

**Application for Funding
for Phase II of the Education Fund under the
State Fiscal Stabilization Fund Program**

CFDA Number: 84.394



U.S. Department of Education

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NOTE: OMB Control Number forthcoming.

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APPLICATION FOR FUNDING FOR PHASE II OF THE EDUCATION FUND UNDER THE STATE FISCAL STABILIZATION PROGRAM

Purpose of Program

The State Fiscal Stabilization Fund (SFSF or Stabilization) program provides approximately \$48.6 billion in formula grants to States to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services, in exchange for a State's commitment to advance essential education reform in key areas. Almost \$36.8 billion have already been awarded during SFSF Phase I. Approximately \$11.5 billion will be awarded under SFSF Phase II (through this application).

Program and Application Background

Section 14005(d) of Division A of the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the Stabilization program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific action(s) that the State must assure that it will implement. In addition, section 14005(a) of the ARRA requires a State that receives funds under the Stabilization program to submit an application to the U.S. Department of Education (the Department) containing such information as the Secretary may reasonably require.

As part of its application for Phase II funding under the Stabilization program, a State must demonstrate its ability to meet specific data and information requirements (the assurance indicators and descriptors) with respect to the statutory assurances. In addition, in cases where a State is not currently able to meet the specific data and information requirements, a State must submit a State plan to describe how it will respond to the requirements of each assurance indicator and descriptor. Together, these two sets of requirements aim to provide transparency on the extent to which a State is implementing the actions for which it has provided assurances.

Increased access to and focus on this information will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted. The Department will also use the data and information that States collect and report in assessing whether a State is qualified to participate in and receive funds under other reform-oriented programs administered by the Department.

An assurance indicator or descriptor may relate to data or other information that States currently collect and report to the Department, or to data or other information for which the Department is itself the source. In those cases, there are no new data or information collection requirements for a State; rather, the Department will provide the State with the relevant data or other information that the State will be required to confirm and make publicly available. In the other cases, requirements constitute new data or information collection and/or public reporting responsibilities for the State, to the extent the State does not currently collect and publicly report such data or information for other purposes.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various programs supported with ARRA funds, particularly the SFSF, Race to the Top, School Improvement, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department has taken into consideration the context of those other programs in developing the requirements for SFSF Phase II.

Background Information on Assurances

Achieving Equity in Teacher Distribution

Regarding education reform area (a), achieving equity in teacher distribution, section 14005(d)(2) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311), in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; on steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated and how the results of those evaluations are used for decisions regarding compensation, promotion, retention, and removal; and on the distribution of performance evaluation ratings or levels among teachers and principals.

Improving Collection and Use of Data

Regarding education reform area (b), improving collection and use of data, section 14005(d)(3) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will establish a statewide longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is meeting that requirement, the State must provide information on the elements of its statewide longitudinal data system and on whether the State provides teachers with: (1) data on student growth in a manner that is timely and informs instructional programs, and (2) reports of teacher impact on student achievement.

Standards and Assessments

Regarding education reform area (c), standards and assessments, section 14005(d)(4) of the ARRA requires a State receiving funds under the Stabilization program to assure that it will: (A) enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a); (B) comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311) and section 612(a)(16) of the Individuals with Disabilities Education Act (20 U.S.C. 1412) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and

reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and (C) take steps to improve State academic content standards and student academic achievement standards for secondary schools consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act (20 U.S.C. 9871). To provide indicators of the extent to which a State is taking these actions, the State must collect and publicly report data and other information regarding State assessment systems, including the assessment of students with disabilities and limited English proficient students, the public reporting of State National Assessment of Educational Progress (NAEP) data, and data on the number of students who graduate from high school, enroll in an Institute of Higher Education (IHE) (whether public or private, in-state or out-of-state), and complete at least one year of coursework (towards a degree) within two years of enrollment in a public in-state IHE.

As States prepare to significantly improve the rigor and effectiveness of their standards and assessment systems, this information will, in general, provide stakeholders with vital transparency on the current status of those systems and on the efforts to improve them that are currently underway.

Supporting Struggling Schools

Regarding education reform area (d), supporting struggling schools, section 14005(d)(5) of the ARRA requires a State receiving funds under the Stabilization program to provide an assurance that it will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA (20 U.S.C. 6316) with respect to Title I schools identified for corrective action and restructuring. In order to provide indicators of the extent to which a State is implementing the statutory assurance, the State must provide data on the extent to which dramatic reforms to improve student academic achievement are implemented in Title I schools in improvement under section 1116(b)(1)(A) of the ESEA, in corrective action, or in restructuring and secondary schools that are Title I eligible, but not receiving funds. Additionally, a State must provide data on the operation and performance of its charter schools.

Requirements for Phase I Funding

Earlier this year, States applied to receive their initial allocation under the State Fiscal Stabilization Fund (Stabilization) program. States with approved applications were awarded at least 67 percent of their Education Fund allocation and all of their Government Services Fund Allocation. Governors submitted assurances that their State would commit to advancing education reform in the four assurance areas, and confirmed baseline data for purposes of demonstrating the State's current status in each of the four education reform areas for which the State provided assurances, or submitted alternative baseline data. In addition, to receive SFSF Phase I funds, States provided maintenance of effort (MOE) information (see Part 2 of this application for more information), including an assurance that the State would comply with the Stabilization program MOE requirements (or, if applicable, an assurance that the State met or would meet the eligibility criterion for a waiver of those requirements), as well as MOE baseline data.¹ States were also required to describe how they intended to use the funds allocated under (1) the Education Stabilization Fund and (2) the Government Services Fund, in addition to submitting accountability, transparency and reporting assurances.

¹ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

About the Application for Phase II Funding

States requesting the remainder of their State Fiscal Stabilization Fund monies—in most cases, the remaining 33 percent of the Education Fund allocation²—must complete and submit the application contained in this packet in its entirety. To receive funding, applications will need to meet standards of both completeness and quality. The Department will employ a two-tier review process to evaluate State applications. The first review will verify that a State submitted a complete Phase II application. The second review will judge the application against the approval criteria identified in the NFR to assess the quality of the plan.

The Department is taking steps to ensure that the process for awarding SFSF Phase II funds is transparent. Immediately upon the Department's receipt of a State application, the application will be made available for public viewing on the Department's web site at <http://www.ed.gov/programs/statestabilization/index.html>. The final approved version of a state application will also be posted on the Department's web site in addition to any revisions subsequent to an approved application. In addition to facilitating transparency, the Department's public sharing of applications will allow members of the public to learn about the availability of data and information related to the four assurance areas in each state. Also, such a level of transparency provides an additional layer of accountability for States.

Data Collection

This application asks States to answer questions about 37 separate items: indicators (of which there are 34) and descriptors (of which there are three). The Department is, as a general rule, *not asking States to submit the actual data* that respond to these indicators and descriptors; rather, the Department wants to know how States will respond to the requirements of the indicators and descriptors and make the data and information accessible to the public. Specifically, for assurances (a), (c), and (d) (with the exception of, in some cases, indicators (c)(11) and (c)(12)), the application requests a response as to whether or not States are collecting and publicly reporting the data or information via a State website for each indicator and descriptor. If the State is not currently collecting and/or publicly reporting the data for a particular indicator or descriptor, the Department also is requesting the State's plan for doing so as soon as possible, but no later than September 30, 2011. In the case of indicators (c)(11) and (c)(12), if a State will develop, but not implement, the capacity to collect and publicly report the data, the State plan need only address the development of capacity, and not implementation and public reporting for the relevant indicator (s). For indicators (b)(1) and (b)(2), a State must specify whether or not the State collects the information, and if not, what its plans and timelines are for developing and implementing the capacity to do so as soon as possible, but no later than September 30, 2011. For indicator (b)(3), a State must specify whether or not the State collects the information, and, if not, what its plan and timeline are for developing and implementing the capacity to implement this requirement.

² If a State's FY 2009 shortfall exceeded 67 percent of the Education Fund allocation, they could request an amount equal to the needed restoration amount, up to 90 percent of the State's total Education Fund allocation.

Public Reporting on a State Website

For the purposes of this program, indicator and descriptor data are largely intended for public use, rather than for Federal reporting. Individual States and communities have the greatest power to hold their schools accountable for the reforms that are in the best interest of their students. Rather than the Department collecting and warehousing this information, it is the intention that State Education Agencies (SEAs) and Local Education Agencies (LEAs) will make the information available to the public in a manner that is useful for stakeholders to understand key information about education in each state and community.

As such, the Department believes that the most effective and expeditious way for States to share information with the public is via the internet. For the purposes of this program, *publicly report* means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

The URLs (i.e., website addresses) where the data and information are available should be provided where requested in Part 3A of the application. URLs should link to the actual page where the data are available, rather than the main page of the website. Websites where the required data and information are available should show the last date on which the data and information were updated. For example, the URL should not link to the main page for an SEA or Governor's office. For further information on public reporting and website submission, please refer to SFSF Phase II guidance.

Preparing the Application

The Department strongly recommends that States involve parents, educators, content experts, policy makers, technical advisors, teachers' union(s), business, community, and civil rights leaders, and other community stakeholders when preparing the application. While such involvement is not a requirement for approval of State applications, the Department believes that stakeholder input and expertise will help States develop stronger applications and more successful implementation strategies.

APPLICATION INSTRUCTIONS

GENERAL INSTRUCTIONS

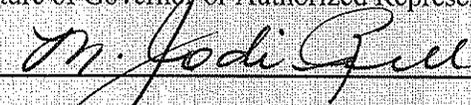
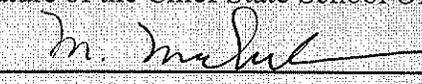
To receive the remaining portion of a State's allocation under Education Fund of the Stabilization program, a Governor must submit to the Department an application that provides the following information:

- A completed application cover sheet that includes the signature of the Governor or authorized representative (*Part 1 of the Application*).
- A complete updated and/or reaffirmation of Maintenance-of-Effort (MOE) data (*Part 2A of the Application*).
- An attestation that the State has met all MOE requirements for FY 2009 that includes the signature of the Governor or authorized representative, or acknowledgement of inability to meet MOE requirements (*Part 2B of the Application*).
- The State's status with regard to collection, public reporting and other information related to the indicators and descriptors in the following education reform assurance areas:
 - (a) achieving equity in teacher distribution;
 - (b) improving collection and use of data;
 - (c) standards and assessments; and
 - (d) supporting struggling schools (*Part 3A of the Application*).
- A completed State plan that describes how the applicant will collect and publicly report the data and information related to the assurance indicators and descriptors (*Part 3B of the Application*).
- Complete responses to the questions in the General Requirements section (*Part 3C of the Application*).

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): M. Jodi Rell	Applicant's Mailing Address: Executive Chambers State Capitol Hartford, CT 06106
State Contact for the Education Stabilization Fund Name: Mark McQuillan Position and Office: Commissioner, Connecticut State Department of Education Contact's Mailing Address: 165 Capitol Avenue Hartford, CT 06106 Telephone: 860-713-6500 Fax: 860-713-7001 E-mail address: mark.mcquillan@ct.gov	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): M. Jodi Rell	Telephone: 860-566-4840
Signature of Governor or Authorized Representative of the Governor: X 	Date: 1/8/10
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Dr. Mark K. McQuillan	Telephone: 860-713-6500
Signature of the Chief State School Officer: X 	Date: 1/8/10

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.³
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

³ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006 \$ _____ 1,619,662,393 _____

FY 2009 \$ _____ 1,882,944,341 _____

FY 2010* \$ _____ 1,620,089,162 _____

FY 2011* \$ _____ 1,620,089,162 _____

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006 \$ ___ 565,538,477 _____

FY 2009 \$ ___ 664,455,383 _____

FY 2010* \$ ___ 664,633,736 _____

FY 2011* \$ ___ 667,700,974 _____

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application – (See Attachment 1)

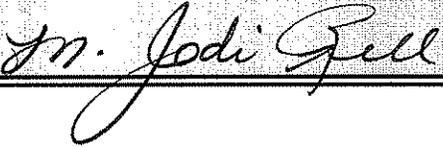
- Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

- for elementary and secondary education.
- for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): M. Jodi Reil	
Signature: 	Date: 1/8/10

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- has already submitted a MOE Waiver Request to the US Department of Education.
- is submitting a MOE Waiver Request with this application package.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

Requirements

The State plan must describe the State's current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State's current ability to publicly report (as defined in the Notice of Final Requirements, included here as Appendix E) the data. If the State is currently able to fully collect and publicly report the required data or other information, the State must provide a URL where the most recent data or information may be accessed. If a State is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. These requirements apply to the assurance indicators and descriptors in the following education reform assurance areas: (a) Achieving Equity in Teacher Distribution, (c) Standards and Assessments (with the exception, in many cases, of Indicators (c)(11) and (c)(12)), and (d) Supporting Struggling Schools. Sections related to these assurances are located in sections I, III, and IV of Part 3A and Section I of Part 3B in the application.

In the event that a State will develop, but not implement, the ability to fully collect and publicly report the data for Indicator(s) (c)(11) and/or (c)(12), its plan need not meet the requirements of Section I of Part 3B. Rather, a State should complete a plan that meets the requirements of Section V of Part 3B for the relevant indicator(s). If a State will be able to both develop and implement collection and public reporting of either of these indicators, the plan requirements of Section I of Part 3B will apply to the relevant indicator(s).

Regarding education reform assurance area (b) Improving Collection and Use of Data, the State must describe in the State plan whether the State's data system includes the required elements of a statewide longitudinal data system and whether the State provides teachers with their students' growth data and information related to individual teacher impact. If the State does not meet the requirement, the State plan must describe the State's process and timeline for developing and implementing the means to meet the requirement in accordance with the requirements in the notice. Sections related to this assurance are Section II of Part 3A and Sections II, III, and IV of Part 3B.

The data or information needed for an assurance indicator or descriptor are in some cases already reported to the Department by the State, or are provided by the Department. In those cases, it is understood that the State does and is currently able to collect the data or information. For those elements, the State's plan only needs to address the State's ability to publicly report the data or information, and the State does not need to include a plan for collecting the data or information in Part 3B. The indicators and descriptors involving data or information currently reported to the Department or provided by the Department are marked below with a Confirm icon (see Icon Key below). Sections requiring States to confirm data or information already reported to the Department contain specific links to the appropriate Department webpage. The overall webpage housing all information for indicators requiring confirmation is <http://www.ed.gov/programs/statestabilization/confirm-indicators.html>.

Some elements in this application are of a cross-cutting nature, sharing indicators and/or definitions with another Recovery Act initiative, Race to the Top. These elements are marked by a Cross-Cutting icon with the recovery.gov logo and the Race to the Top logo (see Icon Key below). It is the Department's hope that marking these cross-cutting elements will facilitate consistency and improve the ease of completing the application for the Race to the Top program.

Icon Key

Confirm Icons



Cross-Cutting Icon



Numbering of Fields

Applicants may notice small numbers to the left of checkboxes and text fields in Part 3A. These numbers do not have any significance in terms of point values or codes. Rather, they are designed to be used by both applicants and Department staff alike as a convenient reference point when referring to a particular part of the application.

Overview of Part 3

Part 3A, *Indicators and Descriptors under the Assurances*, is designed to collect short answers about the State's current status with respect to each indicator and descriptor. If you are using the macro-enabled⁴ MS Word version of this form, you will be able to check boxes and type your answers directly into the form. If you wish to attach narrative answers in a separate document, you may do so, but be sure to clearly note in the relevant text box that the response is attached and mark the attachment with the citation of the indicator or descriptor to which you are responding.

⁴ To enable macros in Microsoft Word, select Save As (if you are using the 2007 version, Save As is under the round icon in the top left hand corner; in older versions, Save As is under the File menu) and from the Save File as Type menu, select Word Macro-Enabled Document.

Part 3B is the *State Plan* section. For those indicators and descriptors for which the State is not currently collecting and/or publicly reporting the requested data and information in such a way that addresses the program requirements, you must provide a plan for doing so in Part 3B. If, based on your answer, you are directed to address the element in Part 3B, write the element reference in the Plan Element Verification chart in Part 3B to keep a running list of the items you will need to address in your State Plan. Directions for which elements must be addressed in the State Plan are embedded into each indicator and descriptor boxes below. Part 3B contains five subsections. The subsections provide separate instructions for the plan elements that must be included for:

- I. Assurances (a), (c) (with the exception of Indicators (c)(11) and (c)(12)), and (d);
- II. Indicator (b)(1);
- III. Indicator (b)(2);
- IV. Indicator (b)(3); and,
- V. If applicable, Indicators (c)(11) and (c)(12) (Section V).

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	 Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).
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Please respond (Yes or No): Are the data related to this indicator at <http://www.ed.gov/programs/stateabilization/indicator-a1.xls> correct?

- ¹ Yes, the data are correct.
 ² No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

- ⁴ The State makes the data *publicly available* and updates the data *annually* on a website.
→ Provide the State website where the data are provided by the State to the public:⁵
http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/index.htm
- ⁶ The State makes the data *publicly available* on a website but updates it *less than annually*.
→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
Provide the State website where the most recently updated data are provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator
(a)(2)

Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).



Please respond (Yes or No): Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

Yes, the information is correct.

No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient.³ [Click here to enter text.](#)

Please respond (check only one):

The State makes the information *publicly available* and updates the information *annually* on a website.

Provide the State website where the information is provided by the State to the public:⁵

<http://www.csde.state.ct.us/public/cedar/nclb/index.htm>

The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:⁷ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor
(a)(1)

Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.¹⁰ [Click here to enter text.](#)

¹¹ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:¹² [Click here to enter text.](#)

¹³ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator
(a)(3)

Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4) Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5) Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor
(a)(2)

Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:⁹ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

¹² [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6) Indicate for each LEA in the State whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.



Indicator (b)(1) Indicate which of the 12 elements described in section 6401(c)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

Yes.

No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element

Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

- Yes.
 No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.
<p>Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
<p>Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	 Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.
<p>Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?</p> <p><input checked="" type="checkbox"/> Yes, the status is correct.</p> <p><input type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient.³ Click here to enter text.</p> <p>Please respond (check one):</p> <p><input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>Provide the State website where the status is provided by the State to the public:⁵ http://www.csde.state.ct.us/public/cedar/nclb/correspondence/index.htm</p> <p><input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p><input type="checkbox"/> If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p>	

→ Provide the State website where the most recently updated information is provided by the State to the public: ⁷ [Click here to enter text.](#)

⁸ The State does not make the status information publicly available on a website.

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



Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

Yes, the status is correct.

→ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ [Click here to enter text.](#)

Please respond (check one):

The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:⁵ <http://www.csde.state.ct.us/public/cedar/nc/b/correspondence/index.htm>

The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.



Indicator (c)(3) Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.

Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

- Yes, the information is correct.
- No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [Click here to enter text.](#)

Please respond (check one):

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:⁵
<http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm>

- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available: [Click here to enter text.](#)
- The State does not make the information publicly available on a website.
- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

- ¹ Yes, this has been completed within the last two years.
- ² No, this has been completed, but it occurred more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available.⁵ [Click here to enter text.](#)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available.⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

- Yes, the data are correct.
- No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ [Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:⁵ <http://solutions1.emetric.net/cmtpublic/Default.aspx>;
<http://solutions1.emetric.net/captpublic/Default.aspx>

The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:¹³ <http://solutions1.emetric.net/cmtpublic/Default.aspx>;

<http://solutions1.emetric.net/captpublic/Default.aspx>

¹⁴ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6) Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

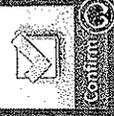
Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

- ¹ Yes, this was completed within the last two years.
- ² No, this was completed more than two years ago.
- ³ No, this has never been completed.

Please respond (check one):

- ⁴ The State makes the information *publicly available* and keeps it *up-to-date* on a website.
 - ➔ Provide the State website where the information is collected and publicly available:⁵ [Click here to enter text.](#)
- ⁶ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
 - ➔ Provide the State website where the information is collected and publicly available:⁷ [Click here to enter text.](#)
- ⁸ The State does not make the information publicly available on a website.
 - ➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7) Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

- Yes, the information is correct.
- No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
³ [Click here to enter text.](#)

Please respond (check one): Is the State's current status available on the State's website?

- The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:⁵

http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/agl_12th_edition-final_11-19-07.pdf
<http://www.csde.state.ct.us/public/cedar/assessment/ell/index.htm>
<http://www.csde.state.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

- The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the information is collected and publicly available: [Click here to enter text.](#)

- The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.



Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

- ¹ Yes, the data are correct.
- ² No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.
³ [Click here to enter text.](#)

Please respond (check one):

⁴ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:⁵ <http://solutions1.emetric.net/cmtpublic/Default.aspx>,
<http://solutions1.emetric.net/captpublic/Default.aspx>

⁶ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:⁷ [Click here to enter text.](#)

⁸ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

Yes, the data are correct.

No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.

// [Click here to enter text.](#)

Please respond (check one):

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available.¹³ <http://solutions1.emetric.net/cmtpublic/Default.aspx>;
<http://solutions1.emetric.net/captpublic/Default.aspx>

The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available.¹⁵ [Click here to enter text.](#)

The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9) Confirm that the State's annual State Report Card (under section 1111(b)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).



Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

- Yes, the State Report Card includes this information.
- No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/index.htm

Indicator (c)(10) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available.⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:² [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12) Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 111(b)(2)(C)(v)(I) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the IHE) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

No, the State does not collect these data.

If No, please respond (check one):

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2) Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

Yes, the State collects these data.

If Yes, please respond (check one):

The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.

Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

Provide the definition here:² The Department will identify the persistently lowest-achieving schools (as defined in the notice) using the following steps:

Step 1: Determine all relevant definitions—*i.e.*, the definition of “secondary school,” the definition of a “number of years” for purposes of determining whether a high school has a graduation rate less than 60 percent, and the definition of a “number of years” for purposes of determining “lack of progress” on the State’s assessments.

The definition of secondary schools in Connecticut would be high schools.

The definition of “number of years” for determining “lack of progress” would be three.

Step 2: Determine the number of schools that make up five percent of schools in each of the relevant sets of schools (*i.e.*, five percent of Title I schools in improvement, corrective action, or restructuring and five percent of the secondary schools that are eligible for, but do not receive, Title I funds); determine whether that number or the number five should be used to determine the lowest-achieving schools in each relevant set of schools, depending on which number is larger.

The number of schools that make up five percent of schools for Title I schools in improvement, corrective action, or restructuring is 18 (100% = 353 (296 elementary and middle + 57 high schools.)

The number of schools that make up five percent of secondary schools that are eligible for, but do not receive, Title I funds is to 2 (100% = 37 secondary schools.)

Step 3: Determine the method for calculating combined English/language arts and mathematics proficiency rates for each school.

A single percentage method was used for calculating a combined English/language arts and mathematics proficiency rate in the “all

students' group. The following steps were conducted:

- A. Establish the numerator
 - a. Calculate the total number of proficient students in the "all students" group in reading/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the "all students" group in mathematics by adding the number of proficient students in each grade tested in the school.
 - b. Add the total number of proficient students in reading/language arts and mathematics.
- B. Establish the denominator
 - a. Calculate the total number of students in the "all students" group in the school who took the State's reading/language arts assessment and the total number of students in the "all students" group who took the State's mathematics assessment.
 - b. Add the total number of students in the "all students" group in the school who took the State's reading/language arts assessment and the total number of students in the "all students" group who took the State's mathematics assessment.
- C. Divide the numerator by the denominator to determine the percent proficient in reading/language arts and mathematics in the school.
- D. Rank the schools in each relevant set of schools from highest to lowest using the percentages in Step D.

Step 4: Determine the method for determining "lack of progress" by the "all students" group on the State's assessments.

Lack of progress was determined by repeating the single percentage method (see Step 3) for three previous years for each school. Then, the five percent of schools with the lowest combined percent proficient based on three years of data were identified to define the persistently lowest-achieving schools in the State.

Step 5: Determine the weights to be assigned to academic achievement of the "all students" group and lack of progress on the State's assessments.

Weights were not assigned to academic achievement in determining lack of progress.

Step 6: Determine the weights to be assigned to elementary schools and secondary schools.

Weights were not assigned to elementary schools and secondary schools.

Step 7: Using the process identified in Step 3, rank the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group.

Step 8: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) Title I schools in improvement, corrective action, or restructuring.

Step 10: Identify the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 9.

Step 11: Add the high schools identified in Step 10 to the list of schools identified in Step 9.

Step 12: Using the process identified in Step 3, rank the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the “all students” group.

Step 13: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 12.

Step 14: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) secondary schools that are eligible for, but do not receive, Title I funds.

Step 15: Identify the high schools that are eligible for, but do not receive, Title I funds and that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 14.

There were no high schools that meet this criteria that were eligible for, but do not receive Title I funds but had a graduation rate of less than 60 percent over a number of years.

Step 16: Add the high schools identified in Step 15 to the list of schools identified in Step 14.

Because no high schools were identified in Step 15, this step was not done.

If Yes, please respond (check one):

- ³ The State has made the definition *publicly available* on a website.
 - ➔ Provide the State website where the definition is publicly available.⁴ [Click here to enter text.](#)
- ⁵ The State does not make the definition publicly available on a website.
 - ➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ⁶ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.
 - ➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(3) Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(4) Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.

Please respond (check one): Does the State collect this information?

¹ Yes, the State collects this information.

If Yes, please respond (check one):

² The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

⁴ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator
(d)(6)**

Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identify of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/choicebooklet0910.pdf>

The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

- Yes, the data are correct.
 No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
³ [Click here to enter text.](#)

Please respond (check one):

The State makes the data *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:⁵

<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/choice/choicebooklet0910.pdf>

- ⁶ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.
→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
→ Provide the State website where the most recently updated information is provided by the State to the public:
⁷ [Click here to enter text.](#)

The State does not make the data publicly available on a website.

- Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10) Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available.³ [Click here to enter text.](#)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11) Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/charter/report> on the operation of charter schools.pdf (see page 4 of the report)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12) Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

Yes, the State collects this information.

If Yes, please respond (check one):

The State makes the information *publicly available* and updates the information *at least annually* on a website.

Provide the State website where the information is collected and publicly available:³

<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/charter/report> on the operation of [charter schools.pdf](#) (see page 4 of the report)

The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas (a), (c), and (d) for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;

- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan.
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

<u>Element</u>	<u>Collection</u> <u>(check if</u> <u>applies)</u>	<u>Public</u> <u>Reporting</u> <u>(check if</u> <u>applies)</u>
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (c)(4)		X
Indicator (c)(6)		X
Indicator (c)(10)		X
Indicator (c)(11)	X	X
Indicator (c)(12)	X	X
Indicator (d)(1)		X
Indicator (d)(2)		X
Descriptor (d)(1)		X
Indicator (d)(3)		X
Indicator (d)(4)		X
Indicator (d)(5)		X
Indicator (d)(6)		X
Indicator (d)(9)		X
Indicator (d)(10)		X

State Plans

Descriptor (a)(1)

The State does not collect nor do we intend to collect a description of the current system that each LEA uses to evaluate the performance of teachers due to the inconsistency of the evaluations systems used in LEAs across the State. Currently, each district negotiates and establishes their own criteria for evaluation of teachers which include levels of performance. Therefore, there exists no consistency from one district to the next. Connecticut does not have one consistent state-wide rating scale. We intend to develop a new consistent 4-point teacher evaluation system to be used by all LEAs in the State and will begin collecting data once this consistent system is implemented.

The State does not collect nor do we intend to collect a description of the manner in which each LEA currently uses the results of the evaluation systems described above related to the performance of teachers in decision regarding teacher development, compensation, promotion, retention and termination due to the inconsistency of evaluation systems across the state. Once a new, consistent evaluation system is developed and implemented, CSDE will begin collecting how each LEA uses the results of that system in decisions regarding professional development,

compensation, promotion, retention and removal.

State Plan

Utilizing expertise gained over the last 20 years in developing valid and reliable measures of teacher competence, the Connecticut State Department of Education (CSDE) plans to further develop more rigorous data-driven guidelines and a system of teacher evaluation to guide implementation statewide, as well as in participating and involved Local Education Agencies (LEAs). The plan for development of a new system of teacher evaluation and use of the results for professional development, compensation, promotion, retention and termination will include the following milestones:

- 1) Develop and implement a new statewide system of teacher and administrator evaluation and professional development;
- 2) Develop methods of measuring teacher and administrator efficacy that can be monitored by the CSDE and reported quantitatively on an annual basis;
- 3) Develop performance criteria and rubrics for guiding evaluation decisions about teacher and administrator efficacy, utilizing student growth measures as the primary criteria;
- 4) Develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established;
- 5) Develop and implement training for supervisors and administrators targeted at both supporting the development of teachers and rigorous evaluation of their efficacy;
- 6) Develop and implement training for LEA superintendents and administrators targeted to supporting and evaluating school-based administrators; and,
- 7) Develop and implement a compensation system that would provide building level performance pay for teachers and administrators of schools exceeding student growth expectations.

The State will develop new training for supervisors and administrators who evaluate teachers based on the new methods and performance rubric to be developed. The training will be piloted and then implemented statewide, giving priority to the participating LEAs but making it available to administrators in all LEAs. Currently administrators are required to have a minimum of 15 hours of training in teacher evaluation. To ensure consistency and reliability of the application of the teacher evaluation process (methods), analysis of student growth data, and the application of the performance rubric, the CSDE will mandate that administrators evaluating teachers complete the new training based on the new teacher evaluation plan and performance rubric. Follow-up training and external coaching will also be made available to administrators in the use of the process and monitoring consistency and accuracy of implementation. CSDE will conduct focused monitoring of evaluation activities of participating and involved districts, and offer the same to other districts/LEAs needing external support in implementing the new teacher evaluation process and criteria.

The State expects to be able to meet the following timelines to develop and implement the above plan:

- Commencing in 2010 and to be completed by February 2011: Development of guidelines and policies for key goals 1-7 above;

- March through August of 2011: Roll out of plan and preparation for piloting with select LEAs;
- 2011-2012 school year (September through June): Pilot implementation with select LEAs will be conducted; and
- Commencing the 2012-2013 school year: Full implementation with all LEAs.

One obstacle preventing the State from developing and implementing the above key goals by September 2011 is that the State currently does not have a consistent, statewide system of teacher evaluation based on a performance rubric tied to student growth. The level and intensity of standards, instrument and training development required to effectively implement this system statewide across 250 LEAs, over 5,000 administrators and 44,000 educators, will require significant investment of resources, time, personnel and district commitment. Many districts will need to renegotiate local teacher bargaining unit contracts and revise their terms for evaluation, compensation, promotion, retention and termination. This due process will take considerable local and state time and resources to reform the performance system for teachers.

A key component of the State plan is to develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established (see milestone 4). The data system will allow the CSDE to be able to analyze and report on teacher and administrator performance statewide.

(A) The CSDE, the Regional Educational Service Centers (RESCs) and other key stakeholders from professional organizations and professional development providers will work in collaboration to develop and implement key components of the above milestones. CSDE will serve as the fiscal agent and coordinator of all deliverables as related to the State system of teacher and administrator performance evaluation.

(B) The CSDE will be the primary agency overseeing development and implementation of the key goals. The six RESCs will be the secondary parties responsible for deliverables related to training and external support for LEAs/districts, contracting with external experts for development of evaluation instrument, external evaluators and external coaches. Other cooperative entities, foundations, or private or public professional organizations, such as the Connecticut Association of Schools, the Connecticut Association of Public School Superintendents, Higher Education Institutions and others, will be invited to become partners in the implementation of this plan.

(C) The overall budget projected for development of a new teacher evaluation system is:

Year 1	Development of Teacher Eval System, instruments, rubrics and data system, sample performance data, training and materials	\$3,000,000
Year 2	Piloting training and external coaching	\$7,000,000
Year 3	Implementation statewide	\$7,000,000
Total Costs		\$17,000,000

(D) The State will report on the progress on this plan annually, linking all plan updates to our Web site.

Indicator (a)(3)

The State does not collect nor do we currently intend to collect information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion. Currently, each district negotiates and establishes its own criteria/indicators for the evaluation of teachers which may include levels of performance. However, there is no consistency from one district to the next. The new evaluation system to be developed will include student growth data as a primary indicator of success and CSDE will begin collecting results once the new evaluation system is fully implemented.

The current 1999 Guidelines for Teacher Evaluation and Professional Development encourage districts to “show a clear link between teacher evaluation and professional development and improved student learning.” Student learning is defined to include teacher and administrator assessment of student work samples, performance measures (i.e. holistic scoring of writing) as well as teacher designed tests and standardized tests (i.e. Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)). Therefore, some districts across the state have been using student growth as one indicator in their teacher evaluation plan, but not all districts. Therefore, the inconsistent data results would be inconclusive.

State Plan

As described in Descriptor (a)(1), in 2010, the CSDE and representatives from appropriate stakeholder groups will begin to revise these teacher evaluation guidelines and align them with the newly revised Connecticut Common Core of Teaching, the State’s teaching standards that are woven into our pre-service teaching requirements, teacher induction program and teacher

evaluation plans. It is the intent of CSDE that the revised guidelines will more strongly focus upon student growth and achievement as one indicator of an individual teacher's success; recommended measures of student growth and achievement will include: CMT and CAPT scores; end-of-course assessments for middle grade and high school students; Scientific, Research-Based Interventions (SRBI) results; Grade 3-8 vertical scales; and comprehensive school counseling data. These guidelines will also include such measures as peer reviews, student and parent input, and administrator observations and walk-throughs. District teacher evaluation plans will then be developed in accordance with these guidelines and reviewed by CSDE staff to ensure that all districts have included appropriate student growth and achievement measures within their 5-year evaluation plan.

The State expects to be able to meet the following timelines to develop and implement the above plan:

- Commencing in 2010 to be completed by February 2011: Development of guidelines and policies for key goals 1-7 as noted in Descriptor (a)(1);
- March through August of 2011: Roll out of plan and preparation for piloting with select LEAs;
- 2011-2012 school year (September through June): Pilot implementation with select LEAs will be conducted; and
- Commencing the 2012-2013 school year: Full implementation with all LEAs.

One obstacle preventing the State from developing and implementing the above key goals by September 2011 is that the State currently does not have a consistent, statewide system of teacher evaluation based on a performance rubric tied to student growth. The level and intensity of standards, instrument and training development required to effectively implement this system statewide across 250 LEAs, over 5,000 administrators and 44,000 educators, will require significant investment of resources, time, personnel and district commitment. Many districts will need to renegotiate local teacher bargaining contracts and revise their terms for evaluation, compensation, promotion, retention and termination. This due process will take considerable local and state time and resources to reform the performance system for teachers.

A key component of the State plan is to develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established (see milestone 4). The data system will allow the CSDE to be able to analyze and report on teacher and administrator performance statewide.

(A) The CSDE, the Regional Educational Service Centers (RESCs) and other key stakeholders from professional organizations and professional development providers will work in collaboration to develop and implement key components of the above milestones. CSDE will serve as the fiscal agent and coordinator of all deliverables as related to the State system of teacher and administrator performance evaluation.

(B) The CSDE will be the primary agency overseeing development and implementation of the key goals. The six RESCs will be the secondary parties responsible for deliverables related to training and external support for LEAs/districts, contracting with external experts for

development of evaluation instrument, external evaluators and external coaches. Other cooperative entities, foundations, or private or public professional organizations, such as the Connecticut Association of Schools, the Connecticut Association of Public School Superintendents, Higher Education Institutions and others, will be invited to become partners in the implementation of this plan.

(C) The overall budget is detailed in Descriptor (a)(1).

(D) The State will report on the progress on this plan annually, linking all plan updates to our Web site.

Indicator (a)(4)

The State does not currently collect data for each LEA on teachers who receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level. Once the new 4-point teacher evaluation system is developed and implemented in all LEAs in the state, CSDE will collect the teacher evaluation ratings by level and the number of percentage of teachers rated at each performance level.

Currently, each district negotiates and establishes its own criteria for evaluation of teachers which include levels of performance. However, there is no consistency from one district to the next. Connecticut does not have one consistent statewide rating scale. In February 2010, CSDE and representatives from appropriate stakeholder groups will begin the revision of the 1999 Teacher Evaluation Guidelines. These revisions will include districts being required to develop a 4-point teacher performance rating scale and report the numbers and percentage of teachers at each performance rating level as identified within their 5-year plan. These numbers and percentages of teachers evaluated at each of the four levels will be publicly reported by the district.

State Plan

As described in Descriptor (a)(1), in 2010, the CSDE and representatives from appropriate stakeholder groups will begin to revise these teacher evaluation guidelines and align them with the newly revised Connecticut Common Core of Teaching, the State's teaching standards that are woven into our pre-service teaching requirements, teacher induction program and teacher evaluation plans. It is the intent of CSDE that the revised guidelines will more strongly focus upon student growth and achievement as one indicator of an individual teacher's success. Recommended measures of student growth and achievement will include: CMT and CAPT scores; end-of-course assessments for middle grade and high school students; Scientific, Research-Based Interventions (SRBI) results; Grade 3-8 vertical scales; and comprehensive school counseling data. These guidelines will also include such measures as peer reviews, student and parent input, and administrator observations and walk-throughs. District teacher evaluation plans will then be developed in accordance with these guidelines and reviewed by

CSDE staff to ensure that all districts have included appropriate student growth and achievement measures within their 5-year evaluation plan.

The State expects to be able to meet the following timelines to develop and implement the above plan:

- Commencing in 2010 and to be completed by February 2011: Development of guidelines and policies for key goals 1-7 as noted in Descriptor (a)(1);
- March through August of 2011: Roll out of plan and preparation for piloting with select LEAs;
- 2011-2012 school year (September through June): Pilot implementation with select LEAs will be conducted; and
- Commencing the 2012-2013 school year: Full implementation with all LEAs.

One obstacle preventing the State from developing and implementing the above key goals by September 2011 is that the State currently does not have a consistent, statewide system of teacher evaluation based on a performance rubric tied to student growth. The level and intensity of standards, instrument and training development required to effectively implement this system statewide across 250 LEAs, over 5,000 administrators and 44,000 educators, will require significant investment of resources, time, personnel and district commitment. Many districts will need to renegotiate local teacher bargaining contracts and revise their terms for evaluation, compensation, promotion, retention and termination. This due process will take considerable local and state time and resources to reform the performance system for teachers.

A key component of the State plan is to develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established (see milestone 4). The data system will allow CSDE to be able to analyze and report on teacher and administrator performance statewide.

(A) The CSDE, the Regional Educational Service Centers (RESCs) and other key stakeholders from professional organizations and professional development providers will work in collaboration to develop and implement key components of the above milestones. CSDE will serve as the fiscal agent and coordinator of all deliverables as related to the State system of teacher and administrator performance evaluation.

(B) The CSDE will be the primary agency overseeing development and implementation of the key goals. The six RESCs will be the secondary parties responsible for deliverables related to training and external support for LEAs/districts, contracting with external experts for development of evaluation instrument, external evaluators and external coaches. Other cooperative entities, foundations, or private or public professional organizations, such as the Connecticut Association of Schools, the Connecticut Association of Public School Superintendents, Higher Education Institutions and others, will be invited to become partners in the implementation of this plan.

(C) The overall budget is detailed in Descriptor (a)(1).

(D) The State will report on the progress on this plan annually, linking all plan updates to our

Web site.

Indicator (a)(5)

The State does not collect data for each LEA on teachers who receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level. Nor does the State currently require that LEAs publicly report these numbers and percentages.

Currently, each district negotiates and establishes its own criteria for evaluation of teachers which include levels of performance. However, there is no consistency from one district to the next. Connecticut does not have one consistent statewide rating scale. In February 2010, CSDE and representatives from appropriate stakeholder groups will begin the revision of the 1999 Teacher Evaluation Guidelines. Under the new system for teacher evaluation, the State will require districts to report the summative evaluation performance rating for each teacher including the percentage of teachers rated at each level. The number and percentage of teachers evaluated at each of the 4-point evaluation system levels will be publicly reported by the district and State.

State Plan

As described in Descriptor (a)(1), in 2010, the CSDE and representatives from appropriate stakeholder groups will begin to revise these teacher evaluation guidelines and align them with the newly revised Connecticut Common Core of Teaching, the State's teaching standards that are woven into our pre-service teaching requirements, teacher induction program and teacher evaluation plans. It is the intent of CSDE that the revised guidelines will more strongly focus upon student growth and achievement as one indicator of an individual teacher's success. Recommended measures of student growth and achievement will include: CMT and CAPT scores; end-of-course assessments for middle grade and high school students; Scientific, Research-Based Interventions (SRBI) results; Grade 3-8 vertical scales; and comprehensive school counseling data. These guidelines will also include such measures as peer reviews, student and parent input, and administrator observations and walk-throughs. District teacher evaluation plans will then be developed in accordance with these guidelines and reviewed by CSDE staff to ensure that all districts have included appropriate student growth and achievement measures within their 5-year evaluation plan.

The State expects to be able to meet the following timelines to develop and implement the above plan:

- Commencing in 2010 to be completed by February 2011: Development of guidelines and policies for key goals 1-7 as noted in Descriptor (a)(1);
- March through August of 2011: Roll out of plan and preparation for piloting with select LEAs;
- 2011-2012 school year (September through June): Pilot implementation with select LEAs will be conducted; and
- Commencing the 2012-2013 school year: Full implementation with all LEAs.

One obstacle preventing the State from developing and implementing the above key goals by September 2011 is that the State currently does not have a consistent, statewide system of teacher evaluation based on a performance rubric tied to student growth. The level and intensity of standards, instrument and training development required to effectively implement this system statewide across 250 LEAs, over 5,000 administrators and 44,000 educators, will require significant investment of resources, time, personnel and district commitment. Many districts will need to renegotiate local teacher bargaining contracts and revise their terms for evaluation, compensation, promotion, retention and termination. This due process will take considerable local and state time and resources to reform the performance system for teachers.

A key component of the State plan is to develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established (see milestone 4 in Descriptor (a)(1)). The data system will allow CSDE to be able to analyze and report on teacher and administrator performance statewide.

(A) The CSDE, the Regional Educational Service Centers (RESCs) and other key stakeholders from professional organizations and professional development providers will work in collaboration to develop and implement key components of the above milestones. CSDE will serve as the fiscal agent and coordinator of all deliverables as related to the State system of teacher and administrator performance evaluation.

(B) The CSDE will be the primary agency overseeing development and implementation of the key goals. The six RESCs will be the secondary parties responsible for deliverables related to training and external support for LEAs/districts, contracting with external experts for development of evaluation instrument, external evaluators and external coaches. Other cooperative entities, foundations, or private or public professional organizations, such as the Connecticut Association of Schools, the Connecticut Association of Public School Superintendents, Higher Education Institutions and others, will be invited to become partners in the implementation of this plan.

(C) The overall budget is detailed in Descriptor (a)(1).

(D) The State will report on the progress on this plan annually, linking all plan updates to our Web site.

Descriptor (a)(2)

The State does not currently collect nor does it intend to collect a description of the current system each LEA uses to evaluate the performance of administrators. Currently, each district negotiates and establishes its own criteria/indicators for the evaluation of administrators which may include levels of performance. However, there is no consistency from one district to the next. The new administrator evaluation system to be developed will begin using the results from the evaluations to inform principal development, compensation, promotion, retention and

termination.

The State does not currently collect nor does it intend to collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of administrators in decision regarding teacher development, compensation, promotion, retention and termination. Currently, each district negotiates and establishes its own criteria/indicators for the evaluation of administrators which may include levels of performance. However, there is no consistency from one district to the next.

State Plan

The State will develop and implement new administrator evaluation methods and criteria. A performance rubric will be developed with a four level continuum of performance descriptors from emerging practice to highly effective practice based on Connecticut's School Leader Standards and the Common Core of Leading. Methods identified for evaluating administrators will include use of student growth measures and multiple sources of data including but not limited to:

- a. achieving school improvement goals and adequate yearly progress (AYP) on an annual basis,
- b. supporting teacher efficacy to use data-driven decision-making by teachers to improve student learning,
- c. developing structures for and teacher skills to address the learning needs of students with disabilities, English Language Learners and students in need of interventions,
- d. maintaining a safe and positive school climate,
- e. building internal capacity, develop distributed leadership (utilizing teacher leaders) and a collaborative culture,
- f. developing and increasing parent and community involvement; and
- g. developing and retaining high numbers of effective teachers.

CSDE will offer training to district-level administrators (superintendents, assistant superintendents, etc.) who evaluate the efficacy of administrators. Training will be focused on the implementation of the process and the application of the administrator performance criteria. Data will be collected annually. Focused monitoring and external coaching will be provided if data indicate the needs or the district/LEA requests it.

The State expects to be able to meet the following timelines to develop and implement the above plan:

- Commencing in 2010 to be completed by February 2011: Development of guidelines and policies for key goals 1-7 as noted in Descriptor (a)(1);
- March through August of 2011: Roll out of plan and preparation for piloting with select LEAs;
- 2011-2012 school year (September through June): Pilot implementation with select LEAs will be conducted; and
- Commencing the 2012-2013 school year: Full implementation with all LEAs.

One obstacle preventing the State from developing and implementing the above key goals by

September 2011 is that the State currently does not have a consistent, statewide system of administrator evaluation based on a performance rubric tied to student growth. The level and intensity of standards, instrument and training development required to effectively implement this system statewide across 250 LEAs, and over 5,000 administrators, will require significant investment of resources, time, personnel and district commitment. Many districts will need to renegotiate local administrator bargaining contracts and revise their terms for evaluation, compensation, promotion, retention and termination. This due process will take considerable local and state time and resources to reform the performance system for teachers.

A key component of the State plan is to develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established (see milestone 4 in Descriptor (a)(1)). The data system will allow CSDE to be able to analyze and report on teacher and administrator performance statewide.

(A) The CSDE, the Regional Educational Service Centers (RESCs) and other key stakeholders from professional organizations and professional development providers will work in collaboration to develop and implement key components of the above milestones. CSDE will serve as the fiscal agent and coordinator of all deliverables as related to the State system of teacher and administrator performance evaluation.

(B) The CSDE will be the primary agency overseeing development and implementation of the key goals. The six RESCs will be the secondary parties responsible for deliverables related to training and external support for LEAs/districts, contracting with external experts for development of evaluation instrument, external evaluators and external coaches. Other cooperative entities, foundations, or private or public professional organizations, such as the Connecticut Association of Schools, the Connecticut Association of Public School Superintendents, Higher Education Institutions and others, will be invited to become partners in the implementation of this plan.

(C) Overall Budget projected for development of a new administrator evaluation system is:

Year 1	Development of Admin Eval System, instruments, rubrics and data system, sample performance data, training and materials	\$1,000,000
Year 2	Piloting training and external coaching	\$1,000,000
Year 3	Implementation statewide	\$2,000,000
Total Costs		\$4,000,000

(D) The State will report on the progress on this plan annually, linking all plan updates to our Web site.

Indicator (a)(6)

The State does not currently collect nor does it intend to collect current information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion. Currently, each district negotiates and establishes its own criteria/indicators for the evaluation of administrators which may include levels of performance. However, there is no consistency from one district to the next. The new evaluation system to be developed will include student growth data at the school level as a primary indicator of success and CSDE will begin collecting evaluation results once the new evaluation system is fully implemented.

State Plan

As described in Descriptor (a)(2), CSDE will begin work in 2010 with appropriate stakeholder groups to develop Administrator Evaluation Guidelines for all school administrators. These guidelines will include the use of school-wide student achievement data as one of the evaluation measures for school administrators. It is the intent of CSDE that the newly developed guidelines will be aligned with the Common Core of Leading and more strongly focus upon school-wide student growth and achievement as one indicator of an individual principal's success.

Recommended school-wide measures of student growth and achievement will include: CMT and CAPT scores; end-of-course assessments for middle grade and high school students; Scientific, Research-Based Interventions (SRBI) results; Grade 3-8 vertical scales; and comprehensive school counseling data. These evaluations should then also be used to determine what professional development is needed for administrators within the district. Districts will be required to adopt a 4-point performance rating scale for school principals. Consideration will be given to developing a 4-point rubric for districts to use in evaluating principals.

The State expects to be able to meet the following timelines to develop and implement the above plan:

- Commencing in 2010 and to be completed by February 2011: Development of guidelines and policies for key goals 1-7 as noted previously;
- March through August of 2011: Roll out of plan and preparation for piloting with select LEAs;
- 2011-2012 school year (September through June)" Pilot implementation with select LEAs will be conducted; and
- Commencing the 2012-2013 school year: Full implementation with all LEAs.

One obstacle preventing the State from developing and implementing the above key goals by September 2011 is that the State currently does not have a consistent, statewide system of administrator evaluation based on a performance rubric tied to school-wide student growth. The level and intensity of standards, instrument and training development required to effectively implement this system statewide across 250 LEAs, over 5,000 administrators, and 44,000

educators, will require significant investment of resources, time, personnel and district commitment. Many districts will need to renegotiate local administrator bargaining contracts and revise their terms for evaluation, compensation, promotion, retention and termination. This due process will take considerable local and state time and resources to reform the performance system for teachers.

A key component of the State plan is to develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established (see milestone 4 in Descriptor (a)(1)). The data system will allow CSDE to be able to analyze and report on teacher and administrator performance statewide.

- (A) The CSDE, the Regional Educational Service Centers (RESCs) and other key stakeholders from professional organizations and professional development providers will work in collaboration to develop and implement key components of the above milestones. CSDE will serve as the fiscal agent and coordinator of all deliverables as related to the state system of teacher and administrator performance evaluation.
- (B) The CSDE will be the primary agency overseeing development and implementation of the key goals. The six RESCs will be the secondary parties responsible for deliverables related to training and external support for LEAs/districts, contracting with external experts for development of evaluation instrument, external evaluators and external coaches. Other cooperative entities, foundations, or private or public professional organizations, such as the Connecticut Association of Schools, the Connecticut Association of Public School Superintendents, Higher Education Institutions and others, will be invited to become partners in the implementation of this plan.
- (C) The overall budget is detailed in Descriptor (a)(2).
- (D) The State will report on the progress on this plan annually, linking all plan updates to our Web site.

Indicator (a)(7)

The State does not collect or publicly report the number and percentage of principals rated at each performance rating level. Currently, each district negotiates and establishes its own evaluation system for district administrators, which may include levels of performance. However, there is no consistency from one district to the next. Therefore, collecting the number and percentage of administrators evaluated at each performance level would provide inconsistent and incomprehensible data. The new administrator evaluation system to be developed will include a 4-point evaluation system and each district will be required to report the data publicly both to the state and via their district's Web site.

Currently, each district negotiates and establishes its own criteria for evaluation of administrators, which include levels of performance. However, there is no consistency from one

district to the next. Connecticut does not have one consistent statewide rating scale.

State Plan

As described in Descriptor (a)(2), in 2010, CSDE and representatives from appropriate stakeholder groups will begin the development of new Administrator Evaluation Guidelines. These guidelines will include districts being required to develop a 4-point teacher performance rating scale and report the numbers and percentage of administrators at each performance rating level identified within their 5-year plan. These numbers and percentages of teachers evaluated at each of the four levels will be publicly reported by the district.

It is the intent of CSDE that the new guidelines will more strongly focus upon student growth and achievement – a primary indicator of an individual principal’s success. Recommended measures of student growth and achievement will include: CMT and CAPT scores; pre- and post-course assessments with district developed formative assessments throughout the year; Scientific, Research-Based Interventions (SRBI) results; Grade 3-8 vertical scales; and comprehensive school counseling data. These guidelines will also include such measures peer review, student and parent input and administrator observations and walk-throughs.

The State expects to be able to meet the following timelines to develop and implement the above plan:

- Commencing in 2010 to be completed by February 2011: Development of guidelines and policies for key goals 1-7 as noted previously;
- March through August of 2011: Roll out of plan and preparation for piloting with select LEAs;
- 2011-2012 school year (September through June): Pilot implementation with select LEAs will be conducted; and
- Commencing the 2012-2013 school year: Full implementation with all LEAs.

One obstacle preventing the State from developing and implementing the above key goals by September 2011 is that the State currently does not have a consistent, statewide system of administrator evaluation based on a performance rubric tied to school-wide student growth. The level and intensity of standards, instrument and training development required to effectively implement this system statewide across 3,200 administrators statewide will require significant investment of resources, time, personnel and district commitment.

A key component of the State plan is to develop and implement a statewide data reporting system to collect annual teacher and administrator evaluation data based on the methods and performance criteria established (see milestone 4 in Descriptor (a)(1)). The data system will allow CSDE to be able to analyze and report on teacher and administrator performance statewide.

(A) The CSDE, the Regional Educational Service Centers (RESCs) and other key stakeholders from professional organizations and professional development providers will work in collaboration to develop and implement key components of the above milestones. CSDE will

serve as the fiscal agent and coordinator of all deliverables as related to the State system of teacher and administrator performance evaluation.

(B) The CSDE will be the primary agency overseeing development and implementation of the key goals. The six RESCs will be the secondary parties responsible for deliverables related to training and external support for LEAs/districts, contracting with external experts for development of evaluation instrument, external evaluators and external coaches. Other cooperative entities, foundations, or private or public professional organizations, such as the Connecticut Association of Schools, the Connecticut Association of Public School Superintendents, Higher Education Institutions and others, will be invited to become partners in the implementation of this plan.

(C) The overall budget is detailed in Descriptor (a)(2).

(D) The State will report on the progress on this plan annually, linking all plan updates to our Web site.

Indicator (c)(4)

Yes, this has been completed within the last two years. However, the State does not make this information publicly available on a Web site.

State Plan

In 2007, Connecticut applied for and was awarded an Enhanced Assessment Grant (EAG) to conduct an accommodations validity study for students with disabilities. Connecticut is the lead state for the project. Working with the Council of Chief State School Officers (CCSSO) and Kentucky, Michigan and Nevada, the states conducted five studies comparing accommodated and non-accommodated test administration for students with disabilities and a matched sample of their non-disabled peers. The report is currently being written.

The following milestones are planned:

- June 2010: Present the findings of the study at the CCSSO National Conference on Student Assessment; and
- September 2010: Release the study and post the document on the CSDE Web site.

- A. CSDE staff members are working with CCSSO to complete the report.
- B. No additional support is needed.
- C. The research was funded through the EAG.
- D. The State will report on the progress of this plan, linking all plan updates to its ARRA Web site.

Indicator (c)(6)

No, this has never been completed.

State Plan

Connecticut will replicate the EAG study described in Indicator (c)(4) to conduct a parallel accommodations validity study for English Language Learners and secure a vendor/researcher to do so. The following milestones are planned:

- July 2010: Research plan is established and vendor is secured.
 - March 2011: Study test administration is completed and data are collected.
 - September 2011: Release the study and post the document on the CSDE Web site.
- A. CSDE will secure a vendor to conduct the study and use the expertise of its research and psychometric staff.
- B. No additional support is needed.
- C. CSDE will allocate \$100,000 for the research.
- D. The State will report on the progress of this plan, linking all plan updates to its ARRA Web site.

Indicator (c)(10)

Yes, the State collects these data. However, the State does make the data publicly available on a website.

State Plan

Connecticut is currently collecting the data necessary to calculate the four-year adjusted cohort rate; however, the data are not publicly available as of this writing. Connecticut originally agreed to the NGA Compact graduation rate with plans to release this rate with the graduating class of 2010. The recently released Title I guidelines also called for the addition of the four-year adjusted cohort rates, and, as such, the process started to ensure data were in place to calculate the graduation rate earlier than anticipated. Because this is a new formula for Connecticut's graduation rate, the plan is to release these data to the LEAs showing the district and each high school's graduation rate for the graduating class of 2009. After LEAs have had the opportunity to review the data and raise questions, Connecticut plans to release the data publicly during the 2010-11 school year.

The following milestones are planned:

- February 2010: CSDE disseminates preliminary four-year adjusted cohort graduation rates for the graduating class of 2009 to the LEAs for their review, and allows time for questions and data issues to be resolved;
- April 2010: CSDE finalizes the 2009 graduation rates;
- Fall 2010: Four-year adjusted cohort graduation rates are made available in order to be in

alignment with the NGA requirement; and

- Summer 2011: The four year adjusted cohort rates are incorporated into the NCLB Report Cards, as required under revised Title I regulations.

The graduation rates will be updated annually on the CSDE's Web site, via the NCLB Report Cards and the Connecticut Education Data and Research (CEDaR) portal.

Indicator (c)(11)

No, the State does not collect these data.

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

State Plan

Connecticut was awarded a second State Longitudinal Data System grant from the Institute of Educational Sciences (IES) in August 2009. A portion of this grant is to be used to develop a model for linking PK-12 education to postsecondary education. As part of this work, Connecticut will be exploring the feasibility of using the National Student Clearinghouse (NSC) as a means of tracking students from PK-12 into a postsecondary institution. As part of this feasibility study, Connecticut will be seeking a subscription to the NSC. It is anticipated that this subscription will commence during the summer of 2010.

The following milestones are planned:

- Summer 2010: Subscription to NSC obtained;
- Fall 2010 through Spring 2011: Analyses conducted to explore utility of NSC; and
- Summer 2011: Report for purposes of State Fiscal Stabilization Funds (SFSF), the percentage and numbers of high school graduates who enrolled in an institution of higher education within 16 months of receiving a high school diploma.

The data will be reported via the CSDE's Web site and updated annually.

Potential obstacles: Match rates between the PK-12 system and the NSC are less than desirable, therefore negatively impacting the accuracy of the results.

Indicator (c)(12)

No, the State does not collect these data.

The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

State Plan

Connecticut was awarded a second State Longitudinal Data System grant from the Institute of Educational Sciences (IES) in August 2009. A portion of this grant is to be used to develop a model for linking PK-12 education to postsecondary education. As part of this work, Connecticut will be exploring the feasibility of using the National Student Clearinghouse (NSC) as a means of tracking of students from PK-12 into a postsecondary institution. As part of this feasibility study, Connecticut will be seeking a subscription to the NSC. It is anticipated that this subscription will commence during the summer of 2010.

The following milestones are planned:

- Summer 2010: Subscription to NSC obtained;
- Fall 2010 through Spring 2011: Analyses conducted to explore utility of NSC; and
- Summer 2011: Report for purposes of the State Fiscal Stabilization Funds (SFSF), the high school graduates who enrolled in an institution of higher education within 16 months of receiving a high school diploma, the number and percentage who complete at least one year's worth of college credit.

The data will be reported via the CSDE's Web site and updated annually, either through the CEDaR portal or some other appropriate means.

Potential obstacles: Match rates between the PK-12 system and the NSC are less than desirable, therefore negatively impacting the accuracy of the results.

Indicators (d)(1) and (d)(2)

Yes, the State collects these data. The State does not make the data publicly available on a website.

State Plan

While Connecticut collects the data necessary to determine and report the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress, we do not report these data because this is a new requirement. However, the assessment data in mathematics and reading/language arts are publicly available, therefore enabling an interested party to make this determination. To comply with this reporting requirement, Connecticut will ensure that this metric is reported publicly by September 2011 via CSDE's State Fiscal Stabilization Fund (SFSF) portal on the Department's Web site.

The following milestones are planned:

- June 2010: State assessment results are received;
- July 2010: Assessment results analyzed to determine those schools that are identified as in need of improvement, corrective action, or restructuring; and preliminary adequate

yearly progress (AYP) results shared with LEAs;

- July 2010- August 2010: LEAs review AYP results and file appeals if needed; CSDE responds to appeals;
- Mid-August 2010: Final AYP results are released, including designation of in need of improvement, corrective action, and restructuring; and
- September 2010: Number and percentage of Title I schools in need of improvement, corrective action, and restructuring are reported on the CSDE Web site via the SFSF portal.

Descriptor (d)(1)

Yes, the State has a definition of “persistently lowest achieving schools”. However, The State does not make the definition publicly available on a Web site.

State Plan

The CSDE has begun planning for the use of the four intervention models noted in Race to the Top (turnaround model, restart model, school closure model, or transformational model) in addition to its Connecticut Accountability for Learning Initiative (CALI) with the use of the Section 1003 (g) of the ESEA School Improvement Grant. As part of this process, the above definition was adopted in November 2009. The goal is to increase the current requirements for districts participating in CALI to address the requirements for one of the four school intervention models for the lowest performing 5 percent of schools.

The schools eligible fall into five large urban districts. The CSDE has completed a formal overview of the requirements of the grant and met with districts individually to identify the schools in the district what will be eligible.

Timelines and activities:

- CSDE develop federal application and district application: February 8, 2010;
- Once federal application is approved – issue district application;
- Approval of district application expected early spring;
- Planning for implementation spring/summer 2010;
- Implementation – fall 2010;
- The definition and list of Tier I, II, and III schools will be available publicly upon submission of the State’s application on February 8, 2010; and
- Public reporting of district applications will be available via CSDE’s Web site and the SFSF portal – summer 2010.

Indicators (d)(3), (d)(4), (d)(5) and (d)(6)

Yes, the State collects this information. However, the State does not make the information

publicly available on a website.

State Plan

The CSDE has begun planning for the use of the four intervention models noted in Race to the Top (turnaround model; restart model, school closure model, or transformational model) in addition to its Connecticut Accountability for Learning Initiative (CALI) with the use of the Section 1003 (g) of the ESEA School Improvement Grant. The goal is to increase the current requirements for districts participating in CALI to address the requirements for one of the four school intervention models for the lowest performing 5 percent of schools. Part of this process was to identify those schools that are persistently lowest achieving according to the definition described in Descriptor (d)(1).

The schools eligible fall into five large urban districts. The CSDE has completed a formal overview of the requirements of the grant and met with districts individually to identify the schools in the district what will be eligible.

Timelines and activities:

- CSDE develop federal application and district application: February 8, 2010;
- Once federal application is approved – issue district application;
- Approval of district application expected early spring;
- Planning for implementation spring/summer 2010;
- Implementation – fall 2010;
- The definition and list of Tier I, II, and III schools will be available publicly upon submission of the State’s application on February 8, 2010; and
- Public reporting of district applications will be available via CSDE’s Web site and the SFSF portal – summer 2010.

See attachment two of this application for a list identifying Connecticut’s persistently lowest-achieving schools.

Indicator (d)(9) and (d)(10)

Yes, the State collects this information. However, the State does not make the information publicly available on a website.

State Plan

While Connecticut collects the data necessary to determine and report the number and percentage of charter schools in improvement, corrective action, or restructuring that have made progress, we do not report these data because this is a new requirement. However, the assessment data in mathematics and reading/language arts are publicly available, therefore enabling an interested party to make this determination. To comply with this reporting

requirement, Connecticut will ensure that this metric is reported publicly by September 2011 via CSDE's SFSF portal on the Department's Web site.

The following milestones are planned:

- June 2010: State assessment results are received;
- July 2010: Assessment results analyzed to determine those schools that are identified as in need of improvement, corrective action, or restructuring; and preliminary adequate yearly progress (AYP) results shared with LEAs;
- July 2010- August 2010: LEAs review AYP results and file appeals if needed; CSDE responds to appeals;
- Mid-August 2010: Final AYP results are released, including designation of in need of improvement, corrective action, and restructuring; and
- September 2010: Number and percentage of charter schools in need of improvement, corrective action, and restructuring are reported on the CSDE Web site via the SFSF portal.

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1)**, please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1	X	
2	X	
3	X	
4	X	
5		X
6		X
7		X
8	X	
9	X	
10		X
11	X	
12	X	

State Plan for INDICATOR (b)(1)

Plan (Part I):

Since 2005, CSDE has had a public school information system (PSIS) in place and has assigned every student in public Prekindergarten through Grade 12 in the state a state-assigned student identification number (SASID); has collected demographic information (gender, race/ethnicity, free/reduced-price lunch status, special education status, English Language Learners (ELL), status, date of birth); and program information for all students. The SASID is included in every state data file collected at the individual student level (assessment, discipline, special education, etc.) and can track student transfer patterns within and across districts in the State. The SASID is not linked into any of the State's higher education data systems, so currently the State only satisfies the requirements for Elements 1 through 4 and 11 through 12 of the America COMPETES Act for P – 12.

Recognizing the need to connect student level data beyond secondary school and into higher education and the State's workforce, Connecticut applied for an Institute of Education Sciences (IES) State Longitudinal Data System (SLDS) grant and received the grant in August 2009. The Project 2 from the proposal establishes the plan for establishing interoperability among the CSDE, Department of Higher Education (DHE) and Department of Labor (DOL). CSDE has Memorandums of Agreement with both agencies to complete this work.

The primary objectives of the project are:

- identifying and adopting a core set of data elements defined and coded in standard format;
- developing a model for a secure data environment for data exchange and student record matching from K-12, higher education, and labor department employment records;
- developing and adopting a privacy protection policy, data exchange agreements and confidentiality protocols for database access and uses;
- developing a data auditing model to ensure data quality, validity and reliability;
- engaging the support of state policy leaders and other stakeholders by demonstrating the usability and sustainability of longitudinal student data systems; and
- determining the feasibility of including data from independent institutions of higher education and out-of-state institutions, including an assessment of the strengths and weaknesses of utilizing available national sources of student information such as the National Student Clearinghouse and College Board.

The following link to the grant application provides details with timelines for completing the tasks: <http://nces.ed.gov/Programs/SLDS/state.asp?stateabbr=CT>

- A. The CSDE, DHE and DOL will work in collaboration to complete the objectives, with CSDE serving as the fiscal agent.
- B. This work will be completed in consultation with the Connecticut Department of Information Technology (DOIT) to ensure that the State's technical standards are met.
- C. The budget allocated for this project is:

Year 1	\$465,939
Year 2	\$351,658
Year 3	\$157,683
Total Costs	\$975,280

D. The State will report on the progress of this plan quarterly, linking all plan updates to its ARRA Web site.

The following milestones are planned:

- September 2010: CSDE and DHE will enter into a Memorandum of Agreement for sharing data and identify an independent organization to integrate data elements from the two agencies.
- September 2011: The state’s public colleges and universities will carry a field in their data systems that will hold the SASID.

Plan (Part II):

Connecticut is currently making progress incorporating Elements 8 (matching students to teachers) and 9 (creating student transcripts containing courses and grades) into its state longitudinal data system. In 2008-09, the State upgraded its educator certification system and in addition to collecting the social security number of each certification applicant, a unique educator identification number (EIN) was also assigned. During 2009-10, the Department will be upgrading its annual Certified Staff data collection of the professional staff members who are employed in the State’s public schools and programs. The EIN will be an element in that data file. The element exists but is not yet matched to the students the teacher teaches. Project 1 of the 2009 IES Grant, mentioned above, will pilot an application matching teachers to students. The CSDE will be adopting NCES course codes and conducting a pilot matching students to courses to teachers as a component of the work defined in the \$2.9 million Institute of Educational Sciences (IES) grant awarded in August 2009. The grant funds will be used to develop and pilot a scheduling module that will connect teachers to students and create a transcript of the courses students took and to explore integrating the grades students earn. This will create the State’s capacity to track student course-taking patterns and grades by district, school and teacher.

This work is likely to extend into 2012. As an interim strategy, the State will collect the names

of mathematics and language arts teachers for each student in the tested grades and include them in the electronic data files that it makes available to districts and schools, so that the teachers will be linked to their students who participated in testing and, as a result, will receive reports within their districts for the March 2011 administration of the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). The following milestones are planned:

- September 2010: CSDE includes a field in its 2010 statewide testing file for each student's mathematics and language arts teacher in district that provided the information, on a voluntary basis.
 - January 2011: For the tested grades, all districts provide the testing vendor the names of each student's mathematics and language arts teacher.
 - September 2011: CSDE includes a field in its 2011 statewide testing file for each student's mathematics and language arts teacher for each district in the state.
- A. The CSDE, working with its SLDS vendor, will complete the development of the matching and transcript applications.
- B. This work will be completed in consultation with DOIT to ensure that the State's technical standards are met.
- C. The budget to develop these applications and integrate them into the state longitudinal data system is:

Year 1	\$258,485
Year 2	\$1,293,870
Year 3	\$403,325
Total Costs	\$1,955,680

The interim matching will be completed within the scope of the testing contract funds.

- D. The State will report on the progress of this plan, linking all plan updates to its ARRA Web site.

III.INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

State Plan for INDICATOR (b)(2)

While the State does not provide student growth data on current students and the students they

taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, the infrastructure is in place and doing so would require a change in procedures to require districts to provide these data directly to its teachers. Connecticut administers its accountability assessments in March of each school year and releases electronic results to districts in June. The Department provides the public access to student performance data on its CTReports public Web site (<http://www.ctreports.com/>) aggregated at the state, district and school levels, by grade and subject area over time. There are status measures (performance levels such as Below Basic, Basic, Proficient, Goal and Advanced) and vertical scale scores to measure growth across grades and years, beginning in 2006. These data can also be disaggregated by gender, race/ethnicity, eligibility for free/reduced-price lunch, special education status and English Language Learner status.

While the State does not deliver student test results to individual teachers, the data structures are in place so that districts can provide their own teachers with data on the performance level and growth of the students they are teaching/taught during a given school year. In each district, designated school district staff members, such as principals and teachers, have password protected access to the secure CTReports Web site and can download individual student-level data and disaggregate by teacher, team, grade and school. There are analytic tools available for district staff to use to examine the performance of their students to improve instruction and curricular programs. These data can be downloaded and merged with district-level data such as benchmark and formative assessments or curricular interventions. Assessment staff members conduct workshops on using the testing data during the school year and provide resources for teachers and parents. See the three links below:

http://www.csde.state.ct.us/public//assessment/cmt/resources/misc_cmt/2009%20Data%20Analysis%20Guide.pdf

http://www.csde.state.ct.us/public//assessment/cmt/cmt_gen4_resources.htm

http://www.csde.state.ct.us/public//assessment/cmt/cmt_gen4_resources_parents.htm

State Plan:

As an interim strategy, the State will collect the names of mathematics and language arts teachers for each student in the tested grades and include them in the electronic data files that it makes available to districts and schools, so that the teachers will be linked to their students who participated in testing and, as a result, will receive reports within their districts for the March 2011 administration of the CMT and CAPT. The following milestones are planned:

- September 2010: CSDE includes a field in its 2010 statewide testing file for each student's mathematics and language arts teacher in district that provided the information, on a voluntary basis.

- January 2011: For the tested grades, all districts provide the testing vendor the names of each student's mathematics and language arts teacher.
- June 2011: The testing vendor generates a 'teacher report' that teachers can access on line for the students they taught in 2010-11.
 - A. The CSDE, working with its testing vendor and district test coordinators, identify the mathematics and language arts teacher of each student tested.
 - B. This work will be completed in consultation with the Connecticut Department of Information Technology (DOIT) to ensure that the State's technical standards are met.
 - C. The interim matching will be completed within the scope of the testing contract funds.
 - D. The State will report on the progress of this plan, linking all plan updates to its ARRA Web site.

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

State Plan for INDICATOR (b)(3)

Currently, the assessment data are not reported in a manner that can tear apart from other intervening variables the unique individual impact of a teacher on the mathematics or language arts achievement of students in his or her classroom. However, CSDE staff are currently working

with measurement experts from the University of Connecticut to develop growth and predictive models using vertical scale scores for individual students, classrooms, schools and districts, which can be used to compare actual performance over time with expected performance, based on the previous years' performance.

State Plan:

The following milestones are planned:

- June 2010: Connecticut adopts a model for attributing student growth to mathematics and language arts teachers.
 - September 2010-June 2011: Connecticut provides district staff with training on the use of testing data for the purpose of improving student performance.
- A. Does not apply.
 - B. This work will be completed in consultation with the University of Connecticut.
 - C. The work will be completed within the scope of the testing contract funds and a Memorandum of Agreement (MOA) with the University.
 - D. The State will report on the progress of this plan, linking all plan updates to its ARRA Web site.

V. INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

- (1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:
 - The milestones established toward developing those means;
 - The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
 - The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
 - The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.
- (2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

- (A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;
- (B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;
- (C) Provide the overall budget for the development, execution, and oversight of the plan; and
- (D) Describe the way the State will publicly report the plan and the State’s progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)	X	

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

With respect to data quality, the Connecticut State Department of Education (CSDE) has a set of validation rules that are applied to the data before they can be formally accepted from the LEAs for all data collections. The CSDE does statistical checking and produces reports for districts that identify outliers in their data, including significant changes from the previous year, as well as missing data. Districts must address their data exceptions prior to their data being officially accepted by the CSDE. The CSDE also invokes penalties under IDEA, where applicable, for those data that are not submitted by the districts in a timely and accurate fashion.

The Bureau of Student Assessment (BSA) takes several steps to review and verify the state standardized assessment results. Consultants within the BSA run parallel analyses with the psychometricians who work for the test contractor. For example, these analyses are used to verify the assignment of scale scores and the associated achievement levels. The student-level demographic data are reviewed and verified by the LEA test coordinators in order to ensure the accuracy of this information for assessment reporting and Adequate Yearly Process (AYP) subgroup reporting.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

The Bureau of Data Collection, Research, and Evaluation within the CSDE has a policy of suppressing data when it is determined that the number of students represented (the “n-size”) is fewer than 10. For example, if a requestor was interested in dropout rates by grade and ethnicity, and two of the four Hispanic males in grade 10 dropped out, this information would not be shared with requestor. The same suppression would be applied to public dissemination on the CSDE’s data Web site. These suppression rules are applied regardless if the data are aggregated at the school or district level.

The Bureau of Student Assessment within the CSDE employs an n-size of 20 for its suppression rule for any dissemination of state standardized assessment results.

**Attachment 1- Data Sources for State Support of Elementary and Secondary Education
and Public Institutions of Higher Education**

For Fiscal Years 2006 and 2009, the actual expenditures for the Education Cost Sharing (ECS) grant, the state's main formula grant to Local Education Agencies, have been used. The source of data is the published Office of the State Comptroller's Annual *Comptroller's Report*. The data used for FY 2010 and FY 2011 is the entitlement for ECS, which was appropriated in Public Act 09-3, June Special Session, for the biennium ending on June 30, 2011.

A description (Office of Legislative Research, Lohman, 2007) of the ECS grant formula follows:

The ECS formula has a basic three-part structure. That formula multiplies three factors: (1) a base aid ratio of each town's wealth to a designated state guaranteed wealth level (GWL), (2) the foundation, and (3) the number of each town's resident students adjusted for educational and economic need ("need students"). A per-student bonus is added for towns that are part of regional school districts.

Formula Factors

Foundation. The ECS foundation is \$ 9,687. The foundation is the level of weighted per-student spending ECS grants help towns achieve.

State Guaranteed Wealth Level (GWL). The ECS formula is designed to allow towns to tax themselves to raise a portion of the foundation based on an equalized tax burden, with the state making up any difference between what a town can raise and the foundation, up to the state guaranteed wealth level. The GWL is 75% above the wealth of the median town (1.75 times the median town wealth). A higher GWL increases the state's share of total education funding.

Base Aid Ratio and Minimum Grant. The base aid ratio (or percentage) represents the relationship between each town's wealth (measured by equalized grand list adjusted for income) and the state GWL. To avoid having towns whose wealth is higher than the GWL get no state aid, the ECS formula establishes a minimum base aid ratio. This minimum is 0.09 for most towns and 0.13 for the 20 school districts with highest concentrations of low-income students.

"Need Students." By law, the ECS formula weights student counts for educational and economic need. It does so by increasing a town's resident student counts for students in certain categories to yield a "need student" count. These factors include:

1. Weighting for limited-English-proficient (LEP) students not participating in bilingual education programs at 15%.
2. Weighting for low-income students at 33% based on children eligible for federal Title I education aid as of each October 1.

In addition to these factors, PA 09-3, June Special Session, added \$426,769 to the ECS grant for the City of Stamford for the biennium.

For Fiscal Years 2006 and 2009, the actual agency expenditures for the Institutions of Higher Education have been used. In Connecticut, these include:

- 1) The University of Connecticut
- 2) The University of Connecticut Medical Center (academic portions only)
- 3) Connecticut State University
- 4) Connecticut Community Colleges
- 5) Charter Oak State College

The source of the actual expenditure data is from the published Office of the State Comptroller's Annual *Comptroller's Report*. The data used for FY 2010 and FY 2011 are the aggregate appropriations, as adjusted, for these institutions from Public Act 09-3, June Special Session, for the biennium ending on June 30, 2011. For FY 2010 and FY 2011, the funding shown has been adjusted by budgetary reductions required in FY 2010 and FY 2011 by PA 09-3, June Special Session.

Funding for the University of Connecticut clinical practices and hospital are not included in these figures.

Attachment Two: Identification of Connecticut's Persistently Lowest-Achieving Schools

2009 CMT & CAPT

Tier 1, Tier II, & Tier III Schools

	Title I	Elementary/Secondary	DIST	SCH	District Name	School Name	Year of Improvement	2009 Unadjusted Math	2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
Tier I	Yes	Secondary	282	60	Stamford Academy	Stamford Academy	3	14.3	9.5	11.9
	Yes	Elementary	93	51	New Haven School District	Urban Youth Center Middle School	6	11.5	14.8	13.2
	Yes	Elementary	64	19	Hartford School District	Milner Core Knowledge School	9	27	14.2	20.6
	Yes	Elementary	64	6	Hartford School District	Burns Latino Studies Academy	6	32.8	14.2	23.5
	Yes	Secondary	64	63	Hartford School District	Weaver High School	7	17.5	31.6	24.6
	Yes	Elementary	244	61	Area Cooperative Educational Services	Collaborative Alternative Magnet School	4	29	23.1	26.1
	Yes	Elementary	64	1	Hartford School District	Sand School	6	27.8	25.8	26.8
	Yes	Elementary	64	51	Hartford School District	Fox Middle School	6	28.3	28.7	28.5
	Yes	Elementary	64	52	Hartford School District	Quirk Middle School	6	31	26.3	28.7
	Yes	Elementary	15	1	Bridgeport School District	Barnum School	6	36.6	25.3	31.0
	Yes	Elementary	89	9	New Britain School District	Northend School	2	35.4	26.9	31.2
	Yes	Elementary	15	26	Bridgeport School District	Roosevelt School	6	42.1	20.7	31.4
	Yes	Elementary	89	3	New Britain School District	Chamberlain School	6	37	26.1	31.6
	Yes	Elementary	93	4	New Haven School District	Katherine Brennan School	3	39.2	26.9	33.1
	Yes	Elementary	64	28	Hartford School District	Dr. Ramon E. Betances School	5	46.2	20	33.1
	Yes	Elementary	15	41	Bridgeport School District	Dunbar School	6	37.9	28.6	33.3
	Yes	Elementary	64	30	Hartford School District	Sanchez School	6	46.1	21	33.6
	Yes	Elementary	163	1	Windham School District	Natchaug School	3	45.2	23	34.1
Tier II	No	Secondary	15	61	Bridgeport School District	Bassick High School	7	16.7	24.8	20.8
	No	Secondary	15	63	Bridgeport School District	Harding High School	7	24.1	34.8	29.5

Tier III	Yes	Elementary	89	12	New Britain School District	Smalley Academy	6	37.1	32	34.6
	Yes	Elementary	93	7	New Haven School District	Hill Central Music Academy	9	39.6	30	34.8
	Yes	Elementary	89	51	New Britain School District	Roosevelt Middle School	6	38.5	31.2	34.9
	Yes	Elementary	93	29	New Haven School District	Truman School	6	42.1	28.2	35.2
	Yes	Elementary	64	24	Hartford School District	Clark School	6	44.4	26.4	35.4
	Yes	Elementary	64	12	Hartford School District	McDonough School	5	48.2	24.8	36.5
	Yes	Elementary	64	53	Hartford School District	Dr. Joseph Bellizzi Middle School	6	44.6	28.8	36.7
	Yes	Elementary	15	10	Bridgeport School District	Luis Munoz Marin School	6	45.7	28.2	37.0
	Yes	Elementary	89	5	New Britain School District	Gaffney School	4	43.9	30.5	37.2
	Yes	Elementary	89	53	New Britain School District	Pulaski Middle School	6	42.5	34.5	38.5
	Yes	Elementary	89	11	New Britain School District	Diloreto Magnet School	4	43.9	34.6	39.3
	Yes	Elementary	15	14	Bridgeport School District	Cesar Batalla School	6	44.3	34.4	39.4
	Yes	Elementary	64	8	Hartford School District	M. D. Fox ComPACT School	5	53.1	25.6	39.4
	Yes	Elementary	151	22	Waterbury School District	Walsh School	5	51.4	27.3	39.4
	Yes	Elementary	15	42	Bridgeport School District	Curiale School	6	45.8	35.6	40.7
	Yes	Elementary	93	42	New Haven School District	Clemente Leadership Academy	8	48.6	33	40.8
	Yes	Elementary	278	51	Trailblazers Academy District	Trailblazers Academy	5	47.2	34.5	40.9
	Yes	Elementary	151	20	Waterbury School District	Sprague School	4	50.6	31.8	41.2
	Yes	Secondary	89	61	New Britain School District	New Britain High School	6	35.7	46.9	41.3
	Yes	Elementary	64	32	Hartford School District	Moylan School	8	43.2	39.6	41.4
	Yes	Elementary	64	16	Hartford School District	M. L. King School	6	47.8	37.2	42.5
	Yes	Elementary	93	15	New Haven School District	Augusta Lewis Troup School	1	51.8	33.7	42.8
	Yes	Secondary	244	61	Area Cooperative Educational Services	Collaborative Alternative Magnet School	3	40	45.5	42.8
	Yes	Elementary	93	48	New Haven School District	Celentano School	3	49.6	36.4	43.0
Yes	Elementary	15	19	Bridgeport School District	Longfellow School	5	54	32.2	43.1	
Yes	Elementary	93	16	New Haven School District	Fair Haven School	5	49.8	37.9	43.9	

Yes	Elementary	95	3	New London School District	Jennings School	5	55.5	32.4	44.0
Yes	Elementary	15	4	Bridgeport School District	Bryant School	5	52.8	35.6	44.2
Yes	Elementary	64	4	Hartford School District	Batchelder School	2	49.7	39.5	44.6
Yes	Elementary	15	22	Bridgeport School District	Jettie S. Tisdale School	6	54.2	35.5	44.9
Yes	Elementary	93	6	New Haven School District	Clinton Avenue School	6	56.3	34	45.2
Yes	Elementary	64	23	Hartford School District	Burr School	5	52.5	37.9	45.2
Yes	Elementary	89	6	New Britain School District	Holmes School	5	52.3	38.1	45.2
Yes	Elementary	15	30	Bridgeport School District	Waltersville School	6	53.4	38.1	45.8
Yes	Elementary	15	7	Bridgeport School District	Edison School	4	54.5	37.2	45.9
Yes	Elementary	93	2	New Haven School District	Barnard Environmental Magnet School	5	50.6	41.4	46.0
Yes	Secondary	269	61	The Bridge Academy District	The Bridge Academy	2	39.5	52.6	46.1
Yes	Elementary	15	39	Bridgeport School District	Cross School	5	51.4	41.9	46.7
Yes	Elementary	43	6	East Hartford School District	Dr. Franklin H. Mayberry School	2	54	39.5	46.8
Yes	Elementary	93	41	New Haven School District	Christopher Columbus Academy	4	60.2	33.9	47.1
Yes	Elementary	151	5	Waterbury School District	Bucks Hill School	6	54.6	40.4	47.5
Yes	Secondary	151	63	Waterbury School District	Wilby High School	6	40.5	54.6	47.6
Yes	Elementary	151	53	Waterbury School District	North End Middle School	5	49.6	46	47.8
Yes	Elementary	93	8	New Haven School District	John S. Martinez School	4	56.6	39.7	48.2
Yes	Elementary	15	12	Bridgeport School District	Hallen School	4	55	41.5	48.3
Yes	Elementary	93	32	New Haven School District	Wexler/Grant Community School	3	52.8	44.2	48.5
Yes	Secondary	64	61	Hartford School District	Bulkeley High School	6	52.2	45.4	48.8
Yes	Elementary	89	7	New Britain School District	Jefferson School	4	58.1	40.2	49.2
Yes	Elementary	93	46	New Haven School District	East Rock Global Studies Magnet School	4	55	43.4	49.2
Yes	Elementary	64	21	Hartford School District	West Middle School	6	56.7	42.1	49.4
Yes	Elementary	15	32	Bridgeport School District	Geraldine Johnson School	1	57	41.9	49.5

Tier III	Yes	Elementary	15	5	Bridgeport School District	Columbus School	9	61	38.1	49.6
	Yes	Elementary	163	5	Windham School District	Windham Center School	3	54.4	44.7	49.6
	Yes	Elementary	89	13	New Britain School District	Smith School	1	61	38.3	49.7
	Yes	Elementary	104	18	Norwich School District	Veterans' Memorial School	1	54.6	44.9	49.8
	Yes	Elementary	43	12	East Hartford School District	Silver Lane School	5	56.5	43.5	50.0
	Yes	Elementary	15	25	Bridgeport School District	Read School	5	54.2	46.3	50.3
	Yes	Elementary	64	26	Hartford School District	Simpson-Waverly School	2	56.8	43.8	50.3
	Yes	Elementary	93	20	New Haven School District	Lincoln-Bassett School	4	59.6	42.6	51.1
	Yes	Secondary	151	62	Waterbury School District	Crosby High School	6	42	60.5	51.3
	Yes	Elementary	64	14	Hartford School District	Naylor School	6	57.8	46.6	52.2
	Yes	Elementary	95	9	New London School District	Nathan Hale School	2	56.3	48.2	52.3
	Yes	Elementary	95	8	New London School District	Winthrop School	3	55.7	49.1	52.4
	Yes	Elementary	15	21	Bridgeport School District	Classical Studies Academy	1	57.4	47.7	52.6
	Yes	Elementary	104	15	Norwich School District	Wequonnoc School	2	58.6	47.1	52.9
	Yes	Elementary	89	8	New Britain School District	Lincoln School	6	60	45.8	52.9
	Yes	Elementary	64	9	Hartford School District	Hooker School	5	60.6	45.6	53.1
	Yes	Elementary	43	9	East Hartford School District	Anna E. Norris School	3	63.7	42.5	53.1
	Yes	Elementary	43	18	East Hartford School District	Robert J. O'Brien School	5	67.7	39.3	53.5
	Yes	Elementary	64	25	Hartford School District	Annie-Fisher School	3	54.4	52.6	53.5
	Yes	Elementary	89	52	New Britain School District	Slade Middle School	6	56.8	50.6	53.7
	Yes	Elementary	62	4	Hamden School District	Helen Street School	3	64.8	42.9	53.9
	Yes	Elementary	64	11	Hartford School District	Kinsella Magnet School	8	60.8	47.2	54.0
	Yes	Elementary	64	22	Hartford School District	Wish School	6	64.6	43.7	54.2
	Yes	Elementary	64	17	Hartford School District	Rawson School	3	61.5	46.8	54.2
	Yes	Elementary	151	52	Waterbury School District	West Side Middle School	6	57.5	52	54.8
	Yes	Elementary	151	9	Waterbury School District	Driggs School	6	64.2	45.7	55.0
	Yes	Elementary	15	2	Bridgeport School District	Beardsley School	9	69.1	42.1	55.6
Yes	Elementary	43	51	East Hartford School District	East Hartford Middle School	6	58.8	52.4	55.6	

	Yes	Elementary	15	40	Bridgeport School District	Blackham School	6	61	50.6	55.8
	Yes	Elementary	43	22	East Hartford School District	Dr. John A. Langford School	5	61.8	50	55.9
	Yes	Elementary	43	5	East Hartford School District	Hockanum School	1	64.2	47.8	56.0
	Yes	Elementary	64	10	Hartford School District	Kennelly School	3	62.3	49.9	56.1
	Yes	Elementary	104	6	Norwich School District	Greeneville School	1	64.5	48	56.3
	Yes	Elementary	151	27	Waterbury School District	Carrington School	6	67.1	45.8	56.5
	Yes	Elementary	95	2	New London School District	Harbor School	1	60.1	52.8	56.5
	Yes	Elementary	104	19	Norwich School District	Uncas School	1	61.8	51.3	56.6
	Yes	Elementary	77	9	Manchester School District	Nathan Hale School	2	60.7	52.7	56.7
	Yes	Elementary	151	32	Waterbury School District	Woodrow Wilson School	5	67.9	46.4	57.2
	Yes	Elementary	37	4	Derby School District	Irving School	1	62.6	52.4	57.5
	Yes	Elementary	43	24	East Hartford School District	Sunset Ridge School	3	61.9	53.5	57.7
	Yes	Secondary	900	19	Connecticut Technical High School System	E. C. Goodwin Technical High School	6	63.4	52	57.7
	Yes	Elementary	80	8	Meriden School District	Roger Sherman School	2	62.7	53.8	58.3
	Yes	Elementary	15	20	Bridgeport School District	Madison School	6	67.2	49.8	58.5
	Yes	Elementary	164	1	Windsor School District	Clover Street School	1	66.9	50.3	58.6
	Yes	Elementary	93	49	New Haven School District	Microsociety Magnet School	2	62	55.5	58.8
	Yes	Elementary	80	5	Meriden School District	John Barry School	5	68.6	49.1	58.9
	Yes	Elementary	89	15	New Britain School District	Vance School	3	65.1	52.6	58.9
	Yes	Elementary	93	43	New Haven School District	Bishop Woods School	2	64.2	53.9	59.1
	Yes	Elementary	151	14	Waterbury School District	F. J. Kingsbury School	4	71	47.6	59.3
	Yes	Elementary	151	3	Waterbury School District	Barnard School	1	69.8	49.3	59.6
	Yes	Elementary	104	14	Norwich School District	John B. Stanton School	2	66	53.8	59.9
	Yes	Elementary	269	61	The Bridge Academy District	The Bridge Academy	2	73	47	60.0
	Yes	Elementary	64	15	Hartford School District	Parkville Community School	6	66.5	53.6	60.1
Tier III	Yes	Secondary	900	14	Connecticut Technical High School System	Eli Whitney Technical High School	2	57.1	64	60.6

Yes	Elementary	285	1	Bridgeport Achievement First	Achievement First Bridgeport Academy	1	77.8	43.6	60.7
Yes	Elementary	163	3	Windham School District	North Windham School	3	69.1	52.5	60.8
Yes	Elementary	270	1	Side By Side Community School District	Side By Side Community School	3	66.9	55.1	61.0
Yes	Elementary	151	51	Waterbury School District	Michael F. Wallace Middle School	5	66.1	56.3	61.2
Yes	Elementary	126	4	Shelton School District	Lafayette School	1	62.8	59.7	61.3
Yes	Elementary	151	7	Waterbury School District	H. S. Chase School	6	73.8	48.8	61.3
Yes	Elementary	146	2	Vernon School District	Maple Street School	2	72.7	50.8	61.8
Yes	Elementary	15	13	Bridgeport School District	Hooker School	3	62.8	61.5	62.2
Yes	Elementary	15	3	Bridgeport School District	Black Rock School	2	74	50.5	62.3
Yes	Elementary	62	2	Hamden School District	Church Street School	1	72.6	52.5	62.6
Yes	Secondary	151	64	Waterbury School District	John F. Kennedy High School	6	54.3	70.9	62.6
Yes	Elementary	135	5	Stamford School District	K. T. Murphy School	3	72.8	52.6	62.7
Yes	Elementary	151	6	Waterbury School District	Bunker Hill School	3	79.8	45.7	62.8
Yes	Elementary	156	14	West Haven School District	Savin Rock Community School	2	71.5	54	62.8
Yes	Elementary	151	10	Waterbury School District	Brooklyn Elementary School	2	80.5	45.1	62.8
Yes	Elementary	104	17	Norwich School District	Thomas W. Mahan School	1	72.2	53.9	63.1
Yes	Elementary	283	51	Park City Prep Charter School	Park City Prep Charter School	2	67.7	59.2	63.5
Yes	Secondary	900	15	Connecticut Technical High School System	A. I. Prince Technical High School	6	60	66.9	63.5
Yes	Elementary	11	6	Bloomfield School District	Laurel School	1	76	51.2	63.6
Yes	Elementary	135	12	Stamford School District	Julia A. Stark School	5	71.6	55.7	63.7
Yes	Elementary	80	11	Meriden School District	Casimir Pulaski School	1	71.6	55.9	63.8
Yes	Elementary	62	3	Hamden School District	Dunbar Hill School	3	67.5	60.4	64.0
Yes	Elementary	241	31	Capitol Region Education Council	Montessori Magnet School	1	62.6	67.5	65.1
Yes	Elementary	135	11	Stamford School District	Springdale School	3	72.3	58	65.2
Yes	Elementary	135	20	Stamford School District	Davenport Ridge School	4	68.9	61.9	65.4
Yes	Elementary	156	3	West Haven School District	Forest School	2	72.8	58	65.4

Yes	Elementary	104	20	Norwich School District	John M. Moriarty School	1	72.2	58.8	65.5
Yes	Elementary	77	12	Manchester School District	Verplanck School	1	71.2	60	65.6
Yes	Elementary	69	3	Killingly School District	Killingly Memorial School	1	69.2	62.6	65.9
Yes	Elementary	156	10	West Haven School District	Clarence E. Thompson School	1	74	58.4	66.2
Yes	Elementary	143	2	Torrington School District	Forbes School	1	73.1	59.4	66.3
Yes	Elementary	83	2	Middletown School District	Bielefield School	1	71.8	60.7	66.3
Yes	Secondary	64	66	Hartford School District	Pathways to Technology Magnet School	3	61.2	71.3	66.3
Yes	Elementary	265	51	Interdistrict School for Arts and Comm District	Interdistrict School For Arts And Communication	2	65.9	66.8	66.4
Yes	Elementary	64	20	Hartford School District	Noah Webster Micro Society School	2	70	62.8	66.4
Yes	Elementary	44	14	East Haven School District	D. C. Moore School	2	76.7	56.6	66.7
Yes	Elementary	103	14	Norwalk School District	Tracey School	2	76.5	58.2	67.4
Yes	Elementary	88	4	Naugatuck School District	Hop Brook Intermediate School	3	71.9	63.2	67.6
Yes	Elementary	146	3	Vernon School District	Northeast School	1	67.9	67.2	67.6
Yes	Elementary	156	53	West Haven School District	May V. Carrigan Middle School	3	68.3	67	67.7
Yes	Secondary	64	64	Hartford School District	Classical Magnet School	1	57.6	78	67.8
Yes	Elementary	64	33	Hartford School District	Breakthrough Magnet School	2	75.9	59.9	67.9
Yes	Elementary	47	1	East Windsor School District	Broad Brook Elementary School	1	71.7	64.4	68.1
Yes	Elementary	135	22	Stamford School District	Hart School	3	69.8	66.4	68.1
Yes	Elementary	164	8	Windsor School District	John F. Kennedy School	1	77.1	59.2	68.2
Yes	Elementary	261	1	Jumoke Academy District	Jumoke Academy	1	74.8	62	68.4
Yes	Elementary	93	31	New Haven School District	Conte/West Hills Magnet School	1	73.6	63.3	68.5
Yes	Elementary	88	1	Naugatuck School District	Central Avenue School	2	77.4	59.7	68.6

Tier III	Yes	Elementary	151	21	Waterbury School District	B. W. Tinker School	2	75.9	61.3	68.6
	Yes	Elementary	116	3	Putnam School District	Putnam Elementary School	3	78.9	58.6	68.8
	Yes	Elementary	88	8	Naugatuck School District	Andrew Avenue School	1	75.8	62.1	69.0
	Yes	Elementary	34	2	Danbury School District	Hayestown Avenue School	2	82.2	56.2	69.2
	Yes	Elementary	135	21	Stamford School District	Stillmeadow School	3	77.2	61.4	69.3
	Yes	Elementary	104	51	Norwich School District	Kelly Middle School	4	70.3	68.8	69.6
	Yes	Elementary	62	11	Hamden School District	Ridge Hill School	1	76	63.7	69.9
	Yes	Elementary	44	7	East Haven School District	Momauguin School	1	80.3	59.8	70.1
	Yes	Elementary	162	2	Winchester School District	Mary P. Hinsdale School	1	76.2	64.9	70.6
	Yes	Elementary	103	7	Norwalk School District	Jefferson Elementary School	3	79.4	62.1	70.8
	Yes	Elementary	80	4	Meriden School District	Israel Putnam School	2	77.2	64.6	70.9
	Yes	Elementary	77	14	Manchester School District	Washington School	2	81.2	60.9	71.1
	Yes	Elementary	143	13	Torrington School District	Wetmore School	1	79.5	62.7	71.1
	Yes	Elementary	136	3	Sterling School District	Sterling Community School	1	74	68.8	71.4
	Yes	Elementary	156	12	West Haven School District	Washington School	1	72.6	72.1	72.4
	Yes	Elementary	64	7	Hartford School District	Dwight School	2	71.8	73.6	72.7
	Yes	Elementary	135	19	Stamford School District	Toquam Magnet School	1	78.3	67.8	73.1
	Yes	Elementary	58	3	Griswold School District	Griswold Elementary School	2	80.3	66.3	73.3
	Yes	Elementary	164	9	Windsor School District	Oliver Ellsworth School	2	77.4	69.4	73.4
	Yes	Elementary	104	52	Norwich School District	Teachers' Memorial Middle School	2	75.9	71	73.5
	Yes	Elementary	83	1	Middletown School District	Spencer School	1	79.4	67.7	73.6
	Yes	Elementary	34	18	Danbury School District	Mill Ridge Intermediate School	1	83.8	63.8	73.8
	Yes	Elementary	2	51	Ansonia School District	Ansonia Middle School	5	81.5	66.6	74.1
	Yes	Elementary	141	1	Thompson School District	Mary R. Fisher Elementary School	1	80.2	67.9	74.1

Yes	Elementary	64	64	Hartford School District	Classical Magnet School	1	72.6	75.7	74.2
Yes	Elementary	244	51	Area Cooperative Educational Services	Thomas Edison Magnet Middle School	2	75.4	73.2	74.3
Yes	Elementary	77	10	Manchester School District	Robertson School	1	82.4	66.2	74.3
Yes	Elementary	103	23	Norwalk School District	Silvermine Elementary School	3	80.6	68.8	74.7
Yes	Elementary	44	16	East Haven School District	Robert W. Carbone School	1	78	72.1	75.1
Yes	Elementary	34	14	Danbury School District	Roberts Avenue School	2	78.3	71.9	75.1
Yes	Elementary	64	54	Hartford School District	Hartford Magnet Middle School	2	76	74.3	75.2
Yes	Elementary	2	3	Ansonia School District	Mead School	6	90.2	61	75.6
Yes	Elementary	99	6	North Branford School District	Totoket Valley Elementary School	2	82.7	68.5	75.6
Yes	Elementary	44	51	East Haven School District	Joseph Melillo Middle School	1	78	74	76.0
Yes	Elementary	243	1	Cooperative Educational Services	Six-Six Magnet School	1	83.4	69.6	76.5
Yes	Elementary	83	11	Middletown School District	Snow School	1	82.1	71.4	76.8
Yes	Elementary	103	20	Norwalk School District	Fox Run Elementary School	1	84.3	70.3	77.3
Yes	Elementary	62	1	Hamden School District	Shepherd Glen School	2	83.8	71.1	77.5
Yes	Elementary	15	36	Bridgeport School District	Winthrop School	1	84	74.1	79.1
Yes	Elementary	135	8	Stamford School District	Rogers School	3	84.6	74.1	79.4
Yes	Elementary	73	1	Lisbon School District	Lisbon Central School	2	83.1	75.9	79.5
Yes	Elementary	15	11	Bridgeport School District	Hall School	1	87	72.7	79.9
Yes	Elementary	17	19	Bristol School District	Ivy Drive School	1	87.6	72.6	80.1
Yes	Elementary	96	9	New Milford School District	Sarah Noble Intermediate School	5	85.2	79.4	82.3
Yes	Elementary	84	53	Milford School District	West Shore Middle School	1	85.2	79.5	82.4
Yes	Elementary	146	51	Vernon School District	Vernon Center Middle School	1	85.6	79.3	82.5
Yes	Elementary	140	2	Thomaston School District	Thomaston Center School	2	87.2	77.7	82.5
Yes	Elementary	103	4	Norwalk School District	Cranbury Elementary School	2	88.9	76.8	82.9
Yes	Elementary	111	51	Plymouth School District	Eli Terry Jr. Middle School	1	86.4	80.2	83.3

Tier III	Yes	Elementary	32	4	Coventry School District	George Hersey Robertson School	2	87.5	79.6	83.6
	Yes	Elementary	134	6	Stafford School District	Stafford Elementary School	1	90.7	76.7	83.7
	Yes	Elementary	33	3	Cromwell School District	Woodside Intermediate School	1	86.5	81.2	83.9
	Yes	Elementary	58	51	Griswold School District	Griswold Middle School	1	87.8	84.7	86.3
	Yes	Elementary	216	51	Regional School District 16	Long River Middle School	1	88.7	84.5	86.6
	Yes	Elementary	28	51	Colchester School District	William J. Johnston School	2	91.7	85.6	88.7
	Yes	Elementary	139	3	Suffield School District	McAlister Intermediate School	1	92	85.5	88.8
	Yes	Elementary	126	51	Shelton School District	Intermediate School	1	90.2	87.6	88.9
	Yes	Elementary	45	51	East Lyme School District	East Lyme Middle School	2	91.8	88.3	90.1
	Yes	Elementary	210	51	Regional School District 10	Har-Bur Middle School	1	92.2	88.2	90.2
	Yes	Elementary	9	51	Bethel School District	Bethel Middle School	2	92.8	88.8	90.8
	Yes	Elementary	42	51	East Hampton School District	East Hampton Middle School	2	92.9	89.9	91.4
	Yes	Elementary	139	51	Suffield School District	Suffield Middle School	2	94.9	89.8	92.4
	Yes	Elementary	91	52	New Fairfield School District	New Fairfield Middle School	1	95.3	90	92.7

FEDERAL
APPENDICES

Appendix A

STATE ALLOCATION DATA

State	SFSE Education Fund Amount Remaining
Alabama	59,635,587
Alaska	30,704,243
Arizona	274,516,879
Arkansas	119,807,496
California	487,549,876
Colorado	205,219,871
Connecticut	146,273,112
Delaware	36,405,622
District of Columbia	24,126,447
Florida	728,916,950
Georgia	416,063,701
Hawaii	51,876,575
Idaho	66,560,895
Illinois	554,773,126
Indiana	197,678,694
Iowa	127,503,336
Kansas	121,249,535
Kentucky	175,823,202
Louisiana	191,265,519
Maine	52,222,609
Maryland	237,493,405
Massachusetts	268,390,060
Michigan	429,781,767
Minnesota	220,403,088
Mississippi	129,382,422
Missouri	248,546,871
Montana	40,137,322
Nebraska	77,205,456
Nevada	107,053,560
New Hampshire	54,200,505
New Jersey	359,150,805
New Mexico	85,944,012
New York	814,624,071
North Carolina	383,437,416
North Dakota	28,262,631
Ohio	483,024,288
Oklahoma	156,030,836

State	SFSF Education Fund Amount Remaining
Oregon	74,633,845
Pennsylvania	514,403,320
Rhode Island	44,521,007
South Carolina	56,774,130
South Dakota	34,416,587
Tennessee	255,794,562
Texas	1,072,589,804
Utah	129,552,001
Vermont	25,459,523
Virginia	324,675,748
Washington	270,582,460
West Virginia	71,930,420
Wisconsin	236,721,210
Wyoming	22,314,665
Puerto Rico	174,814,813
TOTAL TO STATE GRANTS	11,500,425,885

Appendix B

ADDITIONAL INFORMATION FOR PART 2: MAINTENANCE OF EFFORT (MOE)

Background

Section 14005(d)(1) of the ARRA contains maintenance-of-effort (MOE) requirements that apply to the levels of State support for elementary and secondary education, as well as to the levels of State support for public institutions of higher education. The requirements are as follows:

Elementary and Secondary Education

In each of FYs 2009, 2010, and 2011, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

Public Institutions of Higher Education

In each of FYs 2009, 2010, and 2011, the State will maintain State support for public institutions of higher education (not including support for capital projects or for research and development or tuition and fees paid by students) at least at the level of such support in FY 2006.

Section 14012 of the ARRA authorizes the Secretary of Education to waive or modify these requirements if the following statutory criterion is met:

MOE Waiver Criterion

A State is eligible for a waiver of the elementary and secondary education MOE requirement or the higher education MOE requirement for a given fiscal year if the Secretary determines that the State will not provide for elementary, secondary, and public higher education, for the fiscal year under consideration, a smaller percentage of the total revenues available to the State than the percentage provided for such purpose in the preceding fiscal year.

The term “total revenues available to the State” as stated in the criterion includes total State revenues for education and other purposes. The MOE waiver criterion applies to both waivers of the elementary and secondary education MOE requirements and the higher education MOE requirements.

Sections 14005(d)(1) and (b)(2) of the ARRA requires each State to provide an assurance that it will comply with the MOE requirements and baseline data that demonstrates the State's current status regarding maintenance of effort. On May 1, 2009, the Department issued guidance on the Maintenance of Effort Requirements for SFSF and an MOE waiver form, which are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

Additional Information For Completing Part 2A: Update of Maintenance-Of-Effort Information

Determining the level of State support for elementary and secondary education

A State determines its level of State support for elementary and secondary education for a given fiscal year in a manner that is consistent with its governing statutes and regulations. One example of how a State may choose to quantify its level of support for elementary and secondary education is to use the data that is included as "Revenue from State Sources" in the National Public Education Finance Survey (NPEFS). (See <http://nces.ed.gov/ccd/pdf/NPEFSmanual2004.pdf>.) This is a survey of States that is conducted annually by the National Center for Education Statistics. NPEFS identifies four types of State support for LEAs:

- Unrestricted Grants-in-Aid: State grants to LEAs that can be used, without restriction, for any legal purpose desired by the LEA;
- Restricted Grants-in-Aid: State grants to an LEA that must be used for a "categorical" or specific purpose;
- Revenue in Lieu of Taxes: Commitments or payments made out of general revenues by a State to an LEA in lieu of taxes that the State would have had to pay had its property or other tax base been subject to taxation on the same basis as privately owned property. This revenue includes payments in lieu of taxes for privately owned property that is not subject to taxation on the same basis as other privately owned property because of action(s) taken by a State; and
- Revenue for, or on Behalf of, the LEA: State commitments or payments for the benefit of an LEA and contributions of equipment and supplies. Such revenue includes payments made for, or on behalf, of an LEA by a State to a pension fund for LEA employees.

In determining levels of State support for MOE purposes, a State may also use the amount of funds provided to LEAs through the State's primary funding formulae in a given year as the level of State support for elementary and secondary education for that year. Alternatively, a State may establish its own definition of State support for elementary and secondary education. In providing the MOE baseline data for the levels of State support for elementary and secondary education in Part 2A, a State must identify and describe the data sources used in determining the levels of such support.

Finally, a State may establish that it is complying with the elementary and secondary education MOE requirements on either an aggregate basis or a per-student basis.

Determining the level of State support for public institutions of higher education

In Part 2A, a State must also provide data on its level of State support for public IHEs for specific fiscal years. These data may *not* include support for capital projects or for research and development or tuition and fees paid by students.

In addition, State funding for financial assistance to students attending public IHEs is not considered State support for these institutions. Rather, such funding is considered support for students to enable them to pay their educational expenses, even if the IHEs administer the funding. However, unrestricted State funding for public IHEs is considered State support for such institutions even if those institutions choose to use a portion of that funding for financial assistance to students.

One example of how a State may quantify State support for public IHEs is to use the definitions from the State Higher Education Executive Officers (SHEEO) State Higher Education Finance study, an annual data collection of all State and local revenue used to support higher education. (See <http://sheeo.org/finance/shef-home.htm>.) In that study, SHEEO identifies the following as State revenue sources for public IHEs:

- State tax appropriations set aside specifically to support public higher education;
- Funding under State auspices for appropriated non-tax support (e.g., tobacco settlement funds and lotteries) specifically set aside for public higher education; and
- Interest or earnings received from State-endowments pledged to public IHEs.

Alternatively, a State may establish its own definition of State support for public IHEs. In providing the MOE baseline data for the levels of State support for public IHEs in Part 2A, a State must identify and describe the data sources used in determining the levels of such support.

Specific Instructions Regarding Part 2A, Update of Maintenance-Of-Effort Data

In the SFSF Phase I Application for Initial Funding, States were required to submit MOE data identical to that requested here in Phase II. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.

Specific Instructions Regarding Part 2B, Attestation of Maintenance-Of-Effort Compliance

The Governor or his/her authorized representative must attest that the State has complied with all MOE requirements of the SFSF program for FY 2009. In the event that a State is unable to meet MOE, it must submit a waiver request, if it has not done so already.

Appendix C

AUTHORIZING STATUTE FOR THE STATE FISCAL STABILIZATION FUND

American Recovery and Reinvestment Act of 2009

Public Law 111-5 (H.R. 1), February 17, 2009; 123 Stat. 115

**As amended by Public Law 111-8 (H.R. 1105), the Omnibus Appropriations Act, 2009;
Division A, Section 523; March 11, 2009; 123 Stat. 524**

Below are excerpts from Public Law 111-5, as amended by Public Law 111-8, that relate to the State Fiscal Stabilization Fund administered by the U.S. Department of Education. The U.S. Department of Education has posted this information as a courtesy to readers. The official (and controlling) texts of this material will be printed in those two Public Laws.

DIVISION A, TITLE XIV – STATE FISCAL STABILIZATION FUND

DEPARTMENT OF EDUCATION

STATE FISCAL STABILIZATION FUND

For necessary expenses for a State Fiscal Stabilization Fund, \$53,600,000,000, which shall be administered by the Department of Education.

GENERAL PROVISIONS – THIS TITLE

SEC. 14001. ALLOCATIONS.

(a) Outlying Areas. From the amount appropriated to carry out this title, the Secretary of Education shall first allocate up to one-half of 1 percent to the outlying areas on the basis of their respective needs, as determined by the Secretary, in consultation with the Secretary of the Interior, for activities consistent with this title under such terms and conditions as the Secretary may determine.

(b) Administration and Oversight. The Secretary may, in addition, reserve up to \$14,000,000 for administration and oversight of this title, including for program evaluation.

(c) Reservation for Additional Programs. After reserving funds under subsections (a) and (b), the Secretary shall reserve \$5,000,000,000 for grants under sections 14006 and 14007.

(d) State Allocations. After carrying out subsections (a), (b), and (c), the Secretary shall allocate the remaining funds made available to carry out this title to the States as follows:

- (1) 61 percent on the basis of their relative population of individuals aged 5 through 24.
- (2) 39 percent on the basis of their relative total population.

(e) State Grants. From funds allocated under subsection (d), the Secretary shall make grants to the Governor of each State.

(f) Reallocation. The Governor shall return to the Secretary any funds received under subsection (e) that the Governor does not award as subgrants or otherwise commit within two years of receiving such funds, and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (d).

SEC. 14002. STATE USES OF FUNDS.

(a) Education Fund.

(1) In general. For each fiscal year, the Governor shall use 81.8 percent of the State's allocation under section 14001(d) for the support of elementary, secondary, and postsecondary education and, as applicable, early childhood education programs and services.

(2) Restoring state support for education.

(A) In general. The Governor shall first use the funds described in paragraph (1)—

(i) to provide the amount of funds, through the State's primary elementary and secondary education funding formulae, that is needed—

(I) to restore, in each of fiscal years 2009, 2010, and 2011, the level of State support provided through such formulae to the greater of the fiscal year 2008 or fiscal year 2009 level; and

(II) where applicable, to allow existing State formulae increases to support elementary and secondary education for fiscal years 2010 and 2011 to be implemented and allow funding for phasing in State equity and adequacy adjustments, if such increases were enacted pursuant to State law prior to October 1, 2008.

(ii) to provide, in each of fiscal years 2009, 2010, and 2011, the amount of funds to public institutions of higher education in the State that is needed to restore State support for such institutions (excluding tuition and fees paid by students) to the greater of the fiscal year 2008 or fiscal year 2009 level.

(B) Shortfall. If the Governor determines that the amount of funds available under paragraph (1) is insufficient to support, in each of fiscal years 2009, 2010, and 2011, public elementary, secondary, and higher education at the levels described in clauses (i) and (ii) of subparagraph (A), the Governor shall allocate those funds between those clauses in proportion to the relative shortfall in State support for the education sectors described in those clauses.

(C) Fiscal year. For purposes of this paragraph, the term "fiscal year" shall have the meaning given such term under State law.

(3) Subgrants to improve basic programs operated by local educational agencies.--After carrying out paragraph (2), the Governor shall use any funds remaining under paragraph (1) to provide local educational agencies in the State with subgrants based on their relative shares of funding under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.) for the most recent year for which data are available.

(b) Other Government Services.

(1) In general. The Governor shall use 18.2 percent of the State's allocation under section 14001(d) for public safety and other government services, which may include assistance for elementary and secondary education and public institutions of higher education, and for modernization, renovation, or repair of public school facilities and institutions of higher education facilities, including modernization, renovation, and repairs that are consistent with a recognized green building rating system.

(2) Availability to all institutions of higher education. A Governor shall not consider the type or mission of an institution of higher education, and shall consider any institution for funding for modernization, renovation, and repairs within the State that—

(A) qualifies as an institution of higher education, as defined in subsection 14013(3); and

(B) continues to be eligible to participate in the programs under title IV of the Higher Education Act of 1965.

(c) Rule of Construction. Nothing in this section shall allow a local educational agency to engage in school modernization, renovation, or repair that is inconsistent with State law.

SEC. 14003. USES OF FUNDS BY LOCAL EDUCATIONAL AGENCIES.

(a) In General. A local educational agency that receives funds under this title may use the funds for any activity authorized by the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) ("SEA"), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 9201 et seq.), or the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act") or for modernization, renovation, or repair of public school facilities, including modernization, renovation, and repairs that are consistent with a recognized green building rating system.

(b) Prohibition. A local educational agency may not use funds received under this title for—

(1) payment of maintenance costs;

(2) stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public;

(3) purchase or upgrade of vehicles; or

(4) improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities.

(c) Rule of Construction. Nothing in this section shall allow a local educational agency to engage in school modernization, renovation, or repair that is inconsistent with State law.

SEC. 14004. USES OF FUNDS BY INSTITUTIONS OF HIGHER EDUCATION.

(a) In General. A public institution of higher education that receives funds under this title shall use the funds for education and general expenditures, and in such a way as to mitigate the need to raise tuition and fees for in-State students, or for modernization, renovation, or repair of institution of higher education facilities that are primarily used for instruction, research, or student housing, including modernization, renovation, and repairs that are consistent with a recognized green building rating system.

(b) Prohibition. An institution of higher education may not use funds received under this title to increase its endowment.

(c) Additional Prohibition. No funds awarded under this title may be used for—

(1) the maintenance of systems, equipment, or facilities;

(2) modernization, renovation, or repair of stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public; or

(3) modernization, renovation, or repair of facilities—

(A) used for sectarian instruction or religious worship; or

(B) in which a substantial portion of the functions of the facilities are subsumed in a religious mission.

SEC. 14005. STATE APPLICATIONS.

(a) In General. The Governor of a State desiring to receive an allocation under section 14001(d) shall submit an application at such time, in such manner, and containing such information as the Secretary may reasonably require.

(b) Application. In such application, the Governor shall—

(1) include the assurances described in subsection (d);

(2) provide baseline data that demonstrates the State's current status in each of the areas described in such assurances; and

(3) describe how the State intends to use its allocation, including whether the State will use such allocation to meet maintenance of effort requirements under the ESEA and IDEA and, in such cases, what amount will be used to meet such requirements.

(c) Incentive Grant Application. The Governor of a State seeking a grant under section 14006 shall—

(1) submit an application for consideration;

(2) describe the status of the State's progress in each of the areas described in subsection (d), and the strategies the State is employing to help ensure that students in the subgroups described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311(b)(2)(C)(v)(II)) who

have not met the State's proficiency targets continue making progress toward meeting the State's student academic achievement standards;

(3) describe the achievement and graduation rates (as described in section 1111(b)(2)(C)(vi) of the ESEA (20 U.S.C. 6311(b)(2)(C)(vi)) and as clarified in section 200.19(b)(1) of title 34, Code of Federal Regulations) of public elementary and secondary school students in the State, and the strategies the State is employing to help ensure that all subgroups of students identified in section 1111(b)(2) of the ESEA (20 U.S.C. 6311(b)(2)) in the State continue making progress toward meeting the State's student academic achievement standards;

(4) describe how the State would use its grant funding to improve student academic achievement in the State, including how it will allocate the funds to give priority to high-need local educational agencies; and

(5) include a plan for evaluating the State's progress in closing achievement gaps.

(d) Assurances. An application under subsection (b) shall include the following assurances:

(1) Maintenance of effort.

(A) Elementary and secondary education. The State will, in each of fiscal years 2009, 2010, and 2011, maintain State support for elementary and secondary education at least at the level of such support in fiscal year 2006.

(B) Higher education. The State will, in each of fiscal years 2009, 2010, and 2011, maintain State support for public institutions of higher education (not including support for capital projects or for research and development or tuition and fees paid by students) at least at the level of such support in fiscal year 2006.

(2) Achieving equity in teacher distribution. The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the ESEA (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

(3) Improving collection and use of data. The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871).

(4) Standards and assessments. The State—

(A) will enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of such Act (20 U.S.C. 7301a(a));

(B) will comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the IDEA (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; and

(C) will take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act.

(5) Supporting struggling schools. The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under such sections.

SEC. 14006. STATE INCENTIVE GRANTS.

(a) In General.

(1) Reservation. From the total amount reserved under section 14001(c) that is not used for section 14007, the Secretary may reserve up to 1 percent for technical assistance to States to assist them in meeting the objectives of paragraphs (2), (3), (4), and (5) of section 14005(d).

(2) Remainder. Of the remaining funds, the Secretary shall, in fiscal year 2010, make grants to States that have made significant progress in meeting the objectives of paragraphs (2), (3), (4), and (5) of section 14005(d).

(b) Basis for Grants. The Secretary shall determine which States receive grants under this section, and the amount of those grants, on the basis of information provided in State applications under section 14005 and such other criteria as the Secretary determines appropriate, which may include a State's need for assistance to help meet the objective of paragraphs (2), (3), (4), and (5) of section 14005(d).

(c) Subgrants to Local Educational Agencies. Each State receiving a grant under this section shall use at least 50 percent of the grant to provide local educational agencies in the State with subgrants based on their relative shares of funding under part A of title I of the ESEA (20 U.S.C. 6311 et seq.) for the most recent year.

SEC. 14007. INNOVATION FUND.

(a) In General.

(1) Eligible entities. For the purposes of this section, the term "eligible entity" means—

(A) a local educational agency; or

(B) a partnership between a nonprofit organization and—

(i) one or more local educational agencies; or

(ii) a consortium of schools.

(2) Program established. From the total amount reserved under section 14001(c), the Secretary may reserve up to \$650,000,000 to establish an Innovation Fund, which shall consist of academic achievement awards that recognize eligible entities that meet the requirements described in subsection (b).

(3) Basis for awards. The Secretary shall make awards to eligible entities that have made significant gains in closing the achievement gap as described in subsection (b)(1)—

(A) to allow such eligible entities to expand their work and serve as models for best practices;

(B) to allow such eligible entities to work in partnership with the private sector and the philanthropic community; and

(C) to identify and document best practices that can be shared, and taken to scale based on demonstrated success.

(b) Eligibility. To be eligible for such an award, an eligible entity shall—

(1) have significantly closed the achievement gaps between groups of students described in section 1111(b)(2) of the ESEA (20 U.S.C. 6311(b)(2));

(2) have exceeded the State's annual measurable objectives consistent with such section 1111(b)(2) for 2 or more consecutive years or have demonstrated success in significantly increasing student academic achievement for all groups of students described in such section through another measure, such as measures described in section 1111(c)(2) of the ESEA;

(3) have made significant improvement in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and school leaders, as demonstrated with meaningful data; and

(4) demonstrate that they have established partnerships with the private sector, which may include philanthropic organizations, and that the private sector will provide matching funds in order to help bring results to scale.

(c) Special Rule. In the case of an eligible entity that includes a nonprofit organization, the eligible entity shall be considered to have met the eligibility requirements of paragraphs (1), (2), (3) of subsection (b) if such nonprofit organization has a record of meeting such requirements.

SEC. 14008. STATE REPORTS.

For each year of the program under this title, a State receiving funds under this title shall submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes—

(1) the uses of funds provided under this title within the State;

(2) how the State distributed the funds it received under this title;

(3) the number of jobs that the Governor estimates were saved or created with funds the State received under this title;

(4) tax increases that the Governor estimates were averted because of the availability of funds from this title;

(5) the State's progress in reducing inequities in the distribution of highly qualified teachers, in implementing a State longitudinal data system, and in developing and implementing valid and reliable assessments for limited English proficient students and children with disabilities;

(6) the tuition and fee increases for in-State students imposed by public institutions of higher education in the State during the period of availability of funds under this title, and a description of any actions taken by the State to limit those increases;

(7) the extent to which public institutions of higher education maintained, increased, or decreased enrollment of in-State students, including students eligible for Pell Grants or other need-based financial assistance; and

(8) a description of each modernization, renovation and repair project funded, which shall include the amounts awarded and project costs.

SEC. 14009. EVALUATION.

The Comptroller General of the United States shall conduct evaluations of the programs under sections 14006 and 14007 which shall include, but not be limited to, the criteria used for the awards made, the States selected for awards, award amounts, how each State used the award received, and the impact of this funding on the progress made toward closing achievement gaps.

SEC. 14010. SECRETARY'S REPORT TO CONGRESS.

The Secretary shall submit a report to the Committee on Education and Labor of the House of Representatives, the Committee on Health, Education, Labor, and Pensions of the Senate, and the Committees on Appropriations of the House of Representatives and of the Senate, not less than 6 months following the submission of State reports, that evaluates the information provided in the State reports under section 14008 and the information required by section 14005(b)(3) including State-by-State information.

SEC. 14011. PROHIBITION ON PROVISION OF CERTAIN ASSISTANCE.

No recipient of funds under this title shall use such funds to provide financial assistance to students to attend private elementary or secondary schools, unless such funds are used to provide special education and related services to children with disabilities, as authorized by the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

SEC. 14012. FISCAL RELIEF.

(a) In General. For the purpose of relieving fiscal burdens on States and local educational agencies that have experienced a precipitous decline in financial resources, the Secretary of Education may waive or modify any requirement of this title relating to maintaining fiscal effort.

(b) Duration. A waiver or modification under this section shall be for any of fiscal year 2009, fiscal year 2010, or fiscal year 2011, as determined by the Secretary.

(c) Criteria. The Secretary shall not grant a waiver or modification under this section unless the Secretary determines that the State receiving such waiver or modification will not provide for elementary, secondary, and public higher education, for the fiscal year under consideration, a smaller percentage of the total revenues available to the State than the percentage provided for such purpose in the preceding fiscal year.

(d) Maintenance of Effort. Upon prior approval from the Secretary, a State or local educational agency that receives funds under this title may treat any portion of such funds that is used for elementary, secondary, or postsecondary education as non-Federal funds for the purpose of any requirement to maintain fiscal effort under any other program, including part C of the

Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), administered by the Secretary.

(e) Subsequent Level of Effort. Notwithstanding (d), the level of effort required by a State or local educational agency for the following fiscal year shall not be reduced.

SEC. 14013. DEFINITIONS.

Except as otherwise provided in this title, as used in this title—

(1) the terms "elementary education" and "secondary education" have the meaning given such terms under State law;

(2) the term "high-need local educational agency" means a local educational agency—

(A) that serves not fewer than 10,000 children from families with incomes below the poverty line; or

(B) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

(3) the term "institution of higher education" has the meaning given such term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001);

(4) the term "Secretary" means the Secretary of Education;

(5) the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico; and

(6) any other term used that is defined in section 9101 of the ESEA (20 U.S.C. 7801) shall have the meaning given the term in such section.

Appendix D

OTHER APPLICABLE STATUTES

This appendix contains the following statutes that are referenced in this application (in alphabetical order):

- America COMPETES Act 6401(e)(2)(D)
- 34 CFR 99.31(b)
- 34 CFR 200.11(c)
- 34 CFR 200.19(b)(1)(i)
- ESEA 1111(b)(2)(C)(v)(II)
- ESEA 1111(b)(3)
- ESEA 111(b)(8)(C)
- ESEA 1111(h)(1)
- ESEA 6112(a)
- 101(a) of the Higher Education Act

America COMPETES Act 6401(e)(2)(D)

REQUIRED ELEMENTS OF A STATEWIDE P-16 EDUCATION DATA SYSTEM-
The State shall ensure the statewide P-16 education data system includes the following elements:

(i) **PRESCHOOL THROUGH GRADE 12 EDUCATION AND POSTSECONDARY EDUCATION-** With respect to preschool through grade 12 education and postsecondary education--

(I) a unique statewide student identifier that does not permit a student to be individually identified by users of the system;

(II) student-level enrollment, demographic, and program participation information;

(III) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs;

(IV) the capacity to communicate with higher education data systems; and

(V) a State data audit system assessing data quality, validity, and reliability.

(ii) **PRESCHOOL THROUGH GRADE 12 EDUCATION--** With respect to preschool through grade 12 education--

(I) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b));

(II) information on students not tested by grade and subject;

(III) a teacher identifier system with the ability to match teachers to students;

(IV) student-level transcript information, including information on courses completed and grades earned; and

(V) student-level college readiness test scores.

(iii) **POSTSECONDARY EDUCATION-** With respect to postsecondary education, data that provide--

(I) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and

(II) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

34 CFR 99.31(b)

(b) Paragraph (a) of this section does not forbid an educational agency or institution from disclosing, nor does it require an educational agency or institution to disclose, personally identifiable information from the education records of a student to any parties

34 CFR 200.11(c)

§ 200.11 Participation in NAEP.

(c) Report cards. Each State and LEA must report on its annual State and LEA report card, respectively, the most recent available academic achievement results in grades four and eight on the State's NAEP reading and mathematics assessments under paragraph (a) of this section. The report cards must include--

(1) The percentage of students at each achievement level reported on the NAEP in the aggregate and, for State report cards, disaggregated for each subgroup described in Sec. 200.13(b)(7)(ii); and

(2) The participation rates for students with disabilities and for limited English proficient students.

34 CFR 200.19(b)(1)(i)

Sec. 200.19 Other academic indicators.

(b) High schools--(1) Graduation rate. Consistent with paragraphs (b)(4) and (b)(5) of this section regarding reporting and determining AYP, respectively, each State must calculate a graduation rate, defined as follows, for all public high schools in the State:

(i)(A) A State must calculate a "four-year adjusted cohort graduation rate," defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class.

(B) For those high schools that start after grade nine, the cohort must be calculated based on the earliest high school grade.

ESEA 1111(b)(2)(C)(v)(II)

(C) DEFINITION- Adequate yearly progress' shall be defined by the State in a manner that—

(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

(II) The achievement of--

(aa) economically disadvantaged students;

(bb) students from major racial and ethnic groups;

(cc) students with disabilities; and

(dd) students with limited English proficiency;

except that disaggregation of data under subclause

(II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

ESEA III (b)(3)

ACADEMIC ASSESSMENTS-

(A) IN GENERAL- Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards, except that no State shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007-2008 school year.

(B) USE OF ASSESSMENTS- Each State educational agency may incorporate the data from the assessments under this paragraph into a State-developed longitudinal data system that links student test scores, length of enrollment, and graduation records over time.

(C) REQUIREMENTS- Such assessments shall--

(i) be the same academic assessments used to measure the achievement of all children;

(ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;

(iii) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards;

(iv) be used only if the State educational agency provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request;

(v)(I) except as otherwise provided for grades 3 through 8 under clause vii, measure the proficiency of students in, at a minimum, mathematics and reading or language arts, and be administered not less than once during--

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12;

(II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during--

(aa) grades 3 through 5;

(bb) grades 6 through 9; and

(cc) grades 10 through 12;

(vi) involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding;

(vii) beginning not later than school year 2005-2006, measure the achievement of students against the challenging State academic content and student academic achievement standards in each of grades 3 through 8 in, at a minimum, mathematics, and reading or language arts, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of the academic assessments by that deadline and that the State will complete implementation within the additional 1-year period;

(viii) at the discretion of the State, measure the proficiency of students in academic subjects not described in clauses (v), (vi), (vii) in which the State has adopted challenging academic content and academic achievement standards;

(ix) provide for—

(I) the participation in such assessments of all students;

(II) the reasonable adaptations and accommodations for students with disabilities (as defined under section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards; and

(III) the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency as determined under paragraph (7);

(x) notwithstanding subclause (III), the academic assessment (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading or language arts;

(xi) include students who have attended schools in a local educational agency for a full academic year but have not attended a single school for a full academic year, except that the performance of students who have attended more than 1 school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency;

(xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and

address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

(xiii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(xiv) be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, and be tests that do not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information; and

(xv) enable itemized score analyses to be produced and reported, consistent with clause (iii), to local educational agencies and schools, so that parents, teachers, principals, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items.

(D) DEFERRAL- A State may defer the commencement, or suspend the administration, but not cease the development, of the assessments described in this paragraph, that were not required prior to the date of enactment of the No Child Left Behind Act of 2001, for 1 year for each year for which the amount appropriated for grants under section 6113(a)(2) is less than—

(i) \$370,000,000 for fiscal year 2002;

(ii) \$380,000,000 for fiscal year 2003;

(iii) \$390,000,000 for fiscal year 2004; and

(iv) \$400,000,000 for fiscal years 2005 through 2007.

ESEA 1111(b)(8)(C)

(8) REQUIREMENT- Each State plan shall describe—

(C) the specific steps the State educational agency will take to ensure that both schoolwide programs and targeted assistance schools provide instruction by highly qualified instructional staff as required by sections 1114(b)(1)(C) and 1115(c)(1)(E), including steps that the State educational agency will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such steps;

ESEA 1111(h)(1)

ANNUAL STATE REPORT CARD-

(A) IN GENERAL- Not later than the beginning of the 2002-2003 school year, unless the State has received a 1-year extension pursuant to subsection (c)(1), a State that receives assistance under this part shall prepare and disseminate an annual State report card.

(B) IMPLEMENTATION- The State report card shall be—

(i) concise; and

(ii) presented in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(C) REQUIRED INFORMATION- The State shall include in its annual State report card—

(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);

(ii) information that provides a comparison between the actual achievement levels of each group of students described in subsection (b)(2)(C)(v) and the State's annual measurable objectives for each such group of students on each of the academic assessments required under this part;

(iii) the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));

(iv) the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;

(v) aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;

(vi) graduation rates for secondary school students consistent with subsection (b)(2)(C)(vi);

(vii) information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116; and

(viii) the professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

(D) OPTIONAL INFORMATION- The State may include in its annual State report card such other information as the State believes will best provide parents, students, and other

members of the public with information regarding the progress of each of the State's public elementary schools and public secondary schools. Such information may include information regarding—

- (i) school attendance rates;
- (ii) average class size in each grade;
- (iii) academic achievement and gains in English proficiency of limited English proficient students;
- (iv) the incidence of school violence, drug abuse, alcohol abuse, student suspensions, and student expulsions;
- (v) the extent and type of parental involvement in the schools;
- (vi) the percentage of students completing advanced placement courses, and the rate of passing of advanced placement tests; and
- (vii) a clear and concise description of the State's accountability system, including a description of the criteria by which the State evaluates school performance, and the criteria that the State has established, consistent with subsection (b)(2), to determine the status of schools regarding school improvement, corrective action, and restructuring.

ESEA 6112(a)

GRANTS FOR ENHANCED ASSESSMENT INSTRUMENTS.

(a) **GRANT PROGRAM AUTHORIZED-** From funds made available to carry out this subpart, the Secretary shall award, on a competitive basis, grants to State educational agencies that have submitted an application at such time, in such manner, and containing such information as the Secretary may require, which demonstrate to the satisfaction of the Secretary, that the requirements of this section will be met, for the following:

- (1) To enable States (or consortia of States) to collaborate with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in section 1111(b)(3).
- (2) To measure student academic achievement using multiple measures of student academic achievement from multiple sources.
- (3) To chart student progress over time.
- (4) To evaluate student academic achievement through the development of comprehensive academic assessment instruments, such as performance and technology-based academic assessments.

101(a) of the Higher Education Act

SEC. 101. GENERAL DEFINITION OF INSTITUTION OF HIGHER EDUCATION.

(a) **INSTITUTION OF HIGHER EDUCATION-** For purposes of this Act, other than title IV, the term 'institution of higher education' means an educational institution in any State that--

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
- (2) is legally authorized within such State to provide a program of education beyond secondary education;
- (3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;
- (4) is a public or other nonprofit institution; and
- (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Appendix E

Excerpt from the Notice of Final Requirements, Definitions, and Approval Criteria

Please note that the following is an *excerpt* from the Notice of Final Requirements, Definitions, and Approval Criteria. For the full Notice, please refer to the Federal Register or to the U.S. Department of Education State Fiscal Stabilization webpage at www.ed.gov/programs/statestabilization.

Final Requirements:

The Secretary establishes the following requirements for the Stabilization program. We may apply these requirements in any year in which this program is in effect.

I. Assurance Indicators and Descriptors: In general, a State must collect and publicly report (as defined in this notice) data and other information for the following indicators and descriptors regarding the assurances that the State has provided in order to receive funds under the Stabilization program.

(a) Achieving equity in teacher distribution. A State must collect and publicly report data and other information on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers; steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers; on how teacher and principal performance is evaluated; and the distribution of performance evaluation ratings or levels among teachers and principals. Specifically, a State must--

Indicator (a)(1). Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA);

Indicator (a)(2). Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Descriptor (a)(1). Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal;

Indicator (a)(3). Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion;

Indicator (a)(4). Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level;

Indicator (a)(5). Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA;

Descriptor (a)(2). Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal;

Indicator (a)(6). Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion; and

Indicator (a)(7). Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

(b) Improving collection and use of data. A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether teachers receive reports of individual teacher impact on student achievement. Specifically, a State must--

Indicator (b)(1). Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system; and

Indicator (b)(2). Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Indicator (b)(3). Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

(c) Standards and assessments. A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education. Specifically, a State must--

Indicator (c)(1). Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments;

Indicator (c)(2). Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department;

Indicator (c)(3). Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards;

Indicator (c)(4). Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments;

Indicator (c)(5). Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments;

Indicator (c)(6). Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments;

Indicator (c)(7). Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department;

Indicator (c)(8). Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments;

Indicator (c)(9). Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c);

Indicator (c)(10). Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i);

Indicator (c)(11). Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma; and

Indicator (c)(12). Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

(d) Supporting struggling schools. A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State. Specifically, a State must--

Indicator (d)(1). Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year;

Indicator (d)(2). Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year;

Descriptor (d)(1). Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in this notice) that the State uses to identify such schools;

Indicator (d)(3). Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools;

Indicator (d)(4). Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in this notice) in the last year;

Indicator (d)(5). Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for, but do not receive, Title I funds, that are identified as persistently lowest-achieving schools;

Indicator (d)(6). Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year;

Indicator (d)(7). Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law;

Indicator (d)(8). Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating;

Indicator (d)(9). Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year;

Indicator (d)(10). Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year;

Indicator (d)(11). Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years; and

Indicator (d)(12). Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

II. State Plans: A State receiving funds under the Stabilization program must develop and submit to the Department a comprehensive plan that includes the following information.

(a) Indicator and descriptor requirements. Except as discussed in paragraphs (c) and (d) of this section, the State must collect and publicly report the data or other information required by an assurance indicator or descriptor. To this end, the State must describe, for each assurance indicator or descriptor--

(1) The State's current ability to fully collect the required data or other information at least annually;

(2) The State's ability to fully publicly report the required data or other information, at least annually through September 30, 2011;

(3) If the State is not currently able to fully collect, at least annually, the data or other information required by the indicator or descriptor--

(i) The State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect the data or information, including—

(A) The milestones that the State establishes toward developing and implementing those means;

(B) The date by which the State expects to reach each milestone; and

(C) Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

(ii) The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and

(iii) The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds; and

(4) If the State is not able to fully publicly report, at least annually through September 30, 2011, the data or other information required by the indicator or descriptor--

(i) The State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully publicly report the data or information, including--

(A) The milestones that the State establishes toward developing and implementing those means;

(B) The date by which the State expects to reach each milestone; and

(C) Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;

(ii) The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and

(iii) The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

(b) Data or other information. If the State is currently able to fully collect and publicly report the data or other information required by the indicator or descriptor, the State must provide the most recent data or information with its plan and publicly report that plan.

(c) Requirements for indicators in reform area (b) (improving collection and use of data).

(1) With respect to Indicator (b)(1), the State must develop and implement a statewide longitudinal data system that includes each of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act. To this end, the State must, in its plan--

(i) Indicate which of the 12 elements are currently included in the State's statewide longitudinal data system; and

(ii) If the State's statewide longitudinal data system does not currently include all 12 elements, describe--

(A) The State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, a statewide longitudinal data system that fully includes all 12 elements, including the milestones that the State establishes toward developing and implementing such a system, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing such a system by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);

(B) The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing such a system; and

(C) The amount of funds the State is using or will use to develop and implement such a system, and whether the funds are or will be Federal, State, or local funds.

(2) With respect to Indicator (b)(2), the State must provide student growth data on their students to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs. To this end, the State must--

(i) Indicate whether the State provides teachers with such data; and

(ii) If the State does not provide teachers with such data, describe--

(A) The State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to provide teachers with such data, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);

(B) The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and

(C) The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

(3) With respect to Indicator (b)(3), the State must—

(i) Indicate whether it provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments; and

(ii) If the State does not provide those teachers with such reports, describe--

(A) The State's process and timeline for developing and implementing the means to provide those teachers with such reports, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);

(B) The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and

(C) The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

(d) Requirements for Indicators (c)(11) and (c)(12). With respect to Indicators (c)(11) and (c)(12), the State is required to, at a minimum, possess the ability to collect and publicly report the data. As a result, the requirements of paragraph (a) of this section apply to these indicators, at a minimum, with respect to the State's development of the means to collect and to publicly report the data. Accordingly--

(1) If, for either of these indicators, a State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, the State--

(i) Must submit a plan with respect to the indicator that addresses the requirements of paragraph (a) only with respect to the State's development of the means to collect and to publicly report the data, and not the State's implementation of those means; and

(ii) If submitting a plan in this manner, must include in its plan a description of the evidence it will provide to the Department of Education, by September 30, 2011, to demonstrate that it has developed the means to collect and publicly report that data.

(2) If, however, for either of these indicators, a State will develop and implement those means (i.e., the State will collect and publicly report the data) by September 30, 2011, the State must submit a plan with respect to the indicator that fully addresses the requirements of paragraph (a).

(e) General requirements. The State must describe--

(1) The agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and capacity of the agency or agencies as they relate to each of those tasks;

(2) The agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and the nature of such technical assistance or other support;

(3) The overall budget for the development, execution, and oversight of the plan;

(4) The processes the State employs to review and verify the required data and other information; and

(5) The processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

Final Definitions:

The Secretary establishes the following definitions for Stabilization program terms not defined in the ARRA (or, by reference, in the ESEA or the HEA). We may apply these definitions in any year in which this program is in effect.

For the purposes of this program, publicly report means that the data or information required for an indicator or descriptor are made available to anyone with access to an Internet connection without having to submit a request to the entity that maintains the data and information in order to access that data and information. Therefore, States are required to maintain a public website that provides the data and information that are responsive to the indicator and descriptor requirements. If a State does not currently provide the required data or information, it must provide on this website its plan with respect to the indicator or descriptor and its reports on its progress in implementing that plan.

With respect to the requirement that a State collect and publicly report on the extent to which students in high- and low-poverty schools in the State have access to highly qualified teachers, highest-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools (at the State and LEA levels, respectively) using a measure of poverty determined by the State. Similarly, lowest-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the lowest quartile of schools (at the State and LEA levels, respectively) using a measure of poverty determined by the State.

With respect to the requirements that a State indicate whether the systems used to evaluate the performance of teachers and principals include student achievement outcomes as an evaluation criterion, student achievement outcomes means outcomes including, at a minimum, one of the following: student performance on summative assessments, or on assessments predictive of student performance on summative assessments, in terms of absolute performance, gains, or growth; student grades; and rates at which students are on track to graduate from high school with a regular high school diploma.

With respect to the requirements that a State indicate whether teacher and principal evaluation systems include student growth data as an evaluation criterion and whether the State provides such data to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

With respect to the requirement that a State collect and publicly report the number of high-school graduates who enrolled in a public IHE in the State who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment, college credit (applicable to a degree) is used as that term is defined by the IHE granting such credit.

With respect to the requirements that a State collect and publicly report the numbers and percentages of certain groups of schools that have made progress on State assessments in reading/language arts and in mathematics in the last year, school that has made progress means a school whose gains on the assessment, in the "all students" category and for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA), are equal to or greater than the average statewide school gains in the State on that assessment, in the "all students" category and for each student subgroup, except that if the average statewide school gains in the State on that assessment are equal to or less than zero, the gains of the school must be greater than zero.

With respect to the requirements that a State collect and publicly report data and information on the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring or secondary schools that are eligible for, but do not receive, Title I funds, persistently lowest-achieving schools means, as determined by the State—

(a)(1) A Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(2) A secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

With respect to the requirements that a State collect and publicly report, of the persistently lowest-achieving schools, the number and identity of schools that have been turned around, restarted, closed, or transformed through one of the following in the last year—

- (a) Turnaround model. (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
 - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - (vi) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
 - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or
 - (ii) A new school model (e.g., themed, dual language academy).
- (b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide “response-to-intervention” model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

With respect to the requirement that schools using a turnaround model or a transformation model have increased learning time, increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English, reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.⁵

Final Approval Criteria:

⁵ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." <http://epa.sagepub.com/cgi/content/abstract/29/4/296>. Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.)

The Secretary establishes the following criteria for approving the plan of a State receiving funds under the Stabilization program. We may apply one or more of these criteria in any year in which this program is in effect.

(a) Quality of the State plan. Except as described in paragraph (b), in determining the quality of the plan submitted by a State, we consider the following:

(1) Whether the plan clearly and accurately describes the State's abilities to collect and to publicly report the data or other information required by an assurance indicator and descriptor; and

(2) If the State is not currently able to fully collect and publicly report the data or information required by an indicator or descriptor--

(i) Whether the timeline and process for developing and implementing the means to fully collect and publicly report the data or information are reasonable and sufficient to comply with the requirement;

(ii) Whether any obstacles identified by the State as preventing it from developing and implementing the means to fully collect and publicly report the data or information by September 30, 2011 are sufficient to justify a delay in complying with the requirement; and

(iii) Whether the reports that the State will provide to the public will be appropriately accessible and will sufficiently indicate the State's progress in developing and implementing the means to comply with the requirement.

(b) Quality of the State plan with respect to indicators in reform area (b) (improving collection and use of data). In determining the quality of the plan submitted by a State as it relates to the indicators in reform area (b), we consider the following:

(1) Whether the plan clearly and accurately describes the State's ability to meet the plan requirement for the indicator (i.e., in the case of Indicator (b)(1), the requirement to develop and implement a statewide longitudinal data system that includes each of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act; and in the case of Indicator (b)(2), the requirement to provide student growth data on their students to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs); and

(2) If the State does not currently meet the plan requirement for the indicator--

(i) Whether the timeline and process for developing and implementing the means to meet the requirement are reasonable and sufficient to comply with the requirement;

(ii) Excluding Indicator (b)(3), whether any obstacles identified by the State as preventing it from developing and implementing the means to meet the requirement by September 30, 2011 are sufficient to justify a delay in complying with the requirement; and

(iii) Whether the reports that the State will provide to the public will be appropriately accessible and will sufficiently indicate the State's progress in developing and implementing the means to comply with the requirement.

(c) Adequacy of the State plan. In determining the adequacy of the plan submitted by a State, we consider the following:

(1) Whether the institutional infrastructure and capacity of the agency or agencies responsible for the development, implementation, and oversight of the plan, together with any technical assistance or other support provided by other agencies, institutions, or organizations, are adequate to comply with the indicator and descriptor requirements individually and as a whole;

(2) Whether the funds the State is using or will use are adequate to comply with the indicator and descriptor requirements both individually and as a whole;

(3) Whether the processes the State employs to review and verify the required data and information are adequate to ensure that the data and information are accurate and of high quality; and

(4) Whether the processes the State employs are adequate to ensure that, where applicable, the required data and other information are not made publicly available in a manner that personally identifies students.

Executive Order 12866:

Under Executive Order 12866, the Secretary must determine whether this regulatory action is “significant” and therefore subject to the requirements of the Executive Order and subject to review by OMB. Section 3(f) of Executive Order 12866 defines a “significant regulatory action” as an action likely to result in a rule that may (1) have an annual effect on the economy of \$100 million or more, or adversely affect a sector of the economy, productivity, competition, jobs, the environment, public health or safety, or State, local or tribal governments, or communities in a material way (also referred to as an “economically significant” rule); (2) create serious inconsistency or otherwise interfere with an action taken or planned by another agency; (3) materially alter the budgetary impacts of entitlement grants, user fees, or loan programs or the rights and obligations of recipients thereof; or (4) raise novel legal or policy issues arising out of legal mandates, the President's priorities, or the principles set forth in the Executive Order. Pursuant to the Executive Order, it has been determined that this regulatory action will have an annual effect on the economy of more than \$100 million because the amount of government transfers provided through SFSF will exceed that amount. Therefore, this action is “economically significant” and subject to OMB review under section 3(f)(1) of the Executive Order.

The costs of this regulatory action have been reviewed in accordance with Executive Order 12866. Under the terms of the Order, the Department has assessed the costs and benefits of this regulatory action.

In assessing the potential costs and benefits--both quantitative and qualitative--of these requirements, the Department has determined that the benefits of the requirements exceed the costs. The Department also has determined that this regulatory action does not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

Need for Federal Regulatory Action:

These requirements, definitions, and approval criteria are needed to implement the State Fiscal Stabilization Fund program in a manner that the Secretary believes will best enable the program to achieve its objectives of supporting meaningful education reforms in the States while helping to stabilize State and local budgets and minimize reductions in education and other essential services. In particular, the requirements, definitions, and approval criteria included in this notice are necessary to advance the four key educational reforms listed in the ARRA, particularly by ensuring better reporting and more public availability of information on the progress of implementation in each of the four reform areas. The requirement for each State to establish a longitudinal data system that includes the elements specified in the America COMPETES Act will have an especially significant impact on the availability of data that can be used in developing and improving programs; targeting services; developing better linkages between preschool, elementary and secondary schools, and postsecondary systems, agencies, and institutions; and holding schools, LEAs, and institutions accountable for their performance. Establishment of such a system by each participating State is also required under the ARRA.

Further, the requirement for each State to provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, reflects a need to ensure that teachers have better data on how well they are educating their students and that school and LEA leaders have valuable information that they can use in developing and providing professional development opportunities, assigning teachers, and implementing compensation and other human capital policies.

The definitions included in this notice are necessary to give clearer meaning to some of the terms used in the descriptions of the requirements and approval criteria. The approval criteria themselves are needed in order to provide for a clear and objective set of standards that the Secretary will use in ensuring that each State, before receiving the remainder of its Stabilization program allocation, has in place a plan for collecting and publicly reporting the required data and meeting the other requirements in this notice.

Regulatory Alternatives Considered:

A likely alternative to promulgation of the types of requirements, definitions, and approval criteria in this notice would be for the Secretary to release the remaining Stabilization program funds without establishing specific reporting or other requirements. Under such a scenario, participating States would still be required to meet the statutory requirements (that is, to take actions to improve teacher effectiveness and the equitable distribution of highly qualified teachers, establish statewide longitudinal data systems that include the elements specified in the America COMPETES Act, enhance the quality of their standards and assessments, ensure the inclusion of students with disabilities and limited English proficient students in their assessments, and take steps to improve consistently low-performing schools), but there would be no assurance of consistent and complete reporting of States' progress and no uniform mechanism for measuring and comparing States' performance. Additionally, the need for teachers to obtain better information on their students' educational progress would likely be unfulfilled.

Summary of Costs and Benefits:

The Department has analyzed the costs of complying with these final requirements. Some of the costs will be minimal and others more significant. As an example of a requirement that will result in minimal burden and cost, States are currently required to report annually, through EDFacts (the Department's centralized data collection and warehousing system), for the State as a whole and for each LEA, the number and percentage of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified. Indicator (a)(1) requires that they confirm the data they have reported, which should not be a time-consuming responsibility. As a second example, the requirement to confirm the approval status of the State's assessment system under section 1111(b)(3) of the ESEA, as determined by the Department, should also require minimal effort.

Appendix F

APPLICATION CHECKLIST and SUBMISSION INFORMATION

Please use the following checklist to ensure that your application is complete:

PART 1: State Fiscal Stabilization Fund Phase II Application Cover Sheet

- Is all of the requested information included on the State Fiscal Stabilization Fund Phase II Application Cover Sheet?
- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?
- SIGNATURE REQUIRED** – Has the Chief State School Officer signed the State Fiscal Stabilization Fund Phase II Application Cover Sheet?

PART 2: Maintenance-of-Effort Information

- Has the State provided all data as requested?
- Is any of the data reported different from the State's most current Phase I application?
- Has the State included attachments responding to Part 2A(3)(a) and Part 2A(3)(b)?
- SIGNATURE REQUIRED** – Has the Governor or his/her authorized representative signed the other Assurances and Certifications?
- If applicable, has the State indicated whether the MOE waiver request has already been submitted or whether it is included with this application package?

PART 3A: Assurance Indicators and Descriptors

- Has the State responded appropriately to all indicators and descriptors?

PART 3B: Data Collection and Public Reporting Plan

- For each assurance indicator or descriptor under education reform areas (a), (c), and (d), for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), has the State provided a plan for developing and implementing, as soon as possible, but no later than September 30, 2011, that includes all plan elements detailed in Part 3B?
- Has the State completed the Plan Element Verification table as applicable?
- For Indicator (b)(1), has the State completed the America COMPETES Plan Element Verification table as applicable?
- For Indicator (b)(2), has the State ensured that the plan meets the requirements described in Part 3B?
- For Indicator (b)(3), has the State ensured that the plan meets the requirements described in Part 3B?
- For Indicators (c)(11) and (c)(12), has the State completed the Plan Element Verification table as applicable?

PART 3C: General Requirements

- ❑ In an attachment, has the State described the processes employed to review and verify the required data and other information for the indicators and descriptors?
- ❑ In an attachment, has the State described the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

SUBMISSION INFORMATION

Please submit your application to the Department as follows:

1. E-mail an electronic version of your application in .PDF (Portable Document) format to phaseIIapplication@ed.gov and
2. Mail the original and two copies of your application by express mail service through the U.S. Postal Service or through a commercial carrier to the following address:

Dr. Joseph C. Conaty
Director, Academic Improvement and Teacher Quality Programs
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E314
Washington, D.C. 20202