

ARRA Framework: Stage Descriptors

Data Systems

The Data Systems stage descriptors were developed using the following: State Fiscal Stabilization Fund priorities (SFSF), Race to the Top Notice priorities (RTTT), State Longitudinal Data System proposed priorities (SLDS), Investing in Innovation Fund proposed priorities (I3), America COMPETES Act requirements (ACA), Data Quality Campaign’s Essential Elements (DQC), and Achieve’s Race to the Top Guides (Achieve). When applicable, the specific source is noted next to the descriptor.

Data Systems That Support Continuous Improvement				
<i>Competitive Priority: The state has used its data system to identify specific needs of student groups to address underrepresentation in STEM.</i>				
<i>Invitational Priority: The state has used its data system to identify school-level gaps and needs in “real time” to make decisions to support reform and innovation.</i>				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has implemented a plan to meet the requirements of the America COMPETES Act. (See Stage 2.)</p> <p>The state has legislation or other policy directives that require and enable the inclusion of PK–12 and postsecondary data in the state longitudinal data system, including the ability to match students over time, match teachers to students, and match teachers with their preparation programs.</p> <p>The state has begun discussions or planning regarding the integration of PK–12 and postsecondary data systems.</p> <p>The state has utilized its data collection systems for mandatory reporting and system operations.</p>	<p>The state has begun implementation of the mechanical requirements of the Data Quality Campaign and America COMPETES:</p> <ul style="list-style-type: none"> • A unique student identifier • Student-level enrollment, demographic, and program participation information • Information on untested students • Student-level college readiness test scores, graduation, and dropout data • A state audit system to assess data quality, validity, and reliability • Student-level transcript information, including information on courses completed and grades earned <p>The state has begun to differentiate purposes for data and takes the leadership in helping districts do so as well:</p> <ul style="list-style-type: none"> • Selected systems-level indicators for state policymakers to advocate for systems effectiveness in meeting student needs • State-level performance measures to test whether programs or interventions are working and support accountability at the state and local levels 	<p>The state has completed the implementation requirements of the Data Quality Campaign and America COMPETES, including those tasks that require more intricate system integration:</p> <ul style="list-style-type: none"> • The ability to match year-to-year test records to measure academic growth of students • A teacher identifier system with the ability to match them to students • The ability to communicate between and match information across the PK–12 and postsecondary data systems • Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete PK–16 education programs, including data needed to develop early warning systems • Postsecondary performance data, including remediation data <p>The state has enhanced or expanded its data system to include additional information from other areas within the education system, such as special education programs, English language learner (ELL) programs, early childhood programs, human resource, finance, health, postsecondary education.</p>	<p>The state has integrated its longitudinal data system with data systems outside education (e.g., workforce development).</p> <p>The state has integrated multiple measurements of student learning into the data system.</p> <p>The state has used the longitudinal data system to implement and revisit systems changes decisions (e.g., funding structures, staff organization, and resource allocation).</p> <p>The state has integrated data differentiation into its decision-making processes and its support systems for districts.</p> <p>The state has implemented its plans to integrate district and state data systems including educator preparation and certification data systems.</p> <p>The state has developed protocols or policy to deal with cross-sector (e.g., education, human services, employment) data sharing at least for research purposes.</p> <p>The state has developed a P–20 data system that includes a comprehensive assessment of all aspects of the developmental, educational, fiscal,</p>	<p>Next-level state innovation</p>

Note: All invitational and competitive priorities presented in this framework are based on expectations outlined in the Race to the Top application.

Data Systems That Support Continuous Improvement

Competitive Priority: The state has used its data system to identify specific needs of student groups to address underrepresentation in STEM.

Invitational Priority: The state has used its data system to identify school-level gaps and needs in “real time” to make decisions to support reform and innovation.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	<ul style="list-style-type: none"> • Program-level performance measures that provide information needed for continuous improvement, such as the development of technical assistance and professional development plans that help local education agencies (LEAs) access, collect, and use data <p>The state has started to explore stronger coordination between state and district data systems:</p> <ul style="list-style-type: none"> • Local practitioners’ easy and timely accessibility to their own state data • Analytical tools for data analysis by district staff • Professional development or orientation for data analysis for district staff • Ability to accommodate local data in analytical tools <p>The state has developed a strategic plan for the use of data to inform systems changes, including funding structures, staff organization, and resource allocation.</p>	<p>The state has integrated data differentiation into its support systems for districts.</p> <p>The state has begun to integrate its longitudinal data system with data systems outside education (e.g., workforce development).</p> <p>The state has the ability to use the data system to facilitate research to improve student achievement and close achievement gaps. (SLDS)</p> <p>The state has the ability to provide diagnostic and early warning system reports. (Achieve)</p> <p>The state and local districts have the ability to use the data system for continuous improvement to enhance its supports to schools and districts, including formative assessment mechanisms to ensure availability of “real time” data to inform decision making.</p> <p>The state has used the longitudinal data system to examine trends and identify gaps in resource allocation, funding structures, and other support structures.</p> <p>The state has embarked on providing relevant data and analysis training to all staff on interpreting data, visually representing data and key statistical analysis skills.</p> <p>The state incorporates current data visualization tools into the state longitudinal data system to make interpreting and presenting data to key stakeholders easier and more understandable.</p>	<p>and policy conditions at all levels as well as the developmental and educational needs and attainment of students.</p> <p>The state recognizes that the use of data is integral in guiding specific and ongoing, state-, district-, school-, and classroom-level improvement plans and efforts, including the development, monitoring, evaluation, and refinement of the program.</p> <p>A more holistic, comprehensive view of student learning is incorporated into student, teacher, school, and district analysis and evaluations. Multiple forms and modes of assessment allow students and teachers to take advantage of each students’ learning styles and strengths and compensate for learning challenges, providing a less linear path toward mastery but a more valid and reliable one.</p>	

Standards and Assessment

The Standards and Assessment stage descriptors were developed using the following: State Fiscal Stabilization Fund priorities (SFSF), Race to the Top Notice priorities (RTTT), State Longitudinal Data System proposed priorities (SLDS), Investing in Innovation Fund proposed priorities (I3), Achieve’s College and Career Readiness resources and Race to the Top Guides (Achieve), Partnership for 21st Century Skills resources (P21), and Common Core Initiative resources (CC). When applicable, the specific source is noted next to the descriptor.

Standards				
<i>Competitive Priority: The state developed its state standards and assessments in alignment with STEM priorities.</i>				
<i>Competitive Priority: The state has encouraged and provided supports for partnerships between PK–12, postsecondary institutions, industry, museums, or other STEM-capable community partners.</i>				
<i>Invitational Priority: The state has coordinated P–20 efforts that identified and developed needed supports for vertical alignment, teacher preparation, and professional development. [Cross-Reference: Data Systems and Teacher Effectiveness]</i>				
<i>Invitational Priority: The state has legislation or policy directives that require or support P–20 coordination and alignment of standards and assessment (i.e., P–20 council).</i>				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has a system in place with the following:</p> <ul style="list-style-type: none"> • Developed state standards in at least English language arts (ELA), mathematics, and science • Aligned state assessments in at least ELA, mathematics, and science • Ability to report, with a multiple-year trend line, on the success of the assessed student populations <p>The state has signed onto the Common Core Initiative.</p>	<p>The state has reviewed the current state standards and is in the process of revising and aligning them to reflect more rigorous expectations for college and career readiness, including increasing cognitive demand; defining exemplary performance outcomes of standards; and considering appropriate themes, strands, or “big ideas” to truly connect all standards and topics and build a coherent, comprehensive system to prepare all students for the future. A move toward rigorous, project-based course syllabi in secondary education is established. (Achieve, P21)</p> <p>The state has adopted at least 85 percent of the Common Core Standards, and the remaining percentage is aligned to internationally benchmarked college and career readiness requirements. (CC)</p> <p>The state is pursuing a direction to consider P–21 or additional rigor that would expand upon the Common Core.</p> <p>The state has expanded work to include additional SEA staff in recognition of the systemic implications of the revised standards (i.e., SSOS, Assessment).</p>	<p>The state has revised its graduation requirements to reflect the Stage 2 work of developing a college and career-ready standards and assessment system. (Achieve)</p> <p>The state has provided professional development in alignment with the revised standards and internationally benchmarked career and college readiness requirements. [Cross-Reference: Teacher Effectiveness]</p> <p>The state has developed a professional development program that focuses on assisting in local implementation of the standards and career and college readiness requirements.</p> <p>The state has established regulatory alternative pathways for students to meet state standards and graduation requirements through 21st century learning experiences such as demonstration of competency, dual enrollment, and project-based learning. (Achieve, I3)</p> <p>The state has developed a process, ideally in collaboration with other states and expert panels, for curricular renewal. State standards and exemplars of learning are continually defined and improved to reflect current research and needs related to cognitive complexity, international benchmarking, and the learning sciences.</p>	<p>The state has integrated and upgraded college and career readiness standards into its instructional delivery system to ensure that students are being prepared for the critical academic, research, and workforce skills (i.e., nonroutine analytic and interactive) required to succeed academically and professionally. The state is monitoring these skills through state education agency (SEA) assessment and data systems. [Cross-Reference: Data Systems]</p> <p>The state has provided guidance and supports for students and educators to implement the alternative pathways including options for multidisciplinary credit earning through 21st century learning experiences, such as demonstration of competency, test-out provisions, portfolios, and internships.</p> <p>The state has used the common standards in its development of a comprehensive balanced assessment system.</p> <p>The state has utilized its collaborative curricular renewal process to provide targeted school reform and professional development supports to the local level.</p>	<p>Next-level state innovation</p>

Assessment

*Invitational Priorities: The state has in place a mechanism to **collect and report enrollment and performance data** from its institutions of higher education. [Cross-Reference: Data Systems]*

*Invitational Priorities: The state has **engaged higher education** with its standards and assessment revisions to better align them with postsecondary expectations.*

*Invitational Priority: The state has **coordinated P–20 efforts** that identified and developed needed supports for vertical alignment, teacher preparation, and professional development. [Cross-Reference: Data Systems and Teacher Effectiveness]*

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has implemented approved assessments in ELA, mathematics, and science and has begun conversations regarding enhancement to the state assessment system.</p> <p>The state has implemented approved alternative assessments with effective and appropriate accommodations for ELLs and students with disabilities.</p> <p>The state has recognized the need for improved assessments that measure student learning and competency.</p>	<p>The state has begun development of pilot college and career readiness assessments and performance assessment/competency-based tasks. (Achieve, P21)</p> <p>The state has developed interim common assessments and formative assessments aligned to the Common Core. (Achieve, CC)</p> <p>The state has begun work on revising its high-stakes assessments to better align with internationally benchmarked college and career readiness standards, including a focus on application of knowledge, research and inquiry, and creative problem solving. (Achieve, RTTT)</p> <p>The state has ensured that progress maps/learning progressions are articulated and that alignment exists between what students are taught (core curricular standards) and what students are assessed on.</p> <p>The state has ensured that the pace of the curriculum is in alignment with the timing of curriculum/standards mastery and high-stakes assessments.</p>	<p>The state has integrated college and career readiness into the state assessment system. (Achieve)</p> <p>The state has developed performance/competency-based assessments and appropriate supports for use by all districts and schools.</p> <p>The state has incorporated supports for next generation assessments into its statewide system of support, including appropriate technology supports.</p> <p>The state has developed an early warning system that includes formative assessment data and nonformative data for early warning system development. [Cross-Reference: Data Systems]</p> <p>The state has designed a more reliable multiple measures approach combining scores of classroom-level assessment data (i.e., student performances, projects, and portfolios) with other formative, interim, and summative student data to build a coherent and comprehensive view of student performance.</p> <ul style="list-style-type: none"> Collecting and analyzing these data through a broad range of tasks, projects, and performances is encouraged. Implementing statistical analysis processes and increasing assessment literacy at the teacher and building leadership level are also part of this approach. <p>The state gives students opportunities to show mastery of what they have learned and demonstrate what they know and can do with what they have learned. Higher-order thinking skills and depth of student learning are emphasized more than test preparation to get a score.</p>	<p>The state has developed a balanced assessment system incorporating multiple measures that allow educators to identify the instructional needs to address the gap between where struggling students are and where they need to be in order to be college- or career-ready.</p> <p>The state has designed and implemented a multiple measurement approach (more reliable), and assessment literacy for teachers and administrators has been built into the plan.</p> <p>The state has developed a process and supports to promote K–12 and higher education partnerships for instructional delivery.</p> <p>The state has applied current statistical and psychometric analysis tools to local, more formative assessments and data to visually represent student progress toward standards and increase teacher and building-level leadership assessment literacy skills.</p> <p>The state has built more empirical analysis of authentic, performance-based assessment into accountability models and systems, marrying local assessment data with state-level, large-scale summative data for more comprehensive interpretations and analyses.</p>	<p>Next-level state innovation</p>

Support Systems for Implementation of Standards and Assessment

Competitive Priority: The state has begun to implement additional supports to schools and districts in STEM implementation (e.g., professional development, guidance).

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has engaged representative stakeholders in standards development with most of the development work carried out by SEA staff and contractors.</p> <p>The state has standards that include at least the core areas of ELA, mathematics, and science.</p>	<p>The state has gained appropriate policy approvals that commit districts to the expectation that students meet new standards as verified through state assessments.</p> <p>The state has begun development of appropriate supports to districts and schools for implementation of new requirements. At this stage, this support consists of orientation to the content of the new standards.</p> <p>The state has begun development of appropriate supports to districts and schools for implementation of new assessments. At this stage, this support consists of orientation to the content of the new standards and providing direction on assessment procedures.</p> <p>The state has implemented timely reporting processes that meet all federal and state accountability requirements.</p>	<p>The state has implemented statewide the new standards into the curriculum and graduation requirements for all students (“phasing in” is complete).</p> <p>The state has begun planning a uniform system of support to all districts to support successful implementation that might include the following:</p> <ul style="list-style-type: none"> • Curricular frameworks that provide more explicit operational guidance to teachers on content and skills to be acquired • State-designed, local assessment systems that support formative and benchmark assessments • State identified key instructional strategies needed to support the effective instruction needed to reach all students • A system of state or regional providers to carry out the uniform system of support including access to the professional development needed to support more effective instruction <p>The state has completed development of supports for implementation and has integrated them into the existing SSOS for struggling schools, including Web-based tools. [Cross-Reference: Struggling Schools]</p>	<p>The state has implemented a uniform system of support to all districts to support successful implementation that might include the following:</p> <ul style="list-style-type: none"> • Curricular frameworks that provide more explicit operational guidance to teachers on content and skills to be acquired (Frameworks are defined with enough specificity and granularity that performance mastery is obvious to teachers and students, allowing for alignment of assessments and instruction.) • Students engaged in the process of monitoring their own learning and that of their peers (Increasing amounts of higher-order thinking skills, research, inquiry, and collaboration are brought into the mastery of curricular standards.) • Development and enhancement of state-designed, local assessment systems that support formative and benchmark assessments • State focus on developing teacher judgment skills and assessment literacy and engaging all staff more significantly in data analysis • State identified key instructional strategies needed to support effective instruction to reach all students • A system of state or regional providers to carry out the uniform system of support including access to the professional development needed to support more effective instruction, encompassing content, assessment, pedagogical, and student learning knowledge • Emphasis on “guiders of learning” and exploration as opposed to “sages on stage” or presenters of content • More significant role of technology in instructional delivery at this level <p>The state considers changes in state funding to districts that will allow an incentive for districts that improve on growth in student performance related to the standards.</p>	<p>Next-level state innovation</p>

Teacher Effectiveness and Equitable Distribution

The Teacher Effectiveness and Equitable Distribution stage descriptors were developed using the following: State Fiscal Stabilization Fund priorities (SFSF), Race to the Top Notice priorities (RTTT), State Longitudinal Data System proposed priorities (SLDS), Investing in Innovation Fund proposed priorities (I3), America COMPETES Act requirements (ACA), Data Quality Campaign’s Essential Elements (DQC), and Achieve’s Race to the Top Guides (Achieve). When applicable, the specific source is noted next to the descriptor.

New Teachers				
<i>Competitive Priority: The state places a focus on STEM Teacher Preservice and Inservice Preparation.</i>				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has implemented regulations for the approval of teacher preparation programs.</p> <p>The state has implemented regulations for continuing education and licensure.</p> <p>The state has implemented supports for new teacher mentoring and induction programs.</p> <p>The state has recognized the need for alternative certification programs.</p>	<p>The state has implemented regulations for the approval of teacher preparation programs including the content and skills teachers need to address the new content standards.</p> <p>The state has implemented regulations for continuing education and continuing licensure that take into account the content and skills needed to address the new content standards. [Cross-Reference: Standards and Assessment]</p> <p>The state has the ability to provide more integrated supports and processes for the mentoring and induction of new teachers statewide.</p> <p>The state has begun implementation of its data system enhancements. [Cross-Reference: Data Systems]</p> <p>The state has begun development of alternative pathways to teacher and principal certification.</p>	<p>The state has begun implementation of performance-based preparation and licensure through which candidates demonstrate and document their ability to meet standards for effective teaching.</p> <p>The state has begun implementation of regulations that require that a substantial part of credits needed for relicensure are based on practitioners participating in long-term, high-quality professional development through which they demonstrate and document their ability to meet standards for effective teaching.</p> <p>The state has designed more detailed mentoring and induction requirements that provide more intensive support by trained mentors and help practitioners demonstrate and document their ability to meet standards for effective teaching.</p> <p>The state has the ability to assess the effectiveness of preparation programs by linking data on teacher and principal effectiveness to their preparation program. [Cross-Reference: Data Systems]</p> <p>The state has developed and begun implementation of alternative pathways to teacher and principal certification.</p> <p>The state has provided guidance to districts for model processes for selection or hiring and also provides technical support for recruiting strategies.</p> <p>The state has begun to implement differential compensation strategies to support high-need schools, shortage areas, and other market forces.</p>	<p>The state has implemented performance-based preparation and licensure through which candidates for licensure demonstrate and document their ability to meet standards for effective teaching.</p> <p>The state has implemented regulations that require that a substantial part of credits needed for relicensure are based on practitioners participating in long-term, high-quality professional development through which they demonstrate and document their ability to meet standards for effective teaching.</p> <p>The state has designed and implemented more detailed requirements for mentoring and induction programs that provide more intensive support by trained mentors and help practitioners demonstrate and document their ability to meet standards for effective teaching.</p> <p>The state has connected teacher and principal effectiveness data to their preparation formatively and summatively to improve preparation and shorten the feedback loop between preparation programs and teacher performance.</p> <p>The state has fully implemented its alternative pathways to teacher and leader certification, which include programs not run by institutions of higher education.</p> <p>The state provides support to districts for model processes for selection or hiring and also provides technical support for recruiting strategies.</p> <p>The state supports widespread differential compensation strategies to support high-need schools, shortage areas, and other market forces.</p>	<p>Next-level state innovation</p>

Career Teachers

Competitive Priority: The state provides targeted supports and professional development opportunities focused on STEM priorities.

Invitational Priority: The state encourages secondary and postsecondary collaborative professional development programs.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has implemented regulations for continuing education and licensure.</p> <p>The state has implemented legislation or policy directives that require revisions to the state’s role in teacher and principal evaluation.</p> <p>The state has a mechanism for collecting data on the number of core academic courses taught, in the highest poverty and lowest poverty schools, by highly qualified teachers.</p> <p>The state has mechanisms to generally support teacher and leader professional development.</p> <p>The state has a mechanism to collect teacher evaluation data (i.e., performance ratings or levels) from each LEA. (SFSF)</p>	<p>The state has regulations for continuing education and continuing licensure that take into account the content and skills needed to address the new content standards. [Cross-Reference: Standards and Assessment]</p> <p>The state has begun development of state policies and supports to lay the foundations for a statewide teacher evaluation system that includes differentiation as a key component for decision making regarding the following:</p> <ul style="list-style-type: none"> • Professional development • Compensation and incentives • Tenure or professional licensure (Achieve, RTTT) <p>The state has examined its current distribution of teachers and has identified what distribution of highly qualified teachers is needed to meet the goal of equitable distribution.</p> <p>The state has developed targeted supports to address specific professional development needs, including pedagogical content and student learning and assessment skills. [Cross-Reference: Data Systems]</p> <p>The state has begun to develop guidance for LEAs to utilize data/evaluation systems that include student achievement outcomes as an evaluation criterion for teachers and principals.</p>	<p>The state administers a consistent statewide assessment that requires practitioners seeking career licensure to demonstrate and document their ability to meet standards for effective teaching at the career level.</p> <p>The state has begun implementation of a statewide teacher evaluation system that includes differentiation as a key component for decision making regarding the following:</p> <ul style="list-style-type: none"> • Professional development • Compensation and incentives • Tenure or professional licensure <p>The state develops and implements its plan to have equitable distribution of effective teachers in high-poverty schools and hard-to-staff subjects.</p> <p>The state has fully implemented its enhanced data system to include data such as the following:</p> <ul style="list-style-type: none"> • The ability to match individual students’ test records from year to year to measure academic growth • A teacher identifier system with the ability to match teachers to students • A principal identifier system with the ability to match leaders to the teachers in their school (ACA, DQC, RTTT, SFSF) <p>The state has expanded its professional development support system to encourage and promote a statewide collaborative professional development system.</p>	<p>The state has implemented regulations that require that a substantial part of credits needed for relicensure are based on practitioners participating in long-term, high-quality professional development through which they demonstrate and document their ability to meet standards for effective teaching.</p> <p>The state has fully implemented a statewide teacher evaluation system that includes comprehensive training for supervisors and coaches and is aligned with the curriculum requirements for teacher preparation programs.</p> <p>The state supports a system for compensation and promotion of teachers and principals that includes opportunities such as performance-based compensation and teacher leadership. (RTTT)</p> <p>The state ensures an equitable distribution of effective teachers in high-poverty and hard-to-staff schools, not only through policy actions, but through the development of specific support and data collection mechanisms.</p> <p>The state has implemented its plans to integrate district and state data systems, including educator preparation and certification data systems with student data.</p> <p>The state has integrated student-level growth measurement into high school assessment systems. [Cross-Reference: Standards and Assessment]</p>	<p>Next-level state innovation</p>

Leaders

Competitive Priority: The state provides targeted supports and professional development opportunities focused on STEM priorities.

Invitational Priority: The state encourages secondary and postsecondary collaborative professional development programs.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has implemented legislation or policy directives that require revisions to the state’s role in principal evaluation.</p> <p>The state has implemented supports for principal professional development.</p> <p>The state has a mechanism to collect principal evaluation data (i.e., performance ratings or levels) from each LEA. (SFSF)</p>	<p>The state has examined its current distribution of principals and identified what distribution of highly qualified leaders is needed in hard-to-staff areas to meet its goals. (Achieve)</p> <p>The state has begun development of state policies and supports to lay the foundations for its revised school/district leader evaluation system that includes differentiation as a key component for decision making regarding the following:</p> <ul style="list-style-type: none"> • Professional development • Compensation and incentives • Tenure (Achieve, RTTT) <p>The state has developed targeted supports to address specific professional development needs of school and district leaders.</p> <p>The state has begun to develop guidance for LEAs to utilize data/evaluation systems that include student achievement outcomes as an evaluation criterion for teachers and principals.</p> <p>The state has begun implementation of its data system enhancements. [Cross-Reference: Data Systems]</p>	<p>The state develops and implements its plan to have an equitable distribution of effective principals in high-poverty schools and hard-to-staff subjects.</p> <p>The state has fully implemented its enhanced data system to include data such as the following:</p> <ul style="list-style-type: none"> • The ability to match individual students’ test records from year to year to measure academic growth • A teacher identifier system with the ability to match teachers to students • A principal identifier system with the ability to match principals to teachers in their school (ACA, DQC, RTTT, SFSF) <p>The state has implemented state policies and supports for its revised teacher and principal effectiveness system:</p> <ul style="list-style-type: none"> • Preservice preparation, multiple rating categories, recruitment, retention, mentoring/induction, evaluation criteria/processes <p>The state has begun to use the information collected through its longitudinal data system and revised teacher/principal effectiveness structures to make decisions (i.e., promotion, compensation, professional development).</p> <p>The state has the ability to assess the effectiveness of preparation programs by linking data on teacher and principal effectiveness to its preparation program. [Cross-Reference: Data Systems]</p>	<p>The state ensures an equitable distribution of effective teachers in high-poverty schools and hard-to-staff subjects, not only through policy actions but through the development of specific support and data collection mechanisms.</p> <p>The state has longitudinal data systems that collect teacher-level and principal-level data connected to student achievement.</p> <p>The state has a system for compensation and promotion of schools/district leaders that includes opportunities such as performance-based compensation.</p> <p>The state uses the ability to connect teacher and principal effectiveness data to their preparation formatively and summatively to improve preparation and shorten the feedback loop between preparation programs and teacher performance. (RTTT)</p>	<p>Next-level state innovation</p>

Struggling Schools

The Struggling Schools stage descriptors were developed using the following: State Fiscal Stabilization Fund priorities (SFSF), Race to the Top Notice priorities (RTTT), Investing in Innovation Fund proposed priorities (I3), Title I School Improvement Grant proposed priorities (SIG), and Achieve’s Race to the Top Guides (Achieve). When applicable, the specific source will be noted next to the descriptor.

Support Systems <i>Competitive Priority: The state has engaged local and/or regional STEM networks/hubs to explore and develop partnerships to provide resources and support to low-performing schools.</i> <i>Invitational Priority: The state has integrated early learning opportunity supports into its statewide system of support.</i>				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>The state has implemented a statewide system of support for Title I schools and districts not meeting federal adequate yearly progress measures.</p> <p>The state has legislative or policy directives that encourage the establishment of charter schools and innovative, autonomous public schools. (RTTT)</p> <p>The state has a plan in place to expand its current statewide system of support to include support for charter schools and supports for turnaround and transformation. (RTTT, SIG)</p> <p>The state has begun work to broaden the indicators of school/district performance to include information beyond AYP that provide a more comprehensive picture of college and career readiness. (Achieve)</p> <p>The state has a plan in place to identify the lowest performing 5 percent of schools (including non-Title I schools).</p>	<p>The state has established supports for non-Title I schools or has incorporated those schools into the current statewide system of support.</p> <p>The state has mapped its current statewide system of support to the three tiers within the School Improvement Grants.</p> <p>The state has begun development of supports for charter schools and innovative, autonomous public schools, including guidance regarding approval, monitoring, and evaluation expectations. (RTTT)</p> <p>The state has started to examine the data collected to identify trends and support needs. <i>[Cross-Reference: Data Systems]</i></p> <p>The state has a comprehensive communications plan in place to promote engagement and strengthen ties between the state education agency and local education agencies.</p> <p>The state has aligned its support systems to the new college and career readiness standards and assessments to better meet the needs of struggling schools. <i>[Cross-Reference: Standards and Assessments]</i></p> <p>The state has begun to target professional development supports based on trend data of student performance in struggling schools. <i>[Cross-Reference: Teacher Effectiveness]</i></p>	<p>The state has fully integrated non-Title I and charter schools into its statewide system of support.</p> <p>The state has developed processes and structures to support the following:</p> <ul style="list-style-type: none"> • Turnarounds • Closures • Transformations • Restarts <p>The state has provided increased flexibility for LEAs to deliver high-quality instruction through alternative pathways (i.e., out-of-school time). <i>[Cross-Reference: Standards and Assessments]</i></p> <p>The state has begun to use the information collected through its longitudinal data system and revised teacher/principal effectiveness structures to make decisions regarding appropriate and effective interventions. <i>[Cross-Reference: Teacher Effectiveness and Data Systems]</i></p> <p>The state has begun to leverage the relationships built and strengthened through its comprehensive communications plan to facilitate multi-sector conversations and partnerships to discuss and address how to better meeting the needs of low-performing schools.</p>	<p>The state has integrated its processes and supports developed for turnaround schools, school closures, transformation schools, and school restarts for into its statewide system of support.</p> <p>The state has aligned its supports to include out-of-school learning opportunities and community-based learning opportunities. (SIG)</p> <p>The state has integrated specific needs of struggling schools into its professional development system, including professional development delivery systems.</p> <p>The state has integrated its teacher/principal effectiveness and evaluation systems with its school improvement processes. <i>[Cross-Reference: Teacher Effectiveness]</i></p> <p>The state has developed and implemented comprehensive instructional reform strategies. (SIG)</p> <p>The state has leveraged teacher and principal mentoring and collaboration supports built to provide “real time” access to targeted supports and best practices.</p> <p>The state has a comprehensive communications plan in place to promote engagement and strengthen ties between the SEA and LEAs.</p>	<p>Next-level state innovation</p>