Integrated STEM schools and will coordinate meetings with teachers, conduct event planning, etc.

**Georgia Intern-Fellowships for Teachers (GIFT) Team Leader:** Harris, Bonnie Ms. Harris directs and expands the Georgia Intern-Fellowships for Teachers (GIFT) program.

**Activities and milestones for Innovations for improving early learning outcomes:**

Project –Tasks/Milestones	Start	End	Grant Year				Progress Notes	Year 1 % Complete YTD	Year 1 Status	
			2010-2011	2011-2012	2012-2013	2013-2014				
<b>Improving Early Learning Outcomes - Project 30</b>										
1	Cover partial salaries and fringes for the Pre-K director (10%), Research Director (10%) and the project coordinator (92%).	9/11	9/14	x	x	x	x	Monica Warren, Pre-K director, and Bentley Ponder, Research Director, - pay is being supplemented with these funds. Pam Bojo, former field consultant, will assume position of project co-ordinator. She will begin work in this capacity next week.	100%	✓
2	Provide funding for travel for staff to monitor the Pre-K professional development and classrooms.	9/11	9/14	x	x	x	x	Field staff will begin working with teachers in October. These 10 consultants were trained July 25-27.	100%	✓
3	Provide funding for a support administrator.	9/11	9/14	x	x	x	x	In progress. Determining specific area of needs. Will then determine who will best fit this job description.	100%	✓
4	Provide My Teaching Partner professional development training for 50 teachers annually.	9/11	9/14	x	x	x	x	10 consultants are currently involved in three day training and will begin working with 50 teachers in October. In year one, the 50 teachers selected will be randomly sampled from the following districts: Richmond/Burke, Hall/ Gainesville, Peach/Bibb, Rockdale/Henry, and Cherokee. DECAL has a signed contract with Teachstone who is providing this training. Monica Warren, Pre-K Director, is lead for this activity. Consultants will serve as coaches for this activity.	100%	✓
5	Provide a Pre-K course for 50 teachers annually through Teachstone.	9/11	9/14	x	x	x	x	This is the most challenging project for DECAL because this course work is presented in a typical “college course” atmosphere. Monica Warren is working with Teachstone on the training dates for this activity. Contract has been signed. Training dates have been set.	100%	✓
6	Conduct professional development thorough a two day Pre-K workshop and an on-line module for 700 teachers annually.	9/11	9/14	x	x	x	x	Two day Pre-K workshop and on-line module will be held in October. Training for the two day workshop will be November 1 and 2. The on-line module will be available for selected teachers in mid October.	100%	✓
7	Utilize the Classroom Assessment Scoring System (CLASS) which includes “Pre and Post” observations annually.	9/11	9/14	x	x	x	x	Researchers from the FPG Child Development Center at UNC-Chapel Hill are conducting the pre and post observations. All data collectors have been trained and all but one, as of August 30, have achieved reliability. Data collection starts September 19.	100%	✓
8	Evaluate the initiative by collecting surveys, designed by DECAL and FPG.	9/11	9/14	x	x	x	x	Signed contract with FPG.	100%	✓

