

RACAA – RACSA
Annual Summer Meeting
Brasstown Valley Resort
6321 Highway 76
Young Harris, Georgia 30582
July 10 – 12, 2011

TOPIC: Race to the Top/K-12 College & Career Readiness

BACKGROUND: Georgia one of 10 states selected - \$400 million - \$200 million directly to districts. Goal is major transformation of K-12 systems with focus on student outcomes and all students graduating "college and career ready".

CURRENT STATUS:

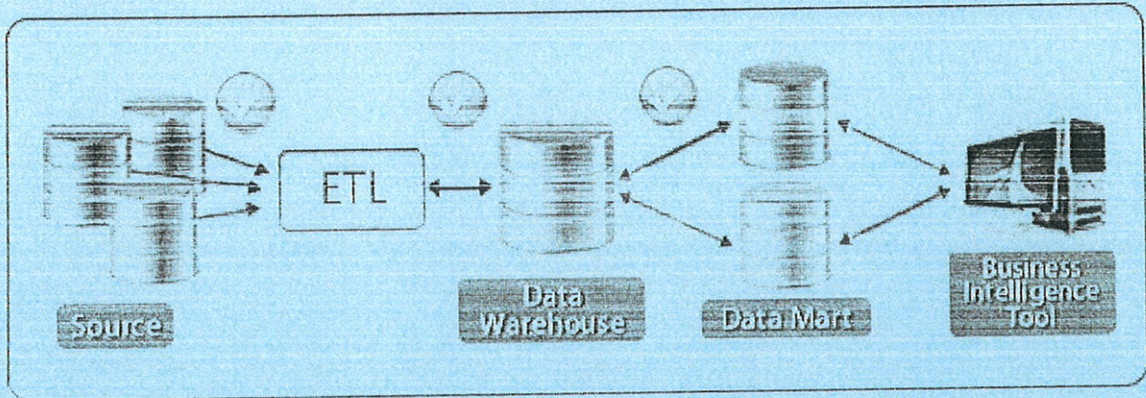
- a) Common Core Standards adopted – curricular changes being designed. Georgia part multi-state consortium for assessments. USG faculty in language arts and mathematics are part of the process. Working through academic advisory committees.
- b) Accountability-teacher preparation:
Institutions will be held accountable for the quality of the teachers they prepare and this will be disaggregated by field. In other words, if high school math teachers are not doing well and all other teachers are, it will be the mathematics department that is held accountable. Faculty serve on key committees, particularly teacher evaluation. Through EPAAC, Colleges of Education and Arts & Sciences are receiving regular updates and opportunities for involvement.
- c) Innovation Fund \$19 million. Administered through Office of Planning and Budget
- d) Longitudinal Data System:
Long in the making, the purpose of the LDS is to track student learning from preschool through postsecondary and ideally into the workforce.

Project Scope

- Design and build a cross educational agency data model/schema, data warehouse, matching algorithms/code and tool integration
- Work with the RT3 teams to support the reporting and research as it is defined and refined throughout the program – feedback loops created
- Prepare steady state process that will ensure the ongoing ease of maintenance of the system
- Develop both a data dictionary and a report catalog for the system

Contact Person: Lynne Weisenbach
lynne.weisenbach@usg.edu

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ACTION NEEDED:

- a) Chief Data Officers, Offices of Institutional Research, and Offices of Technology Services will need to be actively engaged with LDS process
- b) Awareness that Deans and faculty need to be involved and at the table. The stakes are high.
- c) Anticipate curricular and policy implications

QUESTIONS:

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