PAVILION OFFICE BUILDING
MONTPELIER, VERMONT 05609-0201

OFFICE OF THE SECRETARY
TEL.: (802) 828-3322
FAX: (802) 828-3320

STATE OF VERMONT

AGENCY OF ADMINISTRATION

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,
SW., Room 3E314,
Washington, DC 20202

Dear Dr. Conaty,

Enclosed please find Vermont's application for Phase II SFSF funding under ARRA. If you have any questions about this application, please direct them to me and I will assure that they get immediate attention.

I would appreciate an acknowledgement that this has been received.

Thank you.

Neale Lunderville
Secretary of Administration
Office of Economic Stimulus and Recovery State of Vermont
802 828-3322

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

Washington, D.C. 20202-

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

NOTE: OMB Control Number forthcoming.

TABLE OF CONTENTS

Introduction
Purpose of Program 3
Program and Application Background 3
Background Information on Assurances 4
Requirements for Phase I Funding 5
About the Application for Phase II Funding 6
Data Collection 6
Public Reporting on a State Website 7
Preparing the Application 7
Application Instructions 8
Application
Part 1: Application Cover Sheet 9
Part 2: Maintenance-Of-Effort Information 10
Part 2A: Update of Maintenance-Of-Effort Data 11
Part 2B: Attestation of Maintenance-Of-Effort Compliance 12
Part 3: Data Collection, Public Reporting, and Planning 13
Part 3A: Assurance Indicators and Descriptors 16
I. Assurance (a): Achieving Equity in Teacher Distribution 17
II. Assurance (b): Improving Collection and Use of Data 29
III. Assurance (c): Standards and Assessments 33
IV. Assurance (d): Supporting Struggling Schools 50
Part 3B: Data Collection & Public Reporting Plan 65
I. Assurances (a), (c), and (d) 65
II. Indicator (b)(1) 68
III. Indicator (b)(2) 70
IV. Indicator (b)(3) 71
V. Indicators (c)(11) and (c)(12) 72
Part 3C: General Requirements 74
Appendices 75
Appendix A: State Allocation Data A-1
Appendix B: Additional Information for Part 2: Maintenance-Of-Effort (MOE) B-1
Appendix C: Authorizing Statute for State Fiscal Stabilization Fund C-1
Appendix D: Other Applicable Statutes D-1
Appendix E: Notice of Final Requirements, Definitions, and Approval Criteria E-1
Appendix F: Application Checklist and Submission Information F-1

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 allocation[2]—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 indictors 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):	Applicant's Mailing Address:
James H. Douglas	Office of the Governor 109 State Street 5th floor Montpelier, VT 05609-0101

State Contact for the Education Stabilization Fund (CFDA No. 84.394)

Name: Neale Lunderville

Position and Office: Secretary of Administration

Contact's Mailing Address:

109 State Street
5th floor
Montpelier, VT 05609-0101
Telephone: 802-828-3322 Fax: 802-828-3320

E-mail address: Coleen.krauss@state.vt.us

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):	Telephone:
James H. Douglas	802-828-3333
Signature of Governor or Authorized Representative of the Governor: X	Date: 1/11/10

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):	Telephone:
Armando Vilaseca, Commissioner of Education	802-828-3135
Signature of the Chief State School Officer: X	Date: 1-11-10

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 **$___962,976,995__**

   FY 2009 **$_1,109,754,777__**

   FY 2010* **$_1,093,899,745__**

   FY 2011* **$_1,116,096,251__**

   (* 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 **$_65,102,571__**

   FY 2009 **$_69,280,865__**

   FY 2010* **$_69,280,866__**

   FY 2011* **$_69,280,866__**

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

3. **Additional Submission Requirements**: In an attachment to the application –

   (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

   (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

MOE Attachment. Data Supporting FY 2010 State Support
Vermont Department of Education
School Finance

Path..... J:\FY2010\Base10\
This File..... **FY10Fin_v11.xls**
Window..... **Calc**
Source File was..... FY10Fin_v04.xls

	By	Date	Time
Original.....	SeanC	09-Jun-09	8:07 AM
Last Modified.....	BradJ	04-Feb-09	9:55 AM
Current.....	BradJ	11-Jan-10	12:38 PM

Total Education Spending	1,132,474,781
Less SFSF for FY2010	38,575,036
Total FY 2010 State Support	**1,093,899,745**
FY 2011 estimated at 1.96% Increase	**1,116,096,251**

GovID	LEAID	DstID		TORO	County	S.U.	32	FY2010 Education Spending
1	2	3	4	5	6	7	8	21
Formula Parking Lot								-
				1	2	3	4	17
T031	Bristol	T031	Bristol	T031T031	Addison	01		3,697,410
T112	Lincoln	T112	Lincoln	T112T112	Addison	01		1,332,476
T127	Monkton	T127	Monkton	T127T127	Addison	01		2,071,631
T138	New Haven	T138	New Haven	T138T138	Addison	01		1,590,581
T196	Starksboro	T196	Starksboro	T196T196	Addison	01		1,825,582
T031	Bristol	U028	Mt Abraham U	U028T031	Addison	01		-
T112	Lincoln	U028	Mt Abraham U	U028T112	Addison	01		-
T127	Monkton	U028	Mt Abraham U	U028T127	Addison	01		-
T138	New Haven	U028	Mt Abraham U	U028T138	Addison	01		-
T196	Starksboro	U028	Mt Abraham U	U028T196	Addison	01		-
U028	Mt. Abraham U	U028	Mt. Abraham U	U028U028	Addison	01		11,454,252
T001	Addison	T001	Addison	T001T001	Addison	02		1,767,224
T076	Ferrisburgh	T076	Ferrisburgh	T076T076	Addison	02		2,452,836
T149	**Panton**	T149	Panton	**T149T149**	Addison	02	1	75,466
T213	**Vergennes ID**	T213	Vergennes Id	**T213T213**	Addison	02	1	177,128
T220	**Waltham**	T220	Waltham	**T220T220**	Addison	02	1	34,383
T001	Addison	U005	Vergennes UH	U005T001	Addison	02		-
T076	Ferrisburgh	U005	Vergennes UH	U005T076	Addison	02		-
T149	Panton	U005	Vergennes UH	U005T149	Addison	02		-
T213	Vergennes ID	U005	Vergennes UH	U005T213	Addison	02		-
T220	Waltham	U005	Vergennes UH	U005T220	Addison	02		-
U005	Vergennes UH	U005	Vergennes UH	U005U005	Addison	02		8,565,347
T149	Panton	U044	Vergennes Ue	U044T149	Addison	02		-
T213	Vergennes ID	U044	Vergennes Ue	U044T213	Addison	02		-
T220	Waltham	U044	Vergennes Ue	U044T220	Addison	02		-
U044	Vergennes UE	U044	Vergennes UE	U044U044	Addison	02		3,279,806
T029	Bridport	T029	Bridport	T029T029	Addison	03		1,101,446
T053	Cornwall	T053	Cornwall	T053T053	Addison	03		1,092,615
T123	Middlebury ID	T123	Middlebury Id	T123T123	Addison	03		5,165,940
T167	Ripton	T167	Ripton	T167T167	Addison	03		664,761
T180	Salisbury	T180	Salisbury	T180T180	Addison	03		1,256,377
T189	Shoreham	T189	Shoreham	T189T189	Addison	03		1,248,875
T239	Weybridge	T239	Weybridge	T239T239	Addison	03		1,004,247
T029	Bridport	U003	Middlebury UH	U003T029	Addison	03		-
T053	Cornwall	U003	Middlebury UH	U003T053	Addison	03		-
T123	Middlebury ID	U003	Middlebury UH	U003T123	Addison	03		-
T167	Ripton	U003	Middlebury UH	U003T167	Addison	03		-
T180	Salisbury	U003	Middlebury UH	U003T180	Addison	03		-
T189	Shoreham	U003	Middlebury UH	U003T189	Addison	03		-
T239	Weybridge	U003	Middlebury UH	U003T239	Addison	03		-
U003	Middlebury UH	U003	Middlebury UH	U003U003	Addison	03		15,187,648
T017	Benson	T017	Benson	T017T017	Rutland	04		1,285,230
T042	**Castleton**	T042	Castleton	**T042T042**	Rutland	04	1	-
T073	Fair Haven	T073	Fair Haven	T073T073	Rutland	04		3,755,130
T098	Hubbardton	T098	Hubbardton	T098T098	Rutland	04		357,045
T148	Orwell	T148	Orwell	T148T148	Addison	04		1,380,045
T233	West Haven	T233	West Haven	T233T233	Rutland	04		338,800
T017	Benson	U016	Fair Haven UH	U016T017	Rutland	04		-
T042	Castleton	U016	Fair Haven UH	U016T042	Rutland	04		-
T073	Fair Haven	U016	Fair Haven UH	U016T073	Rutland	04		-
T148	Orwell	U016	Fair Haven UH	U016T148	Addison	04		-
T233	West Haven	U016	Fair Haven UH	U016T233	Rutland	04		-
U016	Fair Haven UH	U016	Fair Haven UH	U016U016	Rutland	04		6,131,935
T042	Castleton	U042	Castleton Hub	U042T042	Rutland	04		-
T098	Hubbardton	U042	Castleton Hub	U042T098	Rutland	04		-
U042	Castleton-Hubt	U042	Castleton-Hub	U042U042	Rutland	04		4,909,440
T015	Bennington ID	T015	Bennington Id	T015T015	Bennington	05		8,640,935
T141	North Benningt	T141	North Benning	T141T141	Bennington	05		1,782,656
T159	Pownal	T159	Pownal	T159T159	Bennington	05		3,059,140
T183	Shaftsbury	T183	Shaftsbury	T183T183	Bennington	05		2,286,428
T252	Woodford	T252	Woodford	T252T252	Bennington	05		270,885
T259	Glastenbury	T259	Glastenbury	T259T259	Bennington	05		29,800
T015	Bennington ID	U014	Mt. Anthony U	U014T015	Bennington	05		-
T141	North Benningt	U014	Mt. Anthony U	U014T141	Bennington	05		-
T159	Pownal	U014	Mt. Anthony U	U014T159	Bennington	05		-
T183	Shaftsbury	U014	Mt. Anthony U	U014T183	Bennington	05		-
T252	Woodford	U014	Mt. Anthony U	U014T252	Bennington	05		-
U014	Mt. Anthony UH	U014	Mt. Anthony U	U014U014	Bennington	05		23,178,500
T056	Danby	T056	Danby	T056T056	Rutland	06		1,516,037
T059	Dorset	T059	Dorset	T059T059	Bennington	06		3,726,769
T119	Manchester	T119	Manchester	T119T119	Bennington	06		9,397,214
T134	Mt. Tabor	T134	Mt. Tabor	T134T134	Rutland	06		206,263
T150	Pawlet	T150	Pawlet	T150T150	Rutland	06		992,660
T172	Rupert	T172	Rupert	T172T172	Bennington	06		474,822
T202	Sunderland	T202	Sunderland	T202T202	Bennington	06		1,793,759
T056	Danby	U023	Currier Memor	U023T056	Rutland	06		-
T134	Mt. Tabor	U023	Currier Memor	U023T134	Rutland	06		-

MOE Attachment. Data Supporting FY 2010 State Support
Vermont Department of Education
School Finance

Path..... J:\FY2010\Base10\
This File..... FY10Fin_v11.xls
Window..... Calc
Source File was..... FY10Fin_v04.xls

	By	Date	Time
Original.....	SeanC	09-Jun-09	8:07 AM
Last Modified.....	BradJ	04-Feb-09	9:55 AM
Current.....	BradJ	11-Jan-10	12:38 PM

Total Education Spending	1,132,474,781
Less SFSF for FY2010	38,575,036
Total FY 2010 State Support	**1,093,899,745**
FY 2011 estimated at 1.96% Increase	1,116,096,251

GovIE	LEAID	DstID		TORO	County	S.U.	32	FY2010 Education Spending
1	2	3	4	5	6	7	8	21
Formula Parking Lot								-
U023	Currier Memori	U023	Currier Memor	U023U023	Rutland	06		1,341,269
T150	Pawlet	U047	Union School I	U047T150	Rutland	06		-
T172	Rupert	U047	Union School I	U047T172	Bennington	06		-
U047	Mettawee Com	U047	Mettawee Con	U047U047	Rutland	06		2,172,076
T050	Colchester	T050	Colchester	T050T050	Chittenden	07		25,060,119
T036	Burke	T036	Burke	T036T036	Caledonia	08		3,190,396
T064	East Haven	T064	East Haven	T064T064	Essex	08		662,001
T117	Lyndon	T117	Lyndon	T117T117	Caledonia	08		8,937,337
T135	Newark	T135	Newark	T135T135	Caledonia	08		868,665
T185	Sheffield	T185	Sheffield	T185T185	Caledonia	08	2	-
T203	Sutton	T203	Sutton	T203T203	Caledonia	08		1,945,721
T240	Wheelock	T240	Wheelock	T240T240	Caledonia	08	2	-
T185	Sheffield	U037	Millers Run US	U037T185	Caledonia	08		-
T240	Wheelock	U037	Millers Run US	U037T240	Caledonia	08		-
U037	Millers Run UE	U037	Millers Run UE	U037U037	Caledonia	08		2,486,298
T010	Barnet	T010	Barnet	T010T010	Caledonia	09		3,518,024
T057	Danville	T057	Danville	T057T057	Caledonia	09		3,970,746
T151	Peacham	T151	Peacham	T151T151	Caledonia	09		1,493,565
T218	Walden	T218	Walden	T218T218	Caledonia	09		1,896,167
T126	Milton	T126	Milton	T126T126	Chittenden	10		20,556,347
T179	St. Johnsbury	T179	St. Johnsbury	T179T179	Caledonia	11		13,055,343
T022	Bolton	T022	Bolton	T022T022	Chittenden	12		1,062,477
T099	Huntington	T099	Huntington	T099T099	Chittenden	12		1,476,523
T106	Jericho	T106	Jericho	T106T106	Chittenden	12		3,164,804
T166	Richmond	T166	Richmond	T166T166	Chittenden	12		3,042,870
T211	Underhill ID	T211	Underhill Id	T211T211	Chittenden	12		1,281,641
T212	Underhill Town	T212	Underhill Towr	T212T212	Chittenden	12		1,634,224
T255	Buel's Gore	T255	Buel's Gore	T255T255	Chittenden	12		38,329
T022	Bolton	U017	Mt. Mansfield U	U017T022	Chittenden	12		-
T099	Huntington	U017	Mt. Mansfield U	U017T099	Chittenden	12		-
T106	Jericho	U017	Mt. Mansfield U	U017T106	Chittenden	12		-
T166	Richmond	U017	Mt. Mansfield U	U017T166	Chittenden	12		-
T211	Underhill ID	U017	Mt. Mansfield U	U017T211	Chittenden	12		-
T212	Underhill Town	U017	Mt. Mansfield U	U017T212	Chittenden	12		-
U017	Mt. Mansfield U	U017	Mt. Mansfield U	U017U017	Chittenden	12		21,875,227
T069	Essex Junction	T069	Essex Junction	T069T069	Chittenden	13		13,074,937
T232	Westford	T232	Westford	T232T232	Chittenden	13		4,362,260
T069	Essex Junction	U046	Essex Comm.	U046T069	Chittenden	13		-
U046	Essex Comm. I	U046	Essex Comm.	U046U046	Chittenden	13		16,448,108
T045	Charlotte	T045	Charlotte	T045T045	Chittenden	14		6,084,492
T096	Hinesburg	T096	Hinesburg	T096T096	Chittenden	14		6,491,389
T178	St. George	T178	St. George	T178T178	Chittenden	14		1,685,988
T186	Shelburne	T186	Shelburne	T186T186	Chittenden	14		9,642,855
T244	Williston	T244	Williston	T244T244	Chittenden	14		12,753,542
T045	Charlotte	U015	Champlain Val	U015T045	Chittenden	14		-
T096	Hinesburg	U015	Champlain Val	U015T096	Chittenden	14		-
T186	Shelburne	U015	Champlain Val	U015T186	Chittenden	14		-
T244	Williston	U015	Champlain Val	U015T244	Chittenden	14		-
U015	Champlain Vall	U015	Champlain Val	U015U015	Chittenden	14		17,275,940
T037	Burlington	T037	Burlington	T037T037	Chittenden	15		42,740,204
T191	South Burlingto	T191	So. Burlington	T191T191	Chittenden	16		32,576,189
T249	Winooski ID	T249	Winooski ID	T249T249	Chittenden	17		9,313,698
T051	Concord	T051	Concord	T051T051	Essex	18		2,604,877
T083	Granby	T083	Granby	T083T083	Essex	18		153,219
T088	Guildhall	T088	Guildhall	T088T088	Essex	18		442,049
T108	Kirby	T108	Kirby	T108T108	Caledonia	18		1,061,676
T116	Lunenburg	T116	Lunenburg	T116T116	Essex	18		2,164,355
T118	Maidstone	T118	Maidstone	T118T118	Essex	18		332,780
T216	Victory	T216	Victory	T216T216	Essex	18		115,204
T225	Waterford	T225	Waterford	T225T225	Caledonia	18		2,644,832
T021	Bloomfield	T021	Bloomfield	T021T021	Essex	19		422,536
T035	Brunswick	T035	Brunswick	T035T035	Essex	19		185,500
T041	Canaan	T041	Canaan	T041T041	Essex	19		2,116,761
T111	Lemington	T111	Lemington	T111T111	Essex	19		154,557
T144	Norton	T144	Norton	T144T144	Essex	19		137,591
T256	Averill	T256	Averill	T256T256	Essex	19		-
T257	Avery's Gore	T257	Avery's Gore	T257T257	Essex	19		-
T260	Lewis	T260	Lewis	T260T260	Essex	19		-
T262	Warner's Grant	T262	Warner's Gran	T262T262	Essex	19		-
T263	Warren's Gore	T263	Warren's Gore	T263T263	Essex	19		-
T007	Bakersfield	T007	Bakersfield	T007T007	Franklin	20		2,632,364
T018	Berkshire	T018	Berkshire	T018T018	Franklin	20		3,175,286
T068	Enosburg Falls	T068	Enosburg Falls	T068T068	Franklin	20		6,124,516
T128	Montgomery	T128	Montgomery	T128T128	Franklin	20		1,709,032
T165	Richford	T165	Richford	T165T165	Franklin	20		4,545,366
T078	Franklin	T078	Franklin	T078T078	Franklin	21		1,209,510
T095	Highgate	T095	Highgate	T095T095	Franklin	21		3,526,712
T187	Sheldon	T187	Sheldon	T187T187	Franklin	21		4,517,489

MOE Attachment. Data Supporting FY 2010 State Support
Vermont Department of Education
School Finance

Path..... J:\FY2010\Base10\
This File..... **FY10Fin_v11.xls**
Window..... **Calc**
Source File was..... FY10Fin_v04.xls

	By	Date	Time
Original.....	SeanC	09-Jun-09	8:07 AM
Last Modified.....	BradJ	04-Feb-09	9:55 AM
Current.....	BradJ	11-Jan-10	12:38 PM

Total Education Spending	1,132,474,781
Less SFSF for FY2010	38,575,036
Total FY 2010 State Support	**1,093,899,745**
FY 2011 estimated at 1.96% Increase	**1,116,096,251**

GovID	LEAID	DstID		TORO	County	S.U.	32	FY2010 Education Spending
1	2	3	4	5	6	7	8	21
Formula Parking Lot								-
T204	Swanton	T204	Swanton	T204T204	Franklin	21		6,163,090
T078	Franklin	U007	Missisquoi Val	U007T078	Franklin	21		-
T095	Highgate	U007	Missisquoi Val	U007T095	Franklin	21		-
T204	Swanton	U007	Missisquoi Val	U007T204	Franklin	21		-
U007	Missisquoi Vall	U007	Missisquoi Val	U007U007	Franklin	21		10,704,061
T071	Fairfax	T071	Fairfax	T071T071	Franklin	22		7,982,722
T077	Fletcher	T077	Fletcher	T077T077	Franklin	22		2,551,025
T079	Georgia	T079	Georgia	T079T079	Franklin	22		10,443,994
T072	Fairfield	T072	Fairfield	T072T072	Franklin	23		4,217,414
T176	St. Albans City	T176	St. Albans City	T176T176	Franklin	23		8,597,223
T177	St. Albans Tow	T177	St. Albans Toy	T177T177	Franklin	23		7,566,631
T176	St. Albans City	U048	Bellows Free /	U048T176	Franklin	23		-
T177	St. Albans Tow	U048	Bellows Free /	U048T177	Franklin	23		-
U048	Bellows Free A	U048	Bellows Free /	U048U048	Franklin	23		9,168,208
T003	Alburgh	T003	Alburgh	T003T003	Grand Isle	24		3,700,791
T084	Grand Isle	T084	Grand Isle	T084T084	Grand Isle	24		3,559,125
T103	Isle La Motte	T103	Isle La Motte	T103T103	Grand Isle	24		803,645
T143	North Hero	T143	North Hero	T143T143	Grand Isle	24		1,347,901
T192	South Hero	T192	So.Hero	T192T192	Grand Isle	24		2,864,728
T014	Belvidere	T014	Belvidere	T014T014	Lamoille	25		413,085
T040	Cambridge	T040	Cambridge	T040T040	Lamoille	25		3,548,254
T066	Eden	T066	Eden	T066T066	Lamoille	25		1,632,329
T100	Hyde Park	T100	Hyde Park	T100T100	Lamoille	25		2,462,140
T107	Johnson	T107	Johnson	T107T107	Lamoille	25		2,493,325
T226	Waterville	T226	Waterville	T226T226	Lamoille	25		762,586
T014	Belvidere	U018	Lamoille UHSI	U018T014	Lamoille	25		-
T040	Cambridge	U018	Lamoille UHSI	U018T040	Lamoille	25		-
T066	Eden	U018	Lamoille UHSI	U018T066	Lamoille	25		-
T100	Hyde Park	U018	Lamoille UHSI	U018T100	Lamoille	25		-
T107	Johnson	U018	Lamoille UHSI	U018T107	Lamoille	25		-
T226	Waterville	U018	Lamoille UHSI	U018T226	Lamoille	25		-
U018	Lamoille UHSD	U018	Lamoille UHSI	U018U018	Lamoille	25		12,189,881
T067	Elmore	T067	Elmore	T067T067	Lamoille	26		1,260,100
T132	Morristown	T132	Morristown	T132T132	Lamoille	26		8,289,700
T198	Stowe	T198	Stowe	T198T198	Lamoille	26		8,105,375
T023	Bradford ID	T023	Bradford Id	T023T023	Orange	27		2,626,478
T052	Corinth	T052	Corinth	T052T052	Orange	27	2	-
T136	Newbury	T136	Newbury	T136T136	Orange	27		1,700,708
T205	Thetford	T205	Thetford	T205T205	Orange	27		7,058,310
T207	Topsham	T207	Topsham	T207T207	Orange	27	2	-
T023	Bradford ID	U030	Oxbow UHSD	U030T023	Orange	27		-
T136	Newbury	U030	Oxbow UHSD	U030T136	Orange	27		-
U030	Oxbow UHSD	U030	Oxbow UHSD	U030U030	Orange	27		4,198,979
T052	Corinth	U036	Waits River Va	U036T052	Orange	27		-
T207	Topsham	U036	Waits River Va	U036T207	Orange	27		-
U036	Waits River Va	U036	Waits River Va	U036U036	Orange	27		5,474,852
T024	Braintree	T024	Braintree	T024T024	Orange	28		1,191,465
T032	Brookfield	T032	Brookfield	T032T032	Orange	28		1,130,302
T162	Randolph	T162	Randolph	T162T162	Orange	28		3,688,709
T024	Braintree	U002	Randolph UHS	U002T024	Orange	28		-
T032	Brookfield	U002	Randolph UHS	U002T032	Orange	28		-
T162	Randolph	U002	Randolph UHS	U002T162	Orange	28		-
U002	Randolph UHS	U002	Randolph UHS	U002U002	Orange	28		6,680,341
T146	Orange	T146	Orange	T146T146	Orange	29		1,782,723
T223	Washington	T223	Washington	T223T223	Orange	29		1,368,237
T243	Williamstown	T243	Williamstown	T243T243	Orange	29		6,422,686
T046	Chelsea	T046	Chelsea	T046T046	Orange	30		2,084,750
T171	Royalton	T171	Royalton	T171T171	Windsor	30		4,369,834
T184	Sharon	T184	Sharon	T184T184	Windsor	30		2,760,844
T199	Strafford	T199	Strafford	T199T199	Orange	30		2,177,653
T210	Tunbridge	T210	Tunbridge	T210T210	Orange	30		2,205,291
T030	Brighton	T030	Brighton	T030T030	Essex	31		1,412,795
T044	Charleston	T044	Charleston	T044T044	Orleans	31		1,142,225
T054	Coventry	T054	Coventry	T054T054	Orleans	31		2,101,266
T058	Derby	T058	Derby	T058T058	Orleans	31		3,980,018
T097	Holland	T097	Holland	T097T097	Orleans	31		618,002
T105	Jay	T105	Jay	T105T105	Orleans	31		553,777
T114	Lowell	T114	Lowell	T114T114	Orleans	31		994,871
T131	Morgan	T131	Morgan	T131T131	Orleans	31		473,223
T139	Newport City	T139	Newport City	T139T139	Orleans	31		3,780,831
T140	Newport Town	T140	Newport Town	T140T140	Orleans	31		2,030,613
T209	Troy	T209	Troy	T209T209	Orleans	31		1,716,445
T231	Westfield	T231	Westfield	T231T231	Orleans	31		536,470
T258	Ferdinand	T258	Ferdinand	T258T258	Essex	31		57,676
T058	Derby	U022A	North Country	U022AT058	Orleans	31		-
T097	Holland	U022A	North Country	U022AT097	Orleans	31		-
T105	Jay	U022A	North Country	U022AT105	Orleans	31		-
T131	Morgan	U022A	North Country	U022AT131	Orleans	31		-

MOE Attachment. Data Supporting FY 2010 State Support
Vermont Department of Education
School Finance

Path..... J:\FY2010\Base10\
This File..... **FY10Fin_v11.xls**
Window..... **Calc**
Source File was..... FY10Fin_v04.xls

	By	Date	Time
Original.....	SeanC	09-Jun-09	8:07 AM
Last Modified.....	BradJ	04-Feb-09	9:55 AM
Current.....	BradJ	11-Jan-10	12:38 PM

Total Education Spending	1,132,474,781
Less SFSF for FY2010	38,575,036
Total FY 2010 State Support	**1,093,899,745**
FY 2011 estimated at 1.96% Increase	**1,116,096,251**

GovIE	LEAID	DstID		TORO	County	S.U.	32	FY2010 Education Spending
1	2	3	4	6	6	7	8	21
Formula Parking Lot								-
T139	Newport City	U022A	North Country	U022AT139	Orleans	31		-
U022	North Country	U022A	North Country	U022AU022	Orleans	31		3,350,415
T030	Brighton	U022B	North Country	U022BT030	Essex	31		-
T044	Charleston	U022B	North Country	U022BT044	Orleans	31		-
T058	Derby	U022B	North Country	U022BT058	Orleans	31		-
T097	Holland	U022B	North Country	U022BT097	Orleans	31		-
T105	Jay	U022B	North Country	U022BT105	Orleans	31		-
T114	Lowell	U022B	North Country	U022BT114	Orleans	31		-
T131	Morgan	U022B	North Country	U022BT131	Orleans	31		-
T139	Newport City	U022B	North Country	U022BT139	Orleans	31		-
T140	Newport Town	U022B	North Country	U022BT140	Orleans	31		-
T209	Troy	U022B	North Country	U022BT209	Orleans	31		-
T231	Westfield	U022B	North Country	U022BT231	Orleans	31		-
U022	North Country	U022B	North Country	U022BU022	Orleans	31		11,140,348
T019	Berlin	T019	Berlin	T019T019	Washington	32		2,529,029
T039	Calais	T039	Calais	T039T039	Washington	32		1,516,134
T065	East Montpelie	T065	East Montpelie	T065T065	Washington	32		2,710,502
T124	Middlesex	T124	Middlesex	T124T124	Washington	32		1,750,104
T254	Worcester	T254	Worcester	T254T254	Washington	32		906,662
T019	Berlin	U032	U32 High Sch	U032T019	Washington	32		-
T039	Calais	U032	U32 High Sch	U032T039	Washington	32		-
T065	East Montpelie	U032	U32 High Sch	U032T065	Washington	32		-
T124	Middlesex	U032	U32 High Sch	U032T124	Washington	32		-
T254	Worcester	U032	U32 High Sch	U032T254	Washington	32		-
U032	U-32 UHSD	U032	U-32 UHSD	U032U032	Washington	32		11,234,503
T049	Clarendon	T049	Clarendon	T049T049	Rutland	33		2,558,471
T190	Shrewsbury	T190	Shrewsbury	T190T190	Rutland	33		853,623
T219	Wallingford	T219	Wallingford	T219T219	Rutland	33		1,836,942
T049	Clarendon	U040	Mill River USD	U040T049	Rutland	33		-
T190	Shrewsbury	U040	Mill River USD	U040T190	Rutland	33		-
T219	Wallingford	U040	Mill River USD	U040T219	Rutland	33		-
U040	Mill River UHS	U040	Mill River UHS	U040U040	Rutland	33		6,000,720
T002	Albany	T002	Albany	T002T002	Orleans	34		1,201,785
T013	Barton ID	T013	Barton Id	T013T013	Orleans	34		2,040,163
T034	Brownington	T034	Brownington	T034T034	Orleans	34		915,910
T080	Glover	T080	Glover	T080T080	Orleans	34		1,462,775
T102	Irasburg	T102	Irasburg	T102T102	Orleans	34		1,442,790
T147	Orleans ID	T147	Orleans ID	T147T147	Orleans	34		1,293,407
T235	Westmore	T235	Westmore	T235T235	Orleans	34		240,313
T002	Albany	U024	Lake Region U	U024T002	Orleans	34		-
T013	Barton ID	U024	Lake Region U	U024T013	Orleans	34		-
T034	Brownington	U024	Lake Region U	U024T034	Orleans	34		-
T080	Glover	U024	Lake Region U	U024T080	Orleans	34		-
T102	Irasburg	U024	Lake Region U	U024T102	Orleans	34		-
T147	Orleans ID	U024	Lake Region U	U024T147	Orleans	34		-
T235	Westmore	U024	Lake Region U	U024T235	Orleans	34		-
U024	Lake Region U	U024	Lake Region U	U024U024	Orleans	34		4,827,658
T055	Craftsbury	T055	Craftsbury	T055T055	Orleans	35		2,564,956
T086	**Greensboro**	T086	Greensboro	**T086T086**	Orleans	35	1	43,630
T092	Hardwick	T092	Hardwick	T092T092	Caledonia	35		3,148,838
T195	Stannard	T195	Stannard	T195T195	Caledonia	35		210,607
T250	Wolcott	T250	Wolcott	T250T250	Lamoille	35		3,203,852
T251	Woodbury	T251	Woodbury	T251T251	Washington	35		750,121
T086	Greensboro	U026	Hazen UHSD	U026T086	Orleans	35		-
T092	Hardwick	U026	Hazen UHSD	U026T092	Caledonia	35		-
T251	Woodbury	U026	Hazen UHSD	U026T251	Washington	35		-
U026	Hazen UHSD	U026	Hazen UHSD	U026U026	Caledonia	35		4,903,188
T086	Greensboro	U043	Lakeview USD	U043T086	Orleans	35		-
T195	Stannard	U043	Lakeview USD	U043T195	Caledonia	35		-
U043	Lakeview UES	U043	Lakeview UES	U043U043	Orleans	35		929,053
T026	Brandon	T026	Brandon	T026T026	Rutland	36		3,559,772
T048	Chittenden	T048	Chittenden	T048T048	Rutland	36		2,875,276
T081	Goshen	T081	Goshen	T081T081	Addison	36		106,155
T110	Leicester	T110	Leicester	T110T110	Addison	36		825,477
T122	Mendon	T122	Mendon	T122T122	Rutland	36		2,197,816
T154	Pittsford	T154	Pittsford	T154T154	Rutland	36		3,051,311
T201	Sudbury	T201	Sudbury	T201T201	Rutland	36		403,142
T241	Whiting	T241	Whiting	T241T241	Addison	36		378,681
T026	Brandon	U008	Otter Valley U	U008T026	Rutland	36		-
T081	Goshen	U008	Otter Valley U	U008T081	Addison	36		-
T110	Leicester	U008	Otter Valley U	U008T110	Addison	36		-
T154	Pittsford	U008	Otter Valley U	U008T154	Rutland	36		-
T201	Sudbury	U008	Otter Valley U	U008T201	Rutland	36		-
T241	Whiting	U008	Otter Valley U	U008T241	Addison	36		-
U008	Otter Valley U	U008	Otter Valley U	U008U008	Rutland	36		9,233,861
T160	Proctor	T160	Proctor	T160T160	Rutland	37		4,446,011
T174	Rutland Town	T174	Rutland Town	T174T174	Rutland	37		6,652,325
T237	West Rutland	T237	West Rutland	T237T237	Rutland	37		4,032,827

MOE Attachment. Data Supporting FY 2010 State Support
Vermont Department of Education
School Finance

Path..... J:\FY2010\Base10\
This File..... FY10Fin_v11.xls
Window..... Calc
Source File was..... FY10Fin_v04.xls

	By	Date	Time
Original.....	SeanC	09-Jun-09	8:07 AM
Last Modified.....	BradJ	04-Feb-09	9:55 AM
Current.....	BradJ	11-Jan-10	12:38 PM

Total Education Spending	1,132,474,781
Less SFSF for FY2010	38,575,036
Total FY 2010 State Support	**1,093,899,745**
FY 2011 estimated at 1.96% Increase	**1,116,096,251**

GovID	LEAID	DstID		TORO	County	S.U.	32	1,132,474,781
1	2	3	4	5	6	7	8	21
Formula Parking Lot								-
T101	Ira	T101	Ira	T101T101	Rutland	38		1,064,203
T125	Middletown Spr	T125	Middletown Sp	T125T125	Rutland	38		1,571,171
T158	Poultney	T158	Poultney	T158T158	Rutland	38		5,783,726
T206	Tinmouth	T206	Tinmouth	T206T206	Rutland	38		1,236,311
T228	Wells	T228	Wells	T228T228	Rutland	38		1,724,294
T115	Ludlow	T115	Ludlow	T115T115	Windsor	39		1,849,678
T133	Mt. Holly	T133	Mt. Holly	T133T133	Rutland	39		1,260,794
T156	Plymouth	T156	Plymouth	T156T156	Windsor	39		643,040
T115	Ludlow	U039	Black River US	U039T115	Windsor	39		-
T133	Mt. Holly	U039	Black River US	U039T133	Rutland	39		-
U039	Black River UH	U039	Black River UH	U039U039	Windsor	39		3,164,093
T173	Rutland City	T173	Rutland City	T173T173	Rutland	40		26,024,605
T038	Cabot	T038	Cabot	T038T038	Washington	41		2,644,631
T121	Marshfield	T121	Marshfield	T121T121	Washington	41	2	-
T155	Plainfield	T155	Plainfield	T155T155	Washington	41	2	-
T121	Marshfield	U033	Twinfield USD	U033T121	Washington	41		-
T155	Plainfield	U033	Twinfield USD	U033T155	Washington	41		-
U033	Twinfield USD	U033	Twinfield USD	U033U033	Washington	41		5,063,563
T063	**Duxbury**	T063	Duxbury	**T063T063**	Washington	42	1	28,978
T075	Fayston	T075	Fayston	T075T075	Washington	42		1,422,086
T130	Moretown	T130	Moretown	T130T130	Washington	42		1,703,109
T217	Waitsfield	T217	Waitsfield	T217T217	Washington	42		1,774,722
T222	Warren	T222	Warren	T222T222	Washington	42		1,517,180
T224	**Waterbury**	T224	Waterbury	**T224T224**	Washington	42		-
T063	Duxbury	U019	Harwood UHS	U019T063	Washington	42		-
T075	Fayston	U019	Harwood UHS	U019T075	Washington	42		-
T130	Moretown	U019	Harwood UHS	U019T130	Washington	42		-
T217	Waitsfield	U019	Harwood UHS	U019T217	Washington	42		-
T222	Warren	U019	Harwood UHS	U019T222	Washington	42		-
T224	Waterbury	U019	Harwood UHS	U019T224	Washington	42		-
U019	Harwood UHSI	U019	Harwood UHS	U019U019	Washington	42		10,279,332
T063	Duxbury	U045	Duxbury/Wate	U045T063	Washington	42		-
T224	Waterbury	U045	Duxbury/Wate	U045T224	Washington	42		-
U045	Duxbury-Water	U045	Duxbury-Wate	U045U045	Washington	42		7,735,380
T142	Northfield	T142	Northfield	T142T142	Washington	43		8,281,218
T170	Roxbury	T170	Roxbury	T170T170	Washington	43		1,283,086
T129	Montpelier	T129	Montpelier	T129T129	Washington	45		12,383,239
T033	Brookline	T033	Brookline	T033T033	Windham	46		372,497
T060	Dover	T060	Dover	T060T060	Windham	46		2,217,921
T104	Jamaica	T104	Jamaica	T104T104	Windham	46		871,369
T120	Marlboro	T120	Marlboro	T120T120	Windham	46		1,531,521
T137	Newfane	T137	Newfane	T137T137	Windham	46		1,133,689
T200	Stratton	T200	Stratton	T200T200	Windham	46		472,586
T208	Townshend	T208	Townshend	T208T208	Windham	46		1,078,789
T221	Wardsboro	T221	Wardsboro	T221T221	Windham	46		1,566,787
T246	Windham	T246	Windham	T246T246	Windham	46		257,708
T248	Winhall	T248	Winhall	T248T248	Bennington	46		1,858,974
T033	Brookline	U034	Leland And Gr	U034T033	Windham	46		-
T104	Jamaica	U034	Leland And Gr	U034T104	Windham	46		-
T137	Newfane	U034	Leland And Gr	U034T137	Windham	46		-
T208	Townshend	U034	Leland And Gr	U034T208	Windham	46		-
T246	Windham	U034	Leland And Gr	U034T246	Windham	46		-
U034	Leland & Gray	U034	Leland & Gray	U034U034	Windham	46		4,495,327
T006	Athens	T006	Athens	T006T006	Windham	47		547,272
T082	Grafton	T082	Grafton	T082T082	Windham	47		822,881
T169	Rockingham	T169	Rockingham	T169T169	Windham	47		7,328,166
T234	Westminster	T234	Westminster	T234T234	Windham	47		3,629,086
T006	Athens	U027	Bellows Falls U	U027T006	Windham	47		-
T082	Grafton	U027	Bellows Falls U	U027T082	Windham	47		-
T169	Rockingham	U027	Bellows Falls U	U027T169	Windham	47		-
T234	Westminster	U027	Bellows Falls U	U027T234	Windham	47		-
U027	Bellows Falls U	U027	Bellows Falls U	U027U027	Windham	47		5,910,277
T027	Brattleboro	T027	Brattleboro	T027T027	Windham	48		11,268,204
T061	Dummerston	T061	Dummerston	T061T061	Windham	48		2,379,678
T089	Guilford	T089	Guilford	T089T089	Windham	48		2,126,554
T161	Putney	T161	Putney	T161T161	Windham	48		2,493,890
T214	Vernon	T214	Vernon	T214T214	Windham	48		3,130,069
T027	Brattleboro	U006	Brattleboro UH	U006T027	Windham	48		-
T061	Dummerston	U006	Brattleboro UH	U006T061	Windham	48		-
T089	Guilford	U006	Brattleboro UH	U006T089	Windham	48		-
T161	Putney	U006	Brattleboro UH	U006T161	Windham	48		-
T214	Vernon	U006	Brattleboro UH	U006T214	Windham	48		-
U006	Brattleboro UH	U006	Brattleboro UH	U006U006	Windham	48		19,917,407
T090	Halifax	T090	Halifax	T090T090	Windham	49		976,223
T164	Readsboro	T164	Readsboro	T164T164	Bennington	49		990,420
T182	Searsburg	T182	Searsburg	T182T182	Bennington	49		234,577
T194	Stamford	T194	Stamford	T194T194	Bennington	49		1,215,562
T242	Whitingham	T242	Whitingham	T242T242	Windham	49		2,842,370

MOE Attachment. Data Supporting FY 2010 State Support
Vermont Department of Education
School Finance

Path..... J:\FY2010\Base10\
This File..... **FY10Fin_v11.xls**
Window..... **Calc**
Source File was..... FY10Fin_v04.xls

	By	Date	Time
Original.....	SeanC	09-Jun-09	8:07 AM
Last Modified.....	BradJ	04-Feb-09	9:55 AM
Current.....	BradJ	11-Jan-10	12:38 PM

Total Education Spending	1,132,474,781
Less SFSF for FY2010	38,575,036
Total FY 2010 State Support	**1,093,899,745**
FY 2011 estimated at 1.96% Increase	**1,116,096,251**

GovIE LEAID	DstID	TORO	County	S.U.	32	FY2010 Education Spending
1 2	3 4	5	6	7	8	21
Formula Parking Lot						-
T245 Wilmington	T245 Wilmington	T245T245	Windham	49		4,133,081
T261 Somerset	T261 Somerset	T261T261	Windham	49		-
T020 Bethel	T020 Bethel	T020T020	Windsor	50		3,746,901
T085 Granville	T085 Granville	T085T085	Addison	50		665,390
T091 Hancock	T091 Hancock	T091T091	Addison	50		580,317
T153 Pittsfield	T153 Pittsfield	T153T153	Rutland	50		771,820
T168 Rochester	T168 Rochester	T168T168	Windsor	50		2,049,494
T197 Stockbridge	T197 Stockbridge	T197T197	Windsor	50		1,254,520
T009 Barnard	T009 Barnard	T009T009	Windsor	51		789,882
T028 Bridgewater	T028 Bridgewater	T028T028	Windsor	51		609,489
T157 Pomfret	T157 Pomfret	T157T157	Windsor	51		1,022,393
T163 Reading	T163 Reading	T163T163	Windsor	51		650,683
T188 Sherburne (Killi	T188 Sherburne (Kil	T188T188	Rutland	51		854,633
T253 Woodstock	T253 Woodstock	T253T253	Windsor	51		2,474,121
T009 Barnard	U004 Woodstock UH	U004T009	Windsor	51		-
T028 Bridgewater	U004 Woodstock UH	U004T028	Windsor	51		-
T157 Pomfret	U004 Woodstock UH	U004T157	Windsor	51		-
T163 Reading	U004 Woodstock UH	U004T163	Windsor	51		-
T188 Sherburne (Killi	U004 Woodstock UH	U004T188	Rutland	51		-
T253 Woodstock	U004 Woodstock UH	U004T253	Windsor	51		-
U004 Woodstock UH	U004 Woodstock UH	U004U004	Windsor	51		7,939,871
T094 Hartland	T094 Hartland	T094T094	Windsor	52		6,805,762
T227 Weathersfield	T227 Weathersfield	T227T227	Windsor	52		5,004,192
T238 West Windsor	T238 West Windsor	T238T238	Windsor	52		1,735,429
T247 Windsor	T247 Windsor	T247T247	Windsor	52		6,234,231
T004 Andover	T004 Andover	**T004T004**	Windsor	53	1	20,370
T008 Baltimore	T008 Baltimore	T008T008	Windsor	53		497,488
T043 Cavendish	T043 Cavendish	T043T043	Windsor	53		1,485,730
T047 Chester	T047 Chester	**T047T047**	Windsor	53	1	155,848
T109 Landgrove	T109 Landgrove	T109T109	Bennington	53		153,235
T113 Londonderry	T113 Londonderry	T113T113	Windham	53		1,751,198
T152 Peru	T152 Peru	T152T152	Bennington	53		336,469
T236 Weston	T236 Weston	T236T236	Windsor	53		394,570
T109 Landgrove	U020 Flood Brook U	U020T109	Bennington	53		-
T113 Londonderry	U020 Flood Brook U	U020T113	Windham	53		-
T152 Peru	U020 Flood Brook U	U020T152	Bennington	53		-
T236 Weston	U020 Flood Brook U	U020T236	Windsor	53		-
U020 Flood Brook UE	U020 Flood Brook U	U020U020	Windham	53		3,661,245
T004 Andover	U029 Chester Andov	U029T004	Windsor	53		-
T047 Chester	U029 Chester Andov	U029T047	Windsor	53		-
U029 Chester-Andov	U029 Chester-Andov	U029U029	Windsor	53		2,931,066
T004 Andover	U035 Green Mounta	U035T004	Windsor	53		-
T043 Cavendish	U035 Green Mounta	U035T043	Windsor	53		-
T047 Chester	U035 Green Mounta	U035T047	Windsor	53		-
U035 Green Mountai	U035 Green Mounta	U035U035	Windsor	53		4,461,998
T093 Hartford	T093 Hartford	T093T093	Windsor	54		18,863,770
T145 Norwich	T145 Norwich	T145T145	Windsor	55		9,067,308
T193 Springfield	T193 Springfield	T193T193	Windsor	56		17,917,747
T087 Groton	T087 Groton	T087T087	Caledonia	57	2	-
T175 Ryegate	T175 Ryegate	T175T175	Caledonia	57	2	-
T229 Wells River	T229 Wells River	T229T229	Orange	57	2	-
T087 Groton	U021 Blue Mountain	U021T087	Caledonia	57		-
T175 Ryegate	U021 Blue Mountain	U021T175	Caledonia	57		-
T229 Wells River	U021 Blue Mountain	U021T229	Orange	57		-
U021 Blue Mountain	U021 Blue Mountain	U021U021	Orange	57		4,951,039
T070 Essex Town	T070 Essex Town	T070T070	Chittenden	59		15,792,749
T070 Essex Town	U046 Essex Comm.	U046T070	Chittenden	59		-
T005 Arlington	T005 Arlington	T005T005	Bennington	60		4,356,513
T181 Sandgate	T181 Sandgate	T181T181	Bennington	60		765,321
T011 Barre City	T011 Barre City	T011T011	Washington	61		7,781,702
T012 Barre Town	T012 Barre Town	T012T012	Washington	61		8,054,082
T011 Barre City	U041 Spaulding HSU	U041T011	Washington	61		-
T012 Barre Town	U041 Spaulding HSU	U041T012	Washington	61		-
U041 Spaulding UHS	U041 Spaulding UHS	U041U041	Washington	61		8,940,076
T074 Fairlee	T074 Fairlee	T074T074	Orange	62	2	-
T215 Vershire	T215 Vershire	T215T215	Orange	62	2	-
T230 West Fairlee	T230 West Fairlee	T230T230	Orange	62	2	-
T074 Fairlee	U146 Rivendell Inter	U146T074	Orange	62		-
T215 Vershire	U146 Rivendell Inter	U146T215	Orange	62		-
T230 West Fairlee	U146 Rivendell Inter	U146T230	Orange	62		-
U146 Rivendell Inters	U146 Rivendell Inter	U146U146	Orange	62		4,512,438
T999 Statewide Total					32	**1,132,474,781**

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):

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

Governor or Authorized Representative of the Governor (Printed Name): James H. Douglas, Governor	
Signature:	Date: 1/11/10

<u>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:</u>

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-enabled[1] 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.

[1] 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).**

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/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://education.vermont.gov/new/html/licensing/hqt.html#data

[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?

[1]☒ Yes, the information is correct.

[2]☐ 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):

[4]☒ 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://education.vermont.gov/new/html/licensing/hqt.html#data

[6]☐ 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.

[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 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?

[1] ☐ 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?

[1] ☐ 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 "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.

[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 (a)(3)" 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 (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?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ 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.

[4] ☐ 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.

[6] ☐ 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.

[7] ☒ 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?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ 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.

[4] ☐ 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.

[6] ☐ 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.

[7] ☒ 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?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ 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.

[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)(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.

[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)(2)" 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)(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?

[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)(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.

[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)(2)" 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)(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?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ 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.

[4] ☐ 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.

[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 (a)(6)" 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 (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?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ 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.

[4] ☐ 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.

[6] ☐ 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.

[7] ☒ 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(e)(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.

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?

☒ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☐ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

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.

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?

☒ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☐ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

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.**

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ 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):

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

http://education.vermont.gov/new/html/dept/recovery_act.html

➔ [6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

➔ 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.

➔ 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-c2.xls, correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ 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):

[4] ☒ 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://education.vermont.gov/new/html/dept/recovery_act.html

➔ Click here to enter text.

[6] ☐ 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.

[8] ☐ 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-c3.xls , correct?

[1] ☒ Yes, the information is correct.

[2] ☐ 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: [3]

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]

➔ http://education.vermont.gov/new/html/dept/recovery_act.html

➔ 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)(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:[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)(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]

Available on the state's Website at http://education.vermont.gov/new/html/pgm_assessment/necap.html.

[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.

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.

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?

[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 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://education.vermont.gov/new/html/pgm_sped/data_reports_pubs/local_annual_performance_08.html and

http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fAssessment+Report

[6] ☐ 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.

[8] ☐ 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?

[9]☒ Yes, the data are correct.

[10] ☐ 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://education.vermont.gov/new/html/pgm_sped/data_reports_pubs/local_annual_performance_08.html and

http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fAssessment+Report

[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] http://education.vermont.gov/new/html/pgm_assessment/necap.html.

[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] See (c) (4). 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-c7.xls , correct?

[1] ☒ Yes, the information is correct.

[2] ☐ 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):
[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.
http://education.vermont.gov/new/html/pgm_assessment/performance/necap_public_schools_A_D.html

[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)(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:[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)(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://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fAssessment+Report

[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?

[9]☒ Yes, the data are correct.

[10] ☐ 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 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] Click here to enter text.
http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fAssessment+Report

[14] ☐ 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.

[16]☐ 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(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).

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://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?/Public/NAEP%20Report

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).**

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

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ 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] http://education.vermont.gov/new/html/data/dropout_completion.html

[4] ☐ 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.

[6] ☐ 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.

[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 (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 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.

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

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ 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.

[4] ☐ 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.

[6] ☐ 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.

[7] ☒ 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 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.**

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

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ 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] http://education.vermont.gov/new/html/data/dropout_completion.html

[4] ☐ 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.

[6] ☐ 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.

[7] ☒ 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 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.

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

[1] ☒

If Yes, please respond (check one):

[2] ☒ 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]
http://education.vermont.gov/new/html/pgm_accountability.html

[4] ☐ 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.

[6] ☐ 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 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.**

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

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ 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]
http://education.vermont.gov/new/html/pgm_accountability.html Click here to enter text.

[4] ☐ 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.

[6] ☐ 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.

[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)(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?

[1] ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the definition here:[2]
We determine "persistently lowest achieving schools" by ranking schools according to the achievement of all students on math and reading assessments and the progress of all students on math and reading assessments, as measured by our AYP system. The school's ranking on each of these four indicators is combined to provide an overall ranking of all schools eligible to be considered for Tier I or Tier II. There are no schools in Vermont with graduation rates less than 60%. Our "persistently lowest achieving schools" are those with the lowest combined ranking because they have low achievement and small or negative gains in achievement over time.
Click here to enter text.

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] http://education.vermont.gov/new/html/dept/recovery_act.html

[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?

[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]
http://education.vermont.gov/new/html/dept/recovery_act.html

[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)(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.

[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)(3)" 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)(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.	Race to the Top

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]
http://education.vermont.gov/new/html/dept/recovery_act.html

➔ 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?

[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]
http://education.vermont.gov/new/html/dept/recovery_act.html

[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)(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.

[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)(5)" 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)(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 identity 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?

[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.
http://education.vermont.gov/new/html/dept/recovery_act.html

[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)(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.

[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)(6)" 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)(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?

[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]
http://education.vermont.gov/new/html/dept/recovery_act.html

[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)(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.

[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)(7)" 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)(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?

[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 *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://education.vermont.gov/new/html/dept/recovery_act.html

[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.

[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 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?

[1] ☒ 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]
http://education.vermont.gov/new/html/dept/recovery_act.html

[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 "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.

[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)(9)" 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)(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?

[1] ☒ 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]
http://education.vermont.gov/new/html/dept/recovery_act.html

[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 "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.

[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)(10)" 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)(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?

[1] ☒ 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]
http://education.vermont.gov/new/html/dept/recovery_act.html

[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 "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.

[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)(11)" 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)(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?

[1] ☒ 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]
http://education.vermont.gov/new/html/dept/recovery_act.html

[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 "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.

[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)(12)" 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)(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.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

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.

Element	Collection (check if applies)	Public Reporting (check if applies)
Descriptor (a)(1)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X
Indicator (b)(2)	N/A	N/A
Indicator (b)(3)	N/A	N/A
Indicator (c)(11)	X	X
Indicator (c)(12)	X	X

ASSURANCE (a): Achieving equity in Teacher Distribution

The Vermont Department of Education has already begun to address the requirements in Assurance (a). The plan is described in the table below. The surveys used to collect the pertinent data are currently in process. Copies of the instruments are attached- 1) *State Stabilization Grant Survey: Teacher Evaluation* and 2) *State Stabilization Grant Survey: Principal Evaluation*

General Requirements

(A) The Vermont Department of Education (VTDOE) will be the agency responsible for the oversight of the plan including the collection and publication of data related to Assurance (a). Currently VTDOE has the internal capacity to 1) issue the annual survey, 2) collect, analyze, and verify the data, 3) and publish the results on the VTDOE website.

(B) VTDOE is working with a variety of stakeholders in the development of this data collection and the reporting of the results. We are collaborating with the Vermont School Boards Association, the Vermont Superintendents Association, the Vermont Principals Association, and the Vermont NEA on the development of the survey and on issues around public reporting and the potential use of the collected results.

(C) Budget Estimate: Funding for this work will come from federal sources.

Estimated Budget for the Oversight of assurance (a):

Personnel	FTE	Cost
Business Analyst	0.096	$6,628.03
Coordinator of Professional Standards	0.08	$7,265.92
Information & Research Specialist	0.02	$1,067.04
Communications Director	0.004	$301.64
Web Master	0.004	$228.19
Federal Programs Director	0.072	$6,634.01
Educator Quality Director	0.017	$1,769.38
Operating		
Supplies, software license, mileage, etc.		$1,000.00
Meetings, mileage, etc.		$2,000.00
	Total	$26,894.21

(D) We do not envision a need to report on the progress of the plan since our collection is currently in progress and we expect to report the data publically on or before October 1, 2010. However, assuming interim reporting is required, the timeline in the table below will provide a format to report monthly progress and would be posted on our ARRA website.
http://education.vermont.gov/new/html/dept/recovery_act.html

Process and Timeline

Process	Timeline	Milestones	Date
Develop a means to collect required data on teacher and principal evaluation practices statewide	Complete by Nov. 13, 2009		
		Develop separate teacher and principal evaluation surveys	Oct. 30, 2009
		Vet surveys internally	Nov. 5, 2009
		Vet surveys externally with Professional Associations	Nov. 12, 2009
Disseminate surveys to principals and superintendents	Nov. 16, 2009		
		Provide notice of mandatory survey to principals and superintendents	Nov. 5, 2009
		Post surveys electronically	Nov. 16, 2009
Collect and analyze results	Jan. 29, 2010		
		Survey responses due at VTDOE	Dec. 1, 2009
		Follow-up on missing surveys	Dec. 11, 2009
		Data cleaning and verification	Jan. 8, 2010
		Preliminary analysis and aggregation of data	Jan. 29, 2010
Verify preliminary survey results with each LEA	Feb. 19, 2010		
		Share teacher and principal evaluation survey results with each LEA	Feb. 5, 2010
		Collect corrections of fact from each LEA	Feb. 12, 2010
		Update survey results	Feb. 19, 2010
Issue final survey results to LEAs	Feb. 28, 2010		
Review statewide and LEA data	April 10, 2010		
		Vet internally	Feb-Mar. 2010
		Vet with Professional Associations	Mar. 15. 2010
		Revise surveys as needed	April 10, 2010
Develop a reporting format for the required assurance data: by LEA and at the state level	June 30, 2010		
		Convene stakeholders committee	May 10, 2010
		Recommend format for state level	June 20, 20110

		reporting	
		Recommend format for LEA reporting	June 30, 2010
		Share formats with superintendents and principals	July 15, 2010
Publish state level results on VTDOE website	Aug. 1, 2010		
Publish LEA level results	Oct. 1, 2010		
		Work with Professional Associations and school administrators to prepare for public reporting	July- Aug. 2010
		Establish annual data collection date for future teacher and principal surveys	Sept. 15, 2010
		Establish annual reporting dates and processes for future LEA level and state level results	Sept. 15, 2010
Publish the schedule for future data collections and reporting of teacher and principal evaluation practices	December 1, 2010		

Plan Element Verification

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

Obstacles

Generally, there are no obstacles to collecting and reporting these data annually. Practically, however, there will need to be an adjustment period for LEAs to prepare for the public reporting of these data and for VTDOE to consider how best to integrate this collection with other annual data reports. Politically the field has made it clear to VTDOE and to the Legislature that mandatory data reporting requirements are a burden to the LEA and need to be minimized or eliminated when and wherever possible.

In addition, due to Vermont's size and governance structure there are some issues regarding small N sizes and personally identifiable information that will need to be addressed

Website Information for Public Reporting

When results are available, the data will be posted on the Vermont Department of Education ARRA website:

http://education.vermont.gov/new/html/dept/recovery_act.html

ASSURANCE (c): Standards and Assessments

II. INDICATORS (c)(11) and (c)(12)

The VT DOE does not currently have post-secondary data in its longitudinal data system. In order to meet the requirements for indicators (c)(11) and (c)(12) we will purchase information from the National Student Clearinghouse and make indicators of college enrollment and college persistence available through our online reporting system.

General Requirements

(A) The VT DOE is the agency responsible for the development, execution, and oversight of the plan. The VT DOE has a successful history in developing data systems including the implementation of an extensive EDW and data-centric reporting system driven by the EDW. The institutional infrastructure in place to support this work includes an information technology staffing model which leverages formal project management methodology which is used to manage all internal and external resources, tasks, timelines, dependencies and milestones. In addition, this plan will be managed via weekly meetings and status reports identifying missed deadlines, risks, issues and change requests.

(B) In Vermont's Data Enhancement Project we expect to rely on the support of several entities.

1. TetraData,Vermont's Education Data Warehouse (EDW) vendor, will assist in the design and build of new data objects in the EDW.
2. Reports Contractor (TBD) will assist in the enhancement of our reports system that includes user-friendly public reports.
3. Vermont Research Advisory Council will help determine the most appropriate education indicators to publicly report. This council will include members from the University of Vermont, the Agency of Health and Human Services, the Donahue Institute and the University of Massachusetts, the University of Maine, and representatives Department's of Education in other New England states.
4. National Student Clearinghouse will provide the data.

(C) Overall Budget must include whether funds are federal, state, or local.

The purchase of the National Student Clearinghouse state membership is $5,006 (based on student enrollment) and will be purchased with state funds.

The development of the EDW data objects and advanced reports for this requirement is included in the scope of work for the enhanced education data warehouse which will be funded with longitudinal data system grant award dollars. If Vermont does not receive the longitudinal data systems grant award, additional funds will be solicited from the legislature to cover this work. The estimated cost of the

development of data objects for postsecondary data and indicators is $20,000. The estimated cost for the development of advanced reports for post secondary indicators include college readiness, outcome, program effectiveness, and growth over time is $70,000.

(D) Vermont will provide monthly public reports via our website including completed or missed milestones and newly available public reports of education indicators.

Data Elements to be Collected

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.

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.

Vermont will access college enrollment, class level, and high school code so that we can make publicly available reports on the number of Vermont high school students enroll in an institution of higher education and who complete at least one year's worth of college credit.

Funding:
VT DOE funded the National Student Clearinghouse (NSC) membership providing access to these data. If granted, Statewide Longitudinal Data System (SLDS) funds will be used to design the data object and load process for moving the data into the warehouse. If SLDS funds are not granted the State of Vermont will provide the funds.

Process and Timeline

Process	Timeline	Milestones	Date
Integrate post-secondary data from National Student Clearinghouse (NSC) into Vermont's data system	Complete by September 2011		
		Become member of NSC	Complete
		Request student level data of student who have graduated from Vermont schools	February 2010
		Load the NSC data into the data warehouse	December 2010
		Develop a report postsecondary enrollment, persistence mobility, dropout, completion indicators using Vermont's dynamic reporting system	September 2011

Plan Element Verification

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

Obstacles

There are no state law or policy obstacles to completing this plan. The greatest risk to the plan is failure to access adequate funding and shortage of human resources.

Website Information for Public Reporting

All results will be posted on the Vermont Department of Education website.

http://education.vermont.gov

ASSURANCE (d): Supporting Struggling Schools

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 the 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 (as defined in this notice) on State assessments in reading/language arts in the last year.

We currently collect the data to meet this indicator through our state assessment process. We will add a calculation to arrive at the required data and publicly report this data on the same schedule as our annual School Accountability reporting for Adequate Yearly Progress (AYP).

Process and Timeline

Process	Timeline
Final assessment results are received from contractor (Measured Progress)	Jan 27-29, 2010
Public reporting of assessment results by VT DOE	February 1, 2010
Participation Verification for AYP	Jan-Feb 2010
Calculate AYP, average statewide school gain and progress data for all schools	Feb-March 2010
Publicly report AYP, average statewide school gain and progress data for all schools	Late March – early April 2010

Plan Element Verification

Element Assurance (d)	Collection (check if applies)	Public Reporting (check if applies)
Indicator (d) (1)	X	X
Indicator (d) (2)	X	X

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:

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		X
2	X	
3	X	
4		X
5		X

	6		X	
	7		X	
	8	X		
	9	X		
	10		X	
	11	X		
	12	X		

II. INDICATOR (b)(1)

In order to have a longitudinal data system meeting the America COMPETES Act requirement, Vermont will have to access data for 5 elements and conduct and implement a research plan for 1 element. All of the activities associated with this plan are part of Vermont's application for a statewide longitudinal data systems (SLDS) grant.

General Requirements

(A) The VT DOE is the agency responsible for the development, execution, and oversight of the plan. The VT DOE has a successful history in developing data systems including the implementation of an extensive Education Data Warehouse (EDW) and data-centric reporting system driven by the EDW. The institutional infrastructure in place to support this work includes an information technology staffing model which leverages formal project management methodology used to manage all internal and external resources, tasks, timelines, dependencies and milestones. In addition, this plan will be managed via weekly meetings and status reports identifying and addressing missed deadlines, risks, issues and change requests.

(B) In Vermont's Data Enhancement Project we expect to rely on the support of several entities.

1. TetraData, our EDW vendor, will assist in the design and build of new data objects in the EDW.
2. Reports Contractor (TBD) will assist in the enhancement of our reports system that includes user-friendly public reports.
3. Student information system vendors (TBD) will implement the statewide system.
4. Operational data store vendor (TBD) will help design and implement the state-level system.
5. Vermont Data Consortium will provide training to local users of the system to ensure success of the project.
6. Technical implementation team (TBD) will provide project management, oversight of contractors, and change management for the project.
7. Vermont Research Advisory Council will help determine the most appropriate education indicators to publicly report. This council will include members from the University of Vermont, the Agency of Health and Human Services, the Donahue Institute and the University of Massachusetts, the University of Maine, and representatives Department's of Education in other New England states.

(C) Overall Budget must include whether funds are federal, state, or local.

The implementation of this plan requires the implementation of a statewide uniform information toolset for all Vermont districts that will be integrated, via the school interoperability framework (SIF), with a state level operational data store. Current manual processes which manage unique student and educator identifiers must be replaced with real-time web-based SIF certified identification management systems. In addition, the data load into the education data warehouse must be automated and a significant number of new data objects must be created. The VT DOE is seeking competitive grant dollars through the US DOE Longitudinal Data System(LDS) grant program to fund this work.
In addition, state staff resources will be provided, in-kind to support the implementation of this plan. In the event that Vermont does not secure US DOE LDS dollars, the Vermont legislature and governor will be asked to appropriate funds needed to meet these requirements.

Total US DOE LDS Dollars Needed:	$15,747,810
Vermont "In Kind" Contribution (Staff and Fringe)	$ 384,493

(D) Vermont will provide monthly public reports via our website including completed or missed milestones and newly available public reports of education indicators.

Data Elements to be Collected

Element 2: Student-level enrollment, demographic, and program participation information.

Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Vermont's data system has P-12 student-level enrollment, demographic, and program participation information. Our system also includes P-12 information about student exit, transfer, completion, and dropout information. VT DOE will integrate post-secondary data from National Student Clearinghouse (NSC) to meet the requirements for these two elements.

Funding:
VT DOE funded the NSC membership providing access to these data. If granted, SLDS funds will be used to design the data object and load process for moving the data into the warehouse. If SLDS funds are not granted VT DOE will provide the funds.

Element 8: A teacher identifier system with the ability to match teachers to students.

Vermont's data system includes both teacher and identifiers. Vermont's Education Data Warehouse (EDW) provides the ability to local districts to include linked student and teacher information to allow for examining a teacher's impact on student performance. At this time, VT DOE does not have access to linked student and teacher data to allow this sort of analysis to be conducted by the SEA. We plan to implement a statewide student information system along with a state operational data store that will automatically transfer these linked data to the state. We have chosen this strategy to minimize the burden of this data collection on local schools and to ensure the collection of the highest quality data. Using this strategy it will be difficult to meet the September, 2011 deadline for having this element. In the interim we intend to collect the linked information using a to-be-determined collection mechanism that will create minimal burden on local districts.

Funding:

The interim data collection will be funded using VT DOE resource. We anticipate using SLDS grant funds for the statewide system and statewide operational store. In the event that we are not successful in the SLDS competition, the Vermont legislature will be expected to appropriate the funds to implement the statewide system necessary to meet this requirement.

Element 9: Student-level transcript information, including information on courses completed and grades earned.

VT DOE does not currently collect transcript information, including courses and grades earned. Many schools and districts in Vermont are unable to automatically share transcript information either between schools or with VT DOE. Facilitating the transfer of transcript information between schools will ensure that a newly enrolling school has the proper information to provide instructional services to individual students.

Vermont's implementation of a statewide student information system with SIF integrated state operational data store will enable the automated collection of student level transcript information. Following the implementation of our statewide student solution, VT DOE will be able to capture transcript information and local schools will be able to share records with other schools.

Funding:

The interim data collection will be funded using VT DOE resource. We anticipate using SLDS grant funds for the statewide system and statewide operational store. In the event that we are not successful in the SLDS competition, the Vermont legislature will be expected to appropriate the funds to implement the statewide system necessary to meet this requirement.

Element 11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

Vermont will collect and report multiple measures of transition to and success with postsecondary education. We will measure postsecondary matriculation by calculating a percentage of students who enroll in a postsecondary education institution. We will collect and report on remedial course taking and SAT performance. We will also calculate a postsecondary success rate (i.e., the percentage of students who graduate from college in a set period of time). In order to meet this goal, Vermont must access NSC data, remedial course data, and SAT data.

Funding:

VT DOE funded the NSC membership. VT DOE purchased College Board SAT data. We anticipate the work required building data objects, developing load processes, and load these data will be funded with SLDS grants. In the event Vermont is not successful in securing the SLDS funds the data warehouse load will be funded by VT DOE.

Element 12: Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

VT DOE is in the process of determining alignment between its Grade Level Expectations and the Common Core Standards for Career and College Readiness. In addition we are correlating state assessment scores with SAT scores. Should any other information be identified in the need to address alignment, VT DOE will make it available.

Funding:
VT DOE will fund this work.

Process and Timeline

Process	Timeline	Milestones	Date
Integrate post-secondary data from National Student Clearinghouse (NSC) into Vermont's data system	Complete by September 2011		
		Become member of NSC	Complete
		Request student level data of student who have graduated from Vermont schools	February 2010
		Load the NSC data into the data warehouse	December 2010
		Develop a report postsecondary enrollment, mobility, dropout, completion indicators using Vermont's dynamic reporting system	September 2011
Develop a teacher identifier system with the ability to match teachers to students	Data Collected by July, 2010. System fully Implemented by May, 2013		
		Secure funding for system	May 2010
		Develop specifications for interim data collection	August 2010
		Complete contracts for system vender	October 2010
		Complete interim data collection	July 2010
		Implement first common district toolset	June 2011
		Implement state operation data store	September 2011
		Implement student information system statewide	May 2013
		Implement state operational data store containing linked data	May 2013

Process	Timeline	Milestones	Date
Collect transcript information and develop system to collect transcript information as a long-term solution	Data Collected by July, 2010. System fully Implemented by May, 2013		
		Secure funding for system	May 2010
		Develop specifications for interim data collection	August 2010
		Complete contracts for system vender	October 2010
		Complete interim data collection	July 2010
		Implement first common district toolset	June 2011
		Implement state operation data store	September 2011
		Implement student information system statewide	May 2013
		Implement state operational data store containing linked data	May 2013
Access NSC data, remedial course data, and SAT data.	Complete by December 2010		
		Become member of NSC	Complete
		Request student level NSC data of student who have graduated from Vermont schools	February 2010
		Access remedial course data from Vermont State Colleges	February 2010
		Load the data into the data warehouse	December 2010
Determine necessary information for addressing alignment and adequate preparation for post-secondary education	Complete by September 2010		
		Identify research questions necessary to address alignment and adequate preparation working with Vermont Research Advisory Council	September 2010

Process	Timeline	Milestones	Date
		Complete research developing on alignment and adequate preparation	September 2010

Plan Element Verification

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

Obstacles

There are no state law or policy obstacles to completing this plan. The greatest risk to the plan is failure to access adequate funding and shortage of human resources.

Website Information for Public Reporting

All results will be posted on the Vermont Department of Education website.

http://education.vermont.gov

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).

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).

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:

Element	Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).	Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).
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. Click here to enter text.

For all core data collections and assessment data, the VT DOE uses the following processes to ensure data quality.

a. Annually, a stakeholder meeting is conducted to review and verify existing or new requirements and determine the timeline for collecting the data.
b. Once requirements are finalized documentation is updated to reflect any changes. Documentation includes a data dictionary, business rules, report mockups, and software application requirements. Changes to the requirements are communicated to software developers and data providers.
c. Each data collection includes validation process in the design to ensure data integrity. These processes include edit checks that occur during data entry and on data export, reports to allow users to verify their entry (e.g., prior year comparison reports), reports to allow school leaders to ensure that submitted data are correct, and, when possible, we allow users to import data minimizing data entry errors.
d. Data providers are able to access training for data collections and VT DOE maintains communication with data providers using a variety of methods including Email and a helpdesk to quickly provide answers as they arise.
e. Once the data are submitted to VT DOE subsequent validation checks take place. Some of these checks can only happen with the entire statewide set of data (e.g., looking for overlapping enrollment records for a single student from multiple schools), some automatically compare the new set of data with other such as a prior year dataset, and others simply verify that the error checking during data entry worked properly or were not circumvented. When these errors occur, data providers receive a report and a request for data revisions.
f. Data are analyzed and reports of education indicators are made available for school administrator to verify.
g. When a data collection is considered complete and verified the data are prepared for upload into our data warehouse where further data checks take place.
h. Through the entire process of collecting and reporting data any arising problems are documented to inform the stakeholder meeting and to allow the resolution of the problem during the next reporting cycle.
i. For student-level data we have processes that ensure a single student is not assigned two identifiers or that two students are not assigned the same identifier. Student identifiers are checked at each point student-level data arrive in the department, every time two student-level datasets are compared, and every time the data are loaded into our warehouse.

(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.
Click here to enter text.

Vermont has conducted a data classification to classify data elements as 'personally identifiable' or 'sensitive'. Elements can be either or both. On any report in which personally identifiable data are crossed with sensitive data small n suppression is employed, with small n defined as ten or less members. Suppression logic includes assurances that sensitive data cannot be derived by simple subtraction. Research partners and data recipients are required to show the ability to follow data protocols.

APPENDICES

Appendix A

STATE ALLOCATION DATA

State	SFSF 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 he 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 lll (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.[2]

Final Approval Criteria:

[2] 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?
- ❑ **SIGNAURE 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