

State Assurances Required in the American Recovery and Reinvestment Act

As states are evaluated for the Race-to-the-Top and Longitudinal Data Systems competitive grants, the applicants will be ranked according to the extent to which they meet each of 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(a)(7)(C)(iv) and section 1116(a)(8)(B) of the ESEA with respect to schools identified under such sections.

**Elements Required by the America COMPETES Act for
Statewide P-16 Education Data Systems**

The State shall ensure that 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—
 - a. a unique statewide student identifier that does not permit a student to be individually identified by users of the system;
 - b. student-level enrollment, demographic and program participation information;
 - c. student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs;
 - d. the capacity to communicate with higher education data systems; and
 - e. 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—
 - a. 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));
 - b. information on students not tested by grade and subject;
 - c. a teacher identifier system with the ability to match teachers to students;
 - d. student-level transcript information, including information on courses completed and grades earned; and
 - e. student-level college readiness test scores.

- (iii) POSTSECONDARY EDUCATION- With respect to postsecondary education, data that provide--
 - a. information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and
 - b. other information determined necessary to address alignment and adequate preparation for success in postsecondary education.