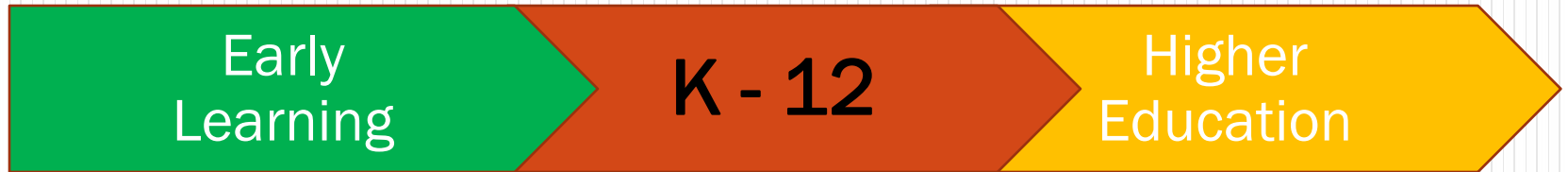




# American Recovery and Reinvestment Act: Integrated Education Reforms

# Reforming America's Education System



**Standards & Assessments**

**Effective Teachers & Leaders**

**Data Systems**

**Struggling Schools**

# Integrated Core Reform Priorities



**Standards and  
Assessments**



**Common  
internationally  
benchmarked  
standards with  
aligned  
assessments**

# Effective Teachers and Leaders

Standards and  
Assessments

Talent matters -  
effective teachers  
supported by  
effective leaders  
make the  
difference

Effective Teachers  
and Leaders

**Data Systems**

Standards and  
Assessments

Quality information  
enables continuous  
improvement by all -  
students, teachers,  
parents, and policy  
makers

Effective Teachers  
and Leaders

Data Systems

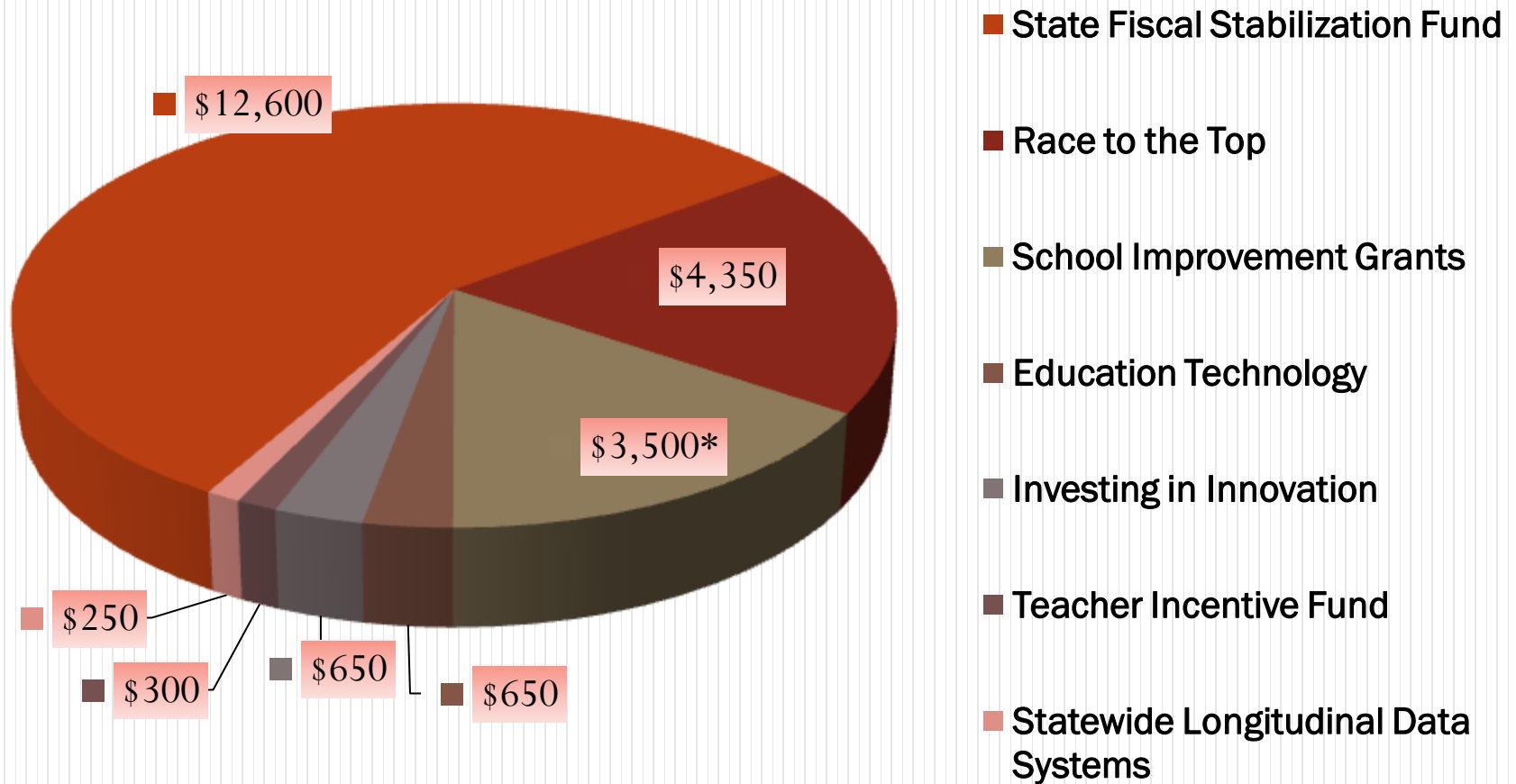
Aggressive  
intervention  
required in  
chronically low-  
performing schools

Standards and  
Assessments

**Struggling  
Schools**

# Upcoming ARRA Programs

## \$22.3 Billion



\*Includes regular FY 09 appropriations

# Planning Timelines

	2009		
	Summer 2009	Fall 2009	Winter 2009-2010
State Fiscal Stabilization Fund	Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications
Statewide Longitudinal Data Systems	Notice and request for applications		Receive applications
Race To the Top	Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications
School Improvement Grants	Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications
Teacher Incentive Fund	Publish notice for comment	Receive and respond to comments	Publish final notice and receive applications
Investing In Innovation		Publish notice for comment	Receive and respond to comments Publish final notice and receive applications

**~Four months to coordinate plans**



# U.S. Department of Education: Race to the Top Overview

Education Stakeholder Meeting  
August 4, 2009



# About Race to the Top

- \$4.35 billion competitive grant fund to encourage and reward states implementing comprehensive reforms across four key areas:
  - Standards and assessments
  - Data systems to support instruction
  - Great teachers and leaders
  - Turning around struggling schools
- With an overarching goal of:
  - Driving substantial gains in student achievement
  - Improving high school graduation rates and preparing students for success in college and careers
  - Closing achievement gaps

# About Race to the Top

- Two approaches to reform:
  - Creating conditions for innovation and reform (legal/regulatory)
  - Enabling comprehensive approaches to continuous improvement (practice)
- States are encouraged to:
  - Design a unified state effort around ambitious reforms
  - Support districts' reform efforts: identify effective practices, replicate and disseminate those practices, then hold districts accountable for outcomes
  - Align ARRA and other funds to have the most dramatic impact

# Competition Structure

- Race to the Top State Competition: ~\$4B
- At least 50% of funds must flow through states to participating LEAs (including public charter schools identified as LEAs) based on Title I formula
- Note: At a later date, we may announce a Race to the Top Standards and Assessments Competition: ~\$350M

# Race to the Top State Competition Structure

- Incentives and supports states taking a systematic approach to education reform; winning states will comprehensively address all four reform areas
- States will apply individually; collaboration will be rewarded
- States will have two opportunities to apply (same or similar application)
  - Phase 1: States that are ready to apply now, may do so in late 2009.
  - Phase 2: States that need more time have until spring 2010.
- States that apply in Phase 1 but are not awarded grants may reapply for funding in Phase 2 (together with States that are applying for the first time in Phase 2).
- Phase 1 grantees will receive full-sized awards and hence do not apply for additional funding in Phase 2.

# Race to the Top State Competition Preliminary Timeline

## **Race to the Top – Phase 1**

July 29, 2009	Released <i>Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria</i> for public comment
August 28, 2009	Public comment period closes
Fall 2009	“Notice inviting applications” available
~2 Months Later	Applications from States due
First Half 2010	Winners announced for Phase 1 Feedback provided to applicants who do not win

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## **Race to the Top – Phase 2**

Spring 2010	Application deadline for Phase 2
September 2010	Winners announced for Phase 2

# Proposed Eligibility Requirements

1. State's applications for funding under Phase 1 and Phase 2 of the **State Fiscal Stabilization program must be approved** by the Department:
  - For Phase 1 applicants: by December 31, 2009
  - For Phase 2 applicants: prior to the State submitting its Race to the Top Phase 2 application.
2. State must not have any legal, statutory, or regulatory barriers to **linking data** on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

# Proposed Absolute Priority

1. The State's application must **comprehensively address each of the four education reform areas** so as to:
  - Demonstrate that the State and its participating LEAs are taking a systemic approach to education reform
  - Increase student achievement, reduce the achievement gap, and increase the rates at which students graduate from high school prepared for college and careers



# Race to the Top State Competition Framework

A reward for past accomplishments and an incentive for future action:

- **State Reform Conditions Criteria:**

- Reward States that have demonstrated the will and capacity to improve education by creating statutory, regulatory, and other conditions conducive to reform and innovation
- States judged by their accomplishments prior to the application deadline

- **Reform Plan Criteria:**

- The comprehensive reform strategies that States propose to develop and implement, together with their participating LEAs, across and within each of the four education reform areas
- States judged by the quality of their plans and by the extent to which they have set targets that are ambitious yet achievable

# Proposed Selection Criteria

## **Standards & Assessments**

1. Developing and adopting common standards
2. Developing and implementing common, high-quality assessments
3. Supporting transition to enhanced standards and high-quality assessments

# Proposed Selection Criteria

## **Data Systems to Support Instruction**

1. Fully implementing a statewide longitudinal data system
2. Accessing and using State data
3. Using data to improve instruction

# Proposed Selection Criteria

## Great Teachers and Leaders

1. Providing alternative pathways for aspiring teachers and principals
2. Differentiating teacher and principal effectiveness based on performance
3. Ensuring equitable distribution of effective teachers and principals
4. Reporting the effectiveness of teacher and principal preparation programs
5. Providing effective support to teachers and principals

# Proposed Selection Criteria

## **Turning around Struggling Schools**

1. Intervening in the lowest-performing schools and LEAs
2. Increasing the supply of high-quality charter schools
3. Turning around struggling schools

# Proposed Selection Criteria

## Overall Criteria

1. Demonstrating significant progress
2. Making education funding a priority
3. Enlisting statewide support and commitment
4. Raising achievement and closing gaps
5. Building strong statewide capacity to implement, scale, and sustain proposed plans

# Proposed Competitive & Invitational Priorities

- Competitive Preference Priority:
  - Emphasis on science, technology, engineering, and mathematics (STEM)
- Proposed Invitational Priorities:
  - Expansion and adaptation of statewide longitudinal data systems
  - P-20 coordination and vertical alignment
  - School-level conditions for reform and innovation

# Race to the Top Resources

- **Comments:** To submit comments on our *Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria*, go to [www.regulations.gov](http://www.regulations.gov) or send your comments via postal mail, commercial delivery, or hand delivery to the U.S. Department of Education 400 Maryland Avenue, SW 20202.
- **Homepage:** At [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop), you will find the *Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria*, the executive summary of the Notice, relevant speeches, the statute, and a link to the specific page on [www.regulations.gov](http://www.regulations.gov) where you can submit a comment.
- **For Further Information:** Contact the Department by telephone: 202-205-3775 or email: [racetothetop@ed.gov](mailto:racetothetop@ed.gov). Please note that we will not accept comments by e-mail; comments must be submitted via regulations.gov. If you use a telecommunications device for the deaf (TDD), please call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.



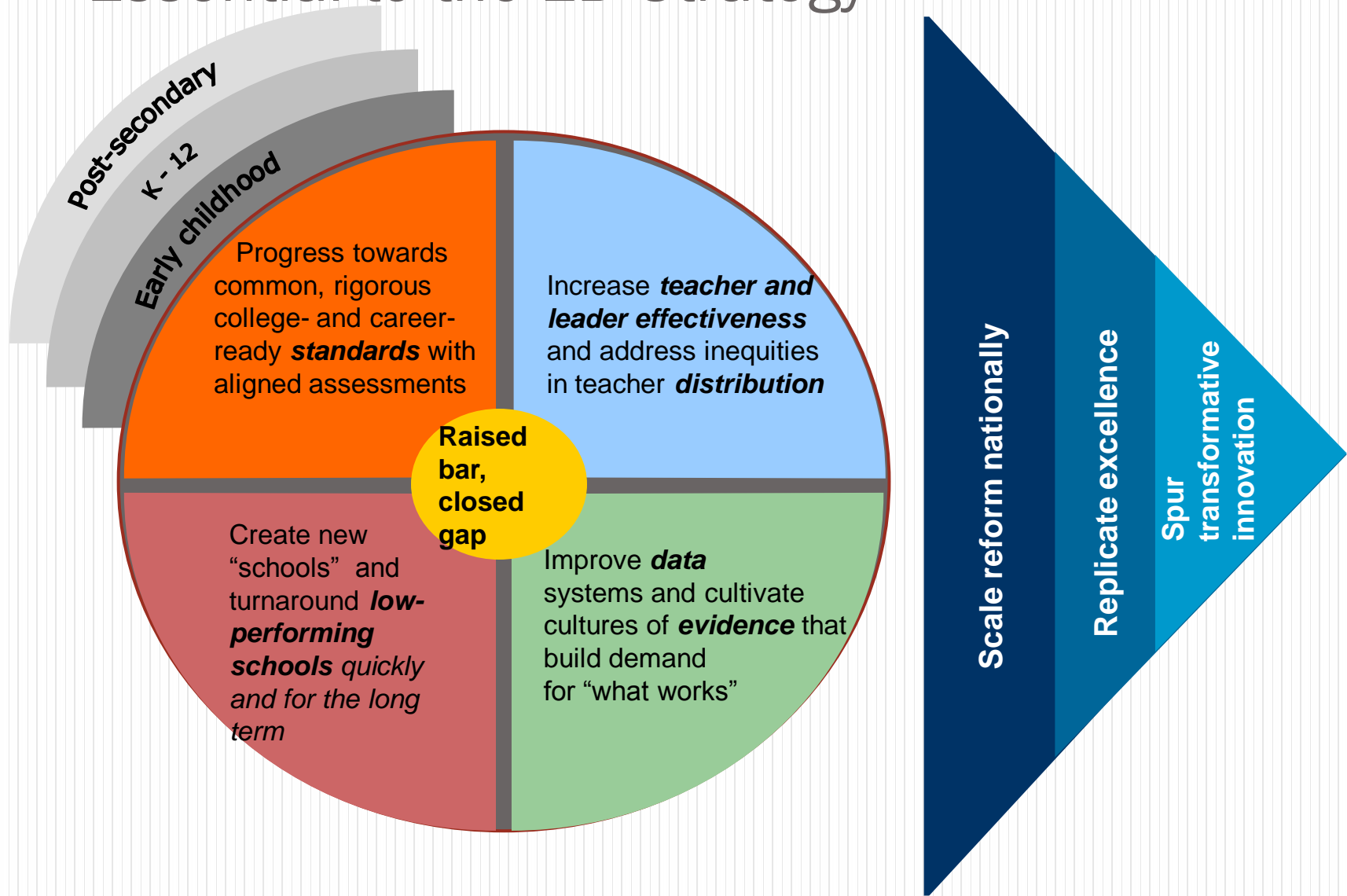
# The Role of Innovation in Reform: Finding and Scaling What Works

Invest in Innovation Fund

Discussion Document

August 4, 2009

# Scaling What Works and Innovation is Essential to the ED Strategy



# Invest in Innovation Fund: Overview

\$650 million publically funded competitive grant program

- **Who:** Eligible applicants are LEAs and non-profits meeting specific criteria
- **What:** Program types and sizes are unrestricted by the statute but will be limited by selected priorities
- **When:** Competition will have two closing dates in the winter and spring; All funds must be obligated by September 30, 2010; however, pay-out may extend for 4 - 5 years
- **Other:** No statutory set aside for evaluation or direct investment

# Key Design Principles

**Outcomes:** Student achievement, matriculation and graduation

**Evidence:** Quality and relevance

**Learning:** Quality and importance of potential insights

**Sustainability:** Financial and stakeholder support

**Scalability:** Strategy, capacity and feasibility

# Invest in Innovation: 5 Key Deliverables

A. Expand proven and scalable models regionally / nationally to inspire the public and decision makers

B. Build scaling *capacity* of key, high- impact programs and organizations

C. Demonstrate, validate, and codify promising evidence-supported models

D. Create platforms that facilitate innovation efforts and broad adoption of “what works”

E. Create new breakthrough models



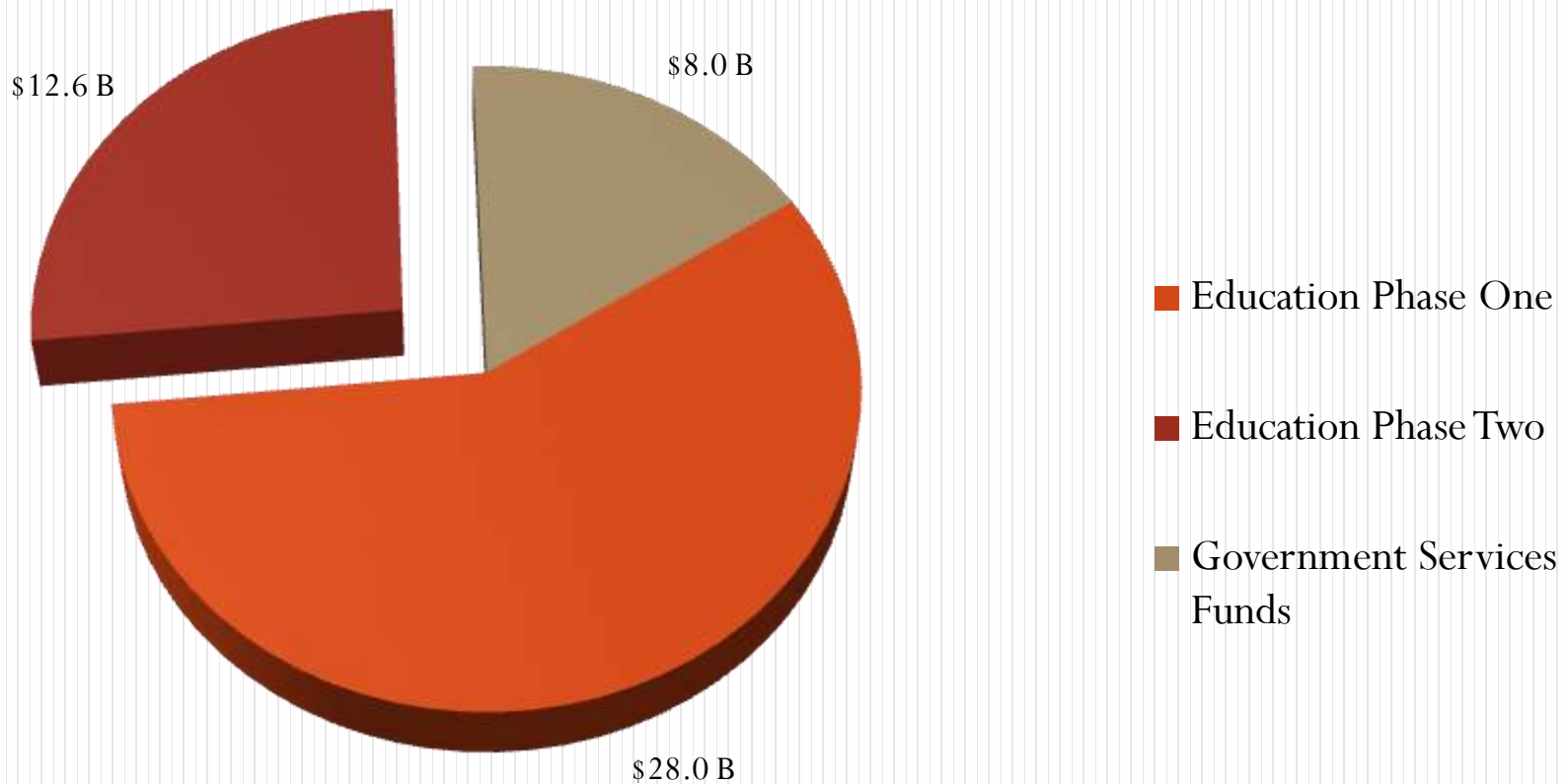
# State Fiscal Stabilization Fund: Phase Two

Overview of the notice of proposed requirements,  
definitions, and approval criteria



# ARRA State Fiscal Stabilization Fund

## \$48.6 Billion





# SFSF Phase One

April 1, 2009

- Outlined timing and award details for majority of formula funding
  - phase one of State Stabilization - \$32.5 billion (67%)
- Announced phase two and intent to publish notice detailing the specific requirements



April 1, 2009

Dear Governor:

Congress passed and the President signed the American Recovery and Reinvestment Act (ARRA) to create jobs in the short run and make needed investments for the long term. And no investment is more important than education. As the President said recently, "Economic progress and educational achievement have always gone hand in hand in America." That is why this sweeping economic recovery package provides the largest one-time Federal investment in education in our nation's history, more than \$100 billion to help save and create teaching jobs, preserve needed learning programs, and increase college access. At the same time, the ARRA lays a foundation to reform America's schools, invest in proven solutions to help our students succeed, and cultivate a new culture of accountability for teaching and learning.

Under the law, the Department of Education (ED) is quickly providing your state with a large infusion of one-time funds to be spent over the next two years on everything from early childhood to college, including programs for children with disabilities, low-income students, and adults working to upgrade their skills for the 21<sup>st</sup> century. In exchange for this unprecedented funding boost, we are asking you to collect, publish, analyze, and act on some basic information about how our schools educate our children, evaluate our teachers, and measure our success - information that will reveal both strengths and underlying challenges. By identifying what works and does not work in the classroom, we will promote a shared responsibility for improving educational opportunities and outcomes that engages all of the key stakeholders - students, parents, teachers, principals, administrators, community leaders, business leaders, and elected officials at every level. This is the only path to progress in our schools.

The ARRA provides funds across many categories (Title I, IDEA, Full Grants, etc.). This letter, however, focuses only on the State Fiscal Stabilization Fund (Stabilization Fund or SFSF), which provides approximately \$48.5 billion directly to governors to help you balance your state budget. While the Stabilization Fund will help relieve our immediate economic crisis, it is also intended to boost student achievement, so to access this money, we seek your commitment to the following four essential areas of reform:

- Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers;

1





# SFSF Phase Two

- Notices of proposed requirements, definitions, and approval criteria for Stabilization Fund Phase Two was published Wednesday, July 29<sup>th</sup> in the Federal Register.
- Discussion regarding these programs is limited to summarizing the law and the content of the Notices.
- Please submit public comments regarding notice in writing or on [www.regulations.gov](http://www.regulations.gov).

**Federal Register** / Vol. 74, No. 144 / Wednesday, July 29, 2009 / Notices **07887**

**DEPARTMENT OF EDUCATION**  
**Stabilization Fund Phase Two Program**

**Notice of Proposed Requirements, Definitions, and Approval Criteria**

**Summary:** The Secretary of Education (Secretary) proposes requirements, definitions, and approval criteria for the State Fiscal Stabilization Fund (SFSF) program. The Secretary may use one or more of these requirements, definitions, and approval criteria in awarding funds under this program in fiscal year (FY) 2010. The requirements, definitions, and approval criteria proposed in this notice are based on the information regarding education reform that agencies are required to provide in exchange for receiving funds under the Stabilization program. We take this notice to specify the data and information that grantees must collect and report with respect to these activities and to help ensure grantees' ability to collect and report the required data and information.

**Comments:** We cannot receive your comments on or before August 10, 2009.

**Responses:** Submit your comments through the Federal eRulemaking Portal or via postal mail. Comments by email or via postal mail, commercial delivery, or hand-delivery. We will not accept comments by fax or by e-mail. Please submit your comments only one time in order to ensure that we do not receive duplicate copies. In addition, please include the Check ID and the term "State Fiscal Stabilization Fund" at the top of your comments.

**Public Information:** Go to <http://www.regulations.gov> to submit your comments electronically. Information on using [www.regulations.gov](http://www.regulations.gov), including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under "How To Use This Site."

**Final Mail Comments:** Delivery or fax of delivery. If you mail or deliver your comments about these proposed requirements, definitions, and approval criteria, address them to Office of Elementary and Secondary Education (Assistant Secretary for Public Programs and Communications), U.S. Department of Education, 400 Maryland Avenue, SW, Room 5530C, Washington, DC 20001.

**Important Note:** The Department's policy for requests received from members of the public (including those comments submitted by mail, commercial delivery, or hand-delivery) is to make these submissions available for public viewing in their entirety on the Federal eRulemaking Portal at <http://www.regulations.gov>. Therefore, comments should be crafted to include information that they wish to make publicly available on the Internet.

**FOR FURTHER INFORMATION CONTACT:** James J. Ziegler, Telephone: (202) 205-2020 or by email: [jziegler@ed.gov](mailto:jziegler@ed.gov).

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free at 1-800-877-8339.

**Supplementary Information:** Available in Chapter I. We invite you to submit comments regarding this notice. To ensure that your comments have maximum effect in developing the notice of final requirements, definitions, and approval criteria, we urge you to identify clearly the specific proposed requirements, definitions, and approval criteria that each comment addresses. We invite you also to indicate any requirements of Executive Order 13200 and any overall requirements of existing regulatory issued that might result from this proposed requirements, definitions, and approval criteria. Please let us know of any further ways we could reduce potential costs or increase potential benefits while preserving the effective and efficient administration of this program. Change and after the comment period, you may inspect all public comments about this notice by logging [www.regulations.gov](http://www.regulations.gov). You may also inspect the public comments in person in Room 5530C, 400 Maryland Avenue, SW, Washington, DC, between the hours of 9:00 a.m. and 4:00 p.m., Washington, DC, from Monday through Friday of each week except Federal holidays.

**Accession to Publicly Available Information:** We request that you provide us appropriate accommodations for auxiliary aids to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for this notice. If you want to schedule an appointment for the type of accommodations or auxiliary aid, please contact the person listed under **Further Information Contact**.

**Purpose of Program:** The State Fiscal Stabilization Fund program provides approximately \$4.6 billion in federal grants to States to help stabilize State and local budgets in order to maintain and avoid reductions in education and other essential services to the extent of a State's commitment to address essential education needs in key areas.

**Program Authority:** American Recovery and Reinvestment Act of 2009, Chapter A, Title XX—State Fiscal Stabilization Fund, Public Law 111-5.

**Proposed Requirements:**

**How:** The proposed requirements are being addressed in paragraphs 6 through 10.

**Background:** Section 2000a of Chapter A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State-receiving funds under the Stabilization program to provide assurances in each key area of education reform: (i) Achieving equity in teacher distribution; (ii) Improving collection and use of data; (iii) standards and assessments; and (iv) supporting struggling schools. For each area of reform, the ARRA prescribes specific actions that the State must show that it will implement. In addition, section 2000a of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the Department containing such information as the Secretary may reasonably require, in this notice. We propose specific data and information requirements for the State plan, as part of an application for the second phase of funding under the Stabilization program, describing its ability to collect and report the required information.

**Comments:** We invite you to submit your comments regarding this notice. To ensure that your comments have maximum effect in developing the notice of final requirements, definitions, and approval criteria, we urge you to identify clearly the specific proposed requirements, definitions, and approval criteria that each comment addresses. We invite you also to indicate any requirements of Executive Order 13200 and any overall requirements of existing regulatory issued that might result from this proposed requirements, definitions, and approval criteria. Please let us know of any further ways we could reduce potential costs or increase potential benefits while preserving the effective and efficient administration of this program. Change and after the comment period, you may inspect all public comments about this notice by logging [www.regulations.gov](http://www.regulations.gov). You may also inspect the public comments in person in Room 5530C, 400 Maryland Avenue, SW, Washington, DC, between the hours of 9:00 a.m. and 4:00 p.m., Washington, DC, from Monday through Friday of each week except Federal holidays.

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# Measuring Progress Against Four Reforms

Teacher effectiveness and equitable distribution of effective teachers

Pre-K to higher education data systems that meet the twelve principles in the America Competes Act

College and career-ready standards and high quality, valid, and reliable assessments for all students including ELLs and students with disabilities

Intensive support and effective interventions for lowest-performing schools



# SFSF Phase Two: Proposed Reporting Requirements

- ❑ Report against a set of indicators under each assurance
- ❑ The metrics include **3 descriptors and 30 indicators**
  - Of the 30 indicators, **9 request confirmation on existing information**
  - Of the 21 new indicators, **8 are yes/no questions**
- ❑ Number of indicators and descriptors by assurance area:
  - Equity in Teacher Distribution: 8
  - Improving Collection and Use of Data: 2
  - Standards and Assessments: 14
  - Support for Struggling School: 9
- ❑ If unable to report information, State would have to submit a plan that will ensure information will be reported by September 30, 2011

# SFSF Phase Two

- ❑ States' applications will be posted and available to the public
- ❑ States' indicators and descriptors will be posted and available to the public
- ❑ States' progress against plans will be posted and available to the public



# Teacher effectiveness and equitable distribution of effective teachers

10/27/2011

State Fiscal/State Budget Task  
Table of Proposed Requirements

Note: This table is intended to provide a general overview of the requirements that the Department anticipates to be included in proposed legislation. It is not intended to be a final or definitive table.

A Legislative Budget Committee (LBC) report is available at: [www.lbc.state.tx.us](http://www.lbc.state.tx.us)

**Summary:** The Senate Education Committee, the Department of Education, local education and other interested parties have been working together to develop recommendations for legislative action to the Legislature. The committee has been reviewing and discussing the results of the committee and other parties' proposals. The committee is in the process of reviewing the results of the committee and other parties' proposals. The committee is in the process of reviewing the results of the committee and other parties' proposals.

Item	Description	Estimated Cost	Funding Source	Year of Funding
Item 1001	The number and percent of teachers in the highest-poverty and lowest-poverty schools in the state who are highly qualified.	\$0	State and Local	2012
Item 1002	The number and percent of teachers and principals rated at each performance level in each local educational agency's (LEA's) evaluation system; and	\$0	State and Local	2012
Item 1003	The number and percent of LEA teacher and principal evaluation systems that require evidence of student achievement outcomes.	\$0	State and Local	2012

the number and percent of teachers in the highest-poverty and lowest-poverty schools in the state who are highly qualified;

the number and percent of teachers and principals rated at each performance level in each local educational agency's (LEA's) evaluation system; and

the number and percent of LEA teacher and principal evaluation systems that require evidence of student achievement outcomes.

- Distribution of teachers by performance level by school
- Description of the teacher evaluation system

# Longitudinal data systems

which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) are included in the State's statewide longitudinal data system

whether the State provides teachers of reading/ language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction

DRAFT 1/2010

Implementing a Longitudinal Data System and Type of Data Information Systems (D)

**Section 6401(e)(2)(D)** This section describes the minimum requirements for the design and implementation of a statewide longitudinal data system. The requirements are: (1) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (2) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (3) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (4) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (5) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (6) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (7) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (8) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (9) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (10) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (11) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction; (12) to collect, store, and analyze data on the performance of students on assessments in reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction.

Challenge	Description	Response	Reporting Level	Year or Funding Category
Section 6401(e)(2)(D)	Which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) are included in the State's statewide longitudinal data system?	Information provided to address a challenge that involves a system that includes all of the elements described in the America COMPETES Act (20 U.S.C. 9871) are included in the State's statewide longitudinal data system.	State	Year information reported includes reporting year (element)
Section 6401(e)(2)(D)	Whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction?	Information provided to address a challenge that involves a system that includes all of the elements described in the America COMPETES Act (20 U.S.C. 9871) are included in the State's statewide longitudinal data system.	State	Year information reported includes reporting year (element)

4

# Standards and Assessments

- #/% of students who graduate from high school using the 4 year adjusted cohort rate
- #/% who enroll in IHE
- #/% who complete one year's worth of credit in two years

ated valid and  
and the percent of  
tics and English

ated valid and  
and the percent of

English language learners tested on state mathematics and ELA assessments;

Whether the most recent state reading and mathematics NAEP scores is on 2009-10 State Report Cards;

the number and percentage of students by school who graduate high school and go on to complete at least one year's worth of college credit (as applicable to a degree) within two years.

STATE BOARD OF EDUCATION

**Technical Assessment Review (TAR) 2010**

**Summary:** The decision to be scientifically sound for college and career, states must have high standards that require rigorous high-order mathematics and science that challenge and engage all students. An assessment to measure the level of rigor and challenge for all students is a valid and reliable assessment that provides information on their current status in an assessment program and serves as a basis for future program changes.

To ensure progress on the implementation of high-quality state assessments, a state will be required to establish a timeline for completion of the annual state assessment system that also includes information on the activities to take that state is required to take to address its assessment. Additional and new data resulting from NAEP's assessment of students with disabilities and English language learners will be included as well as information on progress on their academic readiness of the assessment system. The state systems to address state-wide progress. The information can be used by stakeholders to target assessment and improvement efforts.

To ensure progress on assessment standards, the state should consider that it is essential to consider the ability to measure student achievement on its state's assessment results based on state (not just national) standards. Additionally, the state should consider the state on the state in which students produced their best effort and consider the following strategies to address: There is an assessment of various student progress and completion on various state tests that developed and its reporting system should include and address assessment standards that are of high quality and measure the ability to address the assessment for the student's educational needs.

Classroom	Description	Example	Reporting	Use or Tracking
1001	The appropriate state assessment by the Department of Education (DOE) will include the state's assessment system under review (111000) of the state with regard to reading, writing, mathematics, and science assessments.	Although public the approved state of a state's assessment system is not usually known. By reviewing the state, the state is providing greater insight into the state's assessment system. The state's assessment system is designed to address the state's assessment system and to improve the state's assessment system.	State	Tracking information
1002	Whether the state is required to include the state's assessment system (111000) of the state with regard to reading, writing, mathematics, and science assessments.	To ensure students on the state will use the state's assessment system to address the state's assessment system. The state's assessment system is designed to address the state's assessment system and to improve the state's assessment system.	State	Tracking information
1003	The state of any such state will include a timeline for the state's assessment system.	The state's assessment system is designed to address the state's assessment system and to improve the state's assessment system.	State	Tracking information
1004	Whether the state is required to include the state's assessment system (111000) of the state with regard to reading, writing, mathematics, and science assessments.	The state's assessment system is designed to address the state's assessment system and to improve the state's assessment system.	State	Tracking information





# SFSF Resources

- **Comments:** To submit comments on our *Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria*, go to [www.regulations.gov](http://www.regulations.gov) or send your comments via postal mail, commercial delivery, or hand delivery.
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