



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

AUG 1 2008

The Honorable Kathy Cox
State Superintendent of Schools
Georgia Department of Education
2062 Twin Towers East
Atlanta, Georgia 30334

Dear Superintendent Cox:

Congratulations on submitting a successful proposal for the U.S. Department of Education's (Department) differentiated accountability pilot. This pilot provides states with an opportunity to explore ways to better match the interventions to improve student achievement to the academic reasons that led to a school's identification for improvement, and helps states target resources and interventions to those schools most in need of intensive assistance under the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*. I commend you and your staff on developing a technically and educationally sound proposal that is consistent with the core principles of the pilot.

As mentioned by the Secretary in her July 1, 2008 letter, on behalf of the Department, I am entering into this flexibility agreement with Georgia under section 9401 of the ESEA. This agreement permits Georgia to include its differentiated accountability model as a part of its system of interventions under section 1116 of the ESEA for a period of up to four years, from the 2008-09 school year through the 2011-12 school year, unless reauthorization of the ESEA changes the requirements on which Georgia's model is based. As part of this flexibility agreement, Georgia must agree to certain conditions detailed in the enclosure of this letter and summarized below. Should Georgia fail to satisfy these conditions, or should it fail to remain eligible to participate in the pilot, the Department may terminate this flexibility agreement.

To participate in the pilot, Georgia must participate in the Department's evaluation of its differentiated accountability pilot program and provide data to the Department on the number and characteristics of schools in each category and phase of improvement under the differentiated accountability model.

In addition, because this flexibility agreement allows districts in Georgia to provide supplemental educational services (SES) to eligible students in Title I schools in the first year of improvement and count the costs for those services toward the 20 percent expenditure requirement, Georgia must satisfy certain additional conditions. In particular, and as described more fully in the enclosure to this letter, Georgia must ensure the following in the participating districts: an increase in the number of students receiving SES from prior years; parent access to SES providers; timely, clear, accurate parental notification; multiple or continuous enrollment periods; and a level playing field for all providers. Georgia must also supply SES and public

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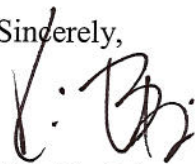
The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

school choice data to the Department via the Educational Data Exchange Network (EDEN), and must submit an interim report to the Department on the implementation of this SES flexibility by January 1, 2009, and a final report by June 30, 2009.

As required by section 9401(b)(3)(A) of the ESEA, within 30 days of the date of this letter, Georgia must provide all interested local educational agencies in the state with notice in the manner in which it customarily provides similar notice to the public and a reasonable opportunity to comment on its request to participate in the differentiated accountability pilot. Within 30 days thereafter, Georgia must submit any comments to the Secretary. Georgia must also submit a report under section 9401(e)(2) of the ESEA to the Department at the end of the school year that describes its use of the differentiated accountability model.

Again, I congratulate you on Georgia's successful differentiated accountability proposal. I look forward to seeing the impact of the differentiated accountability model on student achievement and school reform in Georgia. If you have any questions, please do not hesitate to contact Abigail Potts (Abigail.Potts@ed.gov) or Patrick Rooney (Patrick.Rooney@ed.gov) of my staff.

Sincerely,



Kerri L. Briggs, Ph.D.

Enclosure

cc: Governor Sonny Perdue
Jeff Gagne

Conditions of Flexibility Agreement with Georgia

To participate in the U.S. Department of Education's (Department) differentiated accountability pilot, Georgia must agree to take each of the following actions:

Differentiated Accountability

- Provide data comparing the number and characteristics of schools in each level of school improvement under the statutory requirements and the number and characteristics of schools in each category of improvement under Georgia's differentiated accountability model.
- Participate in the Department's evaluation of its differentiated accountability model.

Supplemental Educational Services (SES)

- Availability of SES providers.
 - Maintain a comprehensive list of approved SES providers, which may include nonprofit, for-profit, faith- and community-based, and online providers; and
 - Ensure that there are at least two providers available in each participating local educational agency (LEA) from which parents may choose.
- Effective parent notification and outreach. Ensure that participating LEAs:
 - Provide timely, clear, accurate notice to parents about the identification of their child's school as in need of improvement and their parental involvement opportunities, including the availability of the SES and public school choice options, in simple language that parents can understand;
 - Notify parents of eligible students about SES prior to the start of the 2008-09 school year, or within the first few weeks of the school year, and provide SES shortly thereafter; and
 - Offer continuous enrollment in SES or multiple SES enrollment periods throughout the 2008-09 school year until each participating LEA spends the 20 percent required by Title I of the ESEA or until all students who request SES and public school choice are served.
- Level playing field for all providers. Ensure that participating LEAs:
 - Provide fair and equitable treatment of non-LEA providers by giving providers access to school facilities at a reasonable price and dividing space among providers in a fair manner; and
 - Allow providers to market their services to parents and work with community and business partners to reach out to parents and provide them with information on their options.
- Reporting.
 - Submit complete and accurate public school choice and SES data for all its LEAs to the Department via the Educational Data Exchange Network (EDEN) for the 2007-08 school year by the end of October 2008, and for the 2008-09 school year by the end of October 2009; and

- Submit reports to the Department on how the conditions of the flexibility relating to SES were met, including an explanation of trends in participation in SES and public school choice within the participating LEAs, at the end of the first semester of the 2008-09 school year and at the end of the second semester of that school year.