

1. data1

**Definition:** (C)(1) Fully implementing a statewide longitudinal data system (24 points)

*The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).*

*This variable corresponds to the first element of the America COMPETES Act in state applications for Race to the Top. States were given a 1 if they had a unique identifier for every student K-12, omitting higher education or workforce due to ambiguity in the application definition. In addition, those states that had only voluntary systems were coded as 0 in application coding. Finally, those states that did not yet have unique student identifiers but instead had unique teacher identifiers were coded as a 0 in application coding.*

2. data8

**Definition:** This variable corresponds to the eighth element of the America COMPETES Act, a teacher identifier system with the ability to match teachers to students.

3. innovativeschoolsauth

**Definition:** (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

4. innovativeschoolsbuild

**Definition:** (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools;

5. innovativeschoolsnumber

**Definition:** (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

*The extent to which -*

*(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in*

*the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;*

6. lowachieve.intervene

**Definition:** *(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)*  
*The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the States persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.*

7. measuregrowth

**Definition:** *(D)(2) Improving teacher and principal effectiveness based on performance (58 points)*  
*The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice) -*  
*(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)*

8. prepprogram

**Definition:** *(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)*  
*The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to -*  
*(i) Link student achievement and student growth (both as defined in this notice) data to the students teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and*  
*(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).*

9. standards\_consortium

**Definition:** *(B)(1) Developing and adopting common standards (40 points)*  
*The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B) -*  
*(i) The State's participation in a consortium of States that - (20 points)*  
*(a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and*  
*(b) Includes a significant number of States;*

10. standardsadopt

**Definition:** (ii) (20 points)

(a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.

11. common\_assessments

**Definition:** (B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that –

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

12. pathwaysroutes

**Definition:** (D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points) The extent to which the State has –

(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;

(ii) Alternative routes to certification (as defined in this notice) that are in use; and

(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

13. evalsystem1 (multiple categories), evalsystem2 (student growth)

**Definition:** (D)(2) Improving teacher and principal effectiveness based on performance

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice) –

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teach-

ers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

14. annualevals

**Definition:** (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools (10 points)

15. evalsprofdev

**Definition:** (iv) Use these evaluations, at a minimum, to inform decisions regarding – (28 points)

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

16. evalsreward1 (compensation), evalsreward2 (additional responsibility)

**Definition:** (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

17. evalstenure

**Definition:** (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

18. evalsfire

**Definition:** (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.