(D)(2) Improving teacher and principal effectiveness based on performance *(58 points)*

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

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

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

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

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

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

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

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

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII.

Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

Introduction and context

Improving Teacher and Principal Effectiveness Based on Performance

Goals	• Implement a multiple-measures evaluation system to assess teacher and principal performance, in which student growth is a significant factor • Use data from this system to enable teachers and principals to continuously improve their professional practice and districts and schools to make better personnel decisions
Action steps	• Under the leadership of the Effective Teachers Steering Committee and the Effective Principals Steering Committee, develop and implement: – Approaches to measuring student growth for each student in the Commonwealth, including value-added analyses – A rigorous, fair evaluation system with multiple levels of effectiveness that is used to conduct annual evaluations of all teachers, taking student growth and its use into account as a significant factor • Change decision-making practices such that all major personnel decisions (e.g., professional learning, compensation, differential career paths, tenure, retention) are informed by performance in the new evaluation system
Milestones	• By 2012-13, there will be objective measurements of student academic growth based on the new assessment system aligned with college-ready standards • By July 2013, the Board of Education will approve a new administrative regulation establishing the new statewide evaluation system • By 2013-14, all districts will implement the new evaluation system or one that meets its standards • By 2014-15, all districts will use data from the evaluation system to inform all decisions about professional learning, compensation, career advancement, tenure, and retention

The Commonwealth is committed to building and using systems to assess teacher and principal performance, so that teachers and principals can continuously improve their professional practice and propel the improvement in student learning we all seek. Work on new evaluation models and the substance of a new administrative regulation that will govern teacher and principal evaluation and

professional growth throughout the Commonwealth is already underway. Since 2007, with the support of the Wallace Foundation, four Kentucky districts have led work to identify effective teaching practices and design a teacher and principal evaluation system based on the field's best research and the expertise of Kentucky's own educators. Today, statewide committees – the Effective Teachers Steering Committee and the Effective Principals Steering Committee – are building on the work to date to develop, refine, and roll out a new evaluation system statewide, ultimately recommending a new administrative regulation to the Board of Education by July 1, 2013

(i) Establish clear approaches to measuring student growth and measure it for each individual student

Measuring student academic growth is the foundation of Kentucky's plan to ensure that all of our students have access to great teachers and leaders. Per the requirements of Senate Bill 1, Kentucky will report student growth using data from our new balanced assessment system, which in turn will be fully aligned with college-and-career-ready standards for all subjects. *(See Appendix DD for Senate Bill 1 and (B)(2) and (B)(3) for more information on the Commonwealth's participation in the Smarter/Balanced assessment consortium.)*

Over the next four years, the Effective Teachers Steering Committee and the Effective Principals Steering Committee will guide the Commonwealth's efforts to lead the nation in developing a model for the use of student growth and value-added assessment data to drive improvements in educator effectiveness. The Commonwealth will be first in the nation to generate student growth measures based on the new common core literacy and mathematics standards, and we expect to be first to do so based on the science, social studies, and arts standards now being developed. The National Technical Advisory Panel on Assessment and Accountability, a panel created by 1998 Kentucky legislation to ensure that nationally respected testing experts guide each step of Kentucky assessment design, will be an essential resource in this work.

Student growth measures will include:

- Valued-added analysis of student growth on statewide accountability assessments in reading and Math, aligned with statewide standards;
- Growth as measured by beginning- and end-of-course assessments in subjects and grades not covered by the statewide accountability assessment (The Commonwealth will ensure the accuracy of these assessments through additional statewide assessments and regular state reviews of program and assessment quality);
- Presentation of evidence of student growth with respect to standards by every teacher, using instruments such as pre-post tests, portfolios and local and state-level assessments that have been aligned with standards.

Key milestones in our timeline for measuring student growth in include:

- In 2011-12, our new assessment system will identify all students' starting level of performance on the path to college-and-career-readiness;
- In 2012-13, we will begin to generate value-added analyses of student growth since the previous year based on our new assessment system;
- By 2013-2014, we will measure growth in achievement for each individual student.

Our approach to measuring student growth will serve two core purposes, each of which will be discussed in more detail on the following pages. First, this data will be used to inform the continuous improvement of teachers' and principals' practice, as all educators will have access to information about their students' growth through the Continuous Instructional Improvement Technology System (CIITS). Second, this student growth data will be a significant factor in the multiple-measures teacher and principal evaluation systems that will inform all personnel decisions in LEAs.

(ii) Design and implement rigorous, transparent and fair evaluation systems of teachers and principals that

(a) Differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in

this notice) as a significant factor, and (b) Are designed and developed with teacher and principal involvement

The Effective Teachers Steering Committee and the Effective Principals Steering Committee are leading the development of the new Kentucky Teacher and Principal Professional Growth and Evaluation System, a multiple-measures evaluation system that will be operating statewide by 2013-14. Developed by educators for educators, this system will be rigorous, transparent, fair, and aligned to the Commonwealth's overall approach to continuous improvement in professional practice and student learning.

In our planned evaluation system, teacher evaluations will be based on:

- Evidence of student growth, *(as described above in (D)(2)(i))*;
- Evidence that teachers have systematically used information about student growth (across at least three points in time) to inform, improve and differentiate instruction;
- Multiple observations of instructional practice by principals, peer reviewers, and other trained evaluators with respect to research-based criteria of effective practices;
- Progress towards goals in professional growth plans, as demonstrated by artifacts and evidence of student performance.

In our planned evaluation system, principal evaluations will be based on:

- Evidence of student growth, *(as described above in (D)(2)(i))*;
- Evidence that principals have systematically used information about student growth (across at least three points in time) to inform their work with teachers to improve instructional practice
- Progress against individual performance and professional goals, including student growth and school working conditions
- 360° feedback, focused on effectiveness in instructional leadership
- Use of data from the New Teacher Center's Teacher Working Conditions Survey for school improvement *(See Appendix*

MMMM for more detail on the New Teacher Center's Teacher Working Condition Survey)

This system will differentiate teachers and principals into at least four levels of effectiveness and provide information to teachers and principals about their individual performance across multiple indicators of effectiveness. Annual student growth will be a significant factor in educators' ratings in the new system.

The evaluation system will be developed and implemented concurrently with the assessment system as follows:

	Assessment and Technology Systems	Evaluation System
2010-11	• Identify learning progressions based on the Common Core • Design and pilot assessments • Design and develop CIITS	• Develop, field test, evaluate, and refine evaluation system in 16 districts, testing preliminary growth models and value-added methodology using existing and local assessments
2011-12	• Launch assessments, collecting baseline student performance data • Launch CIITS	• Field test, evaluate, and refine evaluation system in an additional 20 districts, refining preliminary growth models and value-added methodology • Develop and adapt approach to incorporating evidence of student growth into the evaluation system
2012-13	• Refine CIITS • Generate measures of student growth from new assessment system • Refine and expand assessment system	• Field test, evaluate, and refine use of value-added with new assessment system in the 36 field test districts
2013-14	• Continuously refine assessment system	• Roll out evaluation system, including growth models and value-added, statewide
2014-15	• Continuously refine assessment system	• Continuously refine evaluation system • Begin statewide decision-making based on data from new evaluation system

We will contract with a nationally regarded evaluation firm throughout the process detailed above to ensure that this system is not only research based but also valid and reliable in practice. Additionally, all educators throughout the Commonwealth will have the opportunity to comment on the new system and its implementation through the New Teacher Center's Teacher Working Conditions Survey *(See appendix MMMM for more detail on the New Teacher Center's Teacher Working Condition Survey)*. The Steering Committees will use the feedback from the third-party evaluation and this survey to refine and improve the evaluation system.

By 2013-2014, all districts will be required to implement the Kentucky Teacher and Principal Professional Growth and Evaluation System or a system that meets the standards established by administrative regulation. At a minimum, requirements for district-level evaluation systems will include:

- Differentiation of educators across multiple levels of effectiveness;
- Use of evaluation components of the statewide model or a local equivalent, including student growth measures and their use as a significant factor
- Inclusion of teachers and leaders in the development process;
- Demonstrated validity and reliability, as well as an appeals process, to ensure fairness;
- Integration of the evaluation system with decision-making structures and processes such that evaluation data can be used to inform all major personnel decisions.

This systematic, growth-oriented approach to teacher and principal evaluation marks a significant change for the Commonwealth. It puts the focus squarely on what educators must *do* to improve student achievement and then requires educators to demonstrate evidence of student growth. With this focus on the quality of inputs and the measurement of outcomes, we have the best potential for improving student achievement. But thoughtful implementation to build LEA, principal, and teacher capacity will be essential as well. With the support of regional networks and the Kentucky Department of Education's field-based staff, a third-party training

partner will provide district-wide trainings and ongoing support for principals, teachers, district staff, and all evaluators throughout the launch of the new system. This support will ensure appropriate implementation and inter-rater reliability. At the school level, professional learning teams will complement these trainings. Additionally, the best practices and evidence base we establish with our third-party evaluation firm and the input we receive from teachers during systems development and roll out will shape ongoing capacity-building.

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

Annual evaluations of all teachers and principals are the linchpin of our new evaluation system. For non-tenured teachers, annual evaluations will consist of objective evidence of student growth, evidence of use of student growth data in instructional practice, multiple observations of instructional practice, and progress against professional growth plans and student learning targets. For tenured teachers, annual evaluations will consist of objective evidence of student growth, use of student growth data in instructional practice, and progress against professional growth plans and student learning targets, with multiple observations of instructional practice occurring every third year.

For principals, these annual evaluations will incorporate evidence of student growth, use of student growth data in instructional practice, assessments of progress against professional and performance targets, 360° feedback, and use of data from the New Teacher Center's Teacher Working Conditions Survey for school improvement.

The power of these annual evaluations will be in the information they provide to teachers and principals about their performance, including their students' academic growth. By 2011-12, the Continuous Instructional Improvement Technology System (CIITS) will provide all teachers and principals with access to pertinent information to inform instruction and improve their own practice at all times through user-friendly tools. To ensure that teachers and principals are able to use this information to continuously improve

their practice, we will support teachers and principals in learning to interpret student data and using it to shape instruction. As detailed in (C)(3)(ii) and (D)(5), developing teacher and principal capabilities for data-driven instruction is a primary goal of our new professional learning system. We will use our regional network structure to prepare and deploy 400 master trainers who will develop the capacity of educators to understand and act on student growth data. Additionally the state will develop model workplans and timelines to help districts implement further professional learning about effective use of student data. Information about their performance, in combination with supports to improve performance, professional learning teams, and rich instructional resources, will enable dramatic improvements in educator practice.

(iv) Use these evaluations, at a minimum, to inform decisions regarding...

Our new evaluation system will inform all personnel decision-making by schools, districts and the state, from support for professional learning to additional compensation and career opportunities, to tenure, certification, and release decisions. To ensure this, the Commonwealth will make approval of local evaluation systems contingent on full integration of those systems with decision-making and require public reporting of the percentage of educators in each performance level.

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

With the Kentucky Teacher and Principal Professional Growth and Evaluation System, we will have the information needed to support educators throughout their careers in a targeted, relevant, and professionally transformative fashion. The new system will provide teachers, principals, school councils and LEAs with actionable information about the growth needs of all the Commonwealth's educators, such that induction, training, and mentoring, can address the unique strengths and needs of each educator *(see (D)(5) for more information on this aspect of the plan)*. In particular, the new system will enable the following changes in the Commonwealth's approach to supporting and developing educators:

First, the Commonwealth is aligning its induction programs with the Kentucky Teacher and Principal Professional Growth and Evaluation System.

- During their first year of teaching in the Commonwealth, all teachers are required to participate in The Kentucky Teacher Internship Program (KTIP). Starting in 2013-14, we will integrate and align KTIP with the new evaluation system. During their participation in KTIP, teachers will receive additional training on how to use student growth data to improve instruction and receive induction supports based on the standards of performance set out in the new evaluation system.
- By 2012-13, all new principals will participate in the re-launched Kentucky Principal Internship Program (KPIP) during their first year in the role. This principal induction program will be grounded in the new principal evaluation system, using information about performance and student achievement to support continuous improvement of principal practice.

Second, as a result of our new evaluation system, teachers and principals will better understand their performance and be able to use this performance information to drive their development. Each educator will have an ongoing understanding of the areas in which he or she needs to grow, as well as access to the tools and support to self-assess. They will develop an individual professional learning plan and be supported in achieving that plan's goals through CIITS, mentorship programs, and formal professional learning opportunities. Teachers, principals, school councils and district staff will select and design professional learning opportunities based on specific development needs of both individual teachers and groups of teachers identified through the evaluation process.

Additionally, as part of our overall investment in professional learning and the roll out of CIITS, Kentucky is developing a database of all professional development programs in the state. Educator evaluation data will be matched with participation in professional learning programs to track the impact of these programs on educator performance. This will ensure that districts, principals, and teachers have data not only about what educators need, but also about which supports and programs are most effective in meeting those needs. We will also monitor the overall effectiveness and opportunities for improvement in the evaluation and professional

learning systems through the New Teacher Center's Teacher Working Conditions Survey, which we will administer bi-annually to all of the Commonwealth's educators *(See Appendix MMMM for more detail on the New Teacher Center's Teacher Working Condition Survey)*..

(b) Compensating, promoting, and retaining teachers and principals and providing opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities

To retain the most effective teachers and principals, the Commonwealth must provide them with opportunities for career advancement within their schools and districts. As part of this comprehensive reform plan, Kentucky will strengthen its approach to rewarding and retaining its most effective educators in three ways.

First, we will provide funding for a small number of districts to implement compensation reforms focused on shifting from current step-and-ladder compensation systems to systems based on teacher and principal performance. These districts will leverage our new statewide evaluation system to experiment with innovative compensation and retention practices for highly effective educators. These field tests will be evaluated and results will be considered in the Steering Committees' recommendations regarding the Commonwealth's evaluation system. These reforms will be funded from the Race to the Top budget and augmented with any potential future funding from the Teacher Incentive Fund.

Second, eligibility for participation in the new career advancement opportunities that will be introduced as part of our comprehensive reform plan will be contingent on being evaluated highly effective in our new evaluation system *(see (D)(3) and (E)(2) for more details on these opportunities)*.

Finally, being evaluated highly effective in our new evaluation system will become a significant factor in eligibility for advancement in existing career paths and differential compensation options, such as school-level teacher leaders, instructional coaches, curriculum specialists, and school and district administration roles.

Through this multi-pronged approach, teacher and principal performance evaluations will be used to inform decisions about compensation and promotion across the Commonwealth.

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

As noted above, upon starting to teach or serve as a principal in the Commonwealth, all teachers and principals will participate in The Kentucky Teacher Internship Program and The Kentucky Principal Internship Program, respectively. These programs will be aligned with the new evaluation system such that only those teachers and principals who meet the system's standards of effectiveness for teachers and principals in their first years (including student growth and its use) will be granted full certification (i.e., full certification for teachers and Tier 2 of the professional principal certificate for principals).

Similarly, upon implementation of the evaluation system, tenure decisions for teachers, which occur after four years of teaching (one of the longest tenure windows in the nation), will be based on data from the new evaluation system. Per the administrative regulation that the Board of Education will update by July 1, 2013, evaluation systems will only be approved if districts have the commitment and capability to use evaluation data to inform tenure decisions, granting tenure only to those teachers who meet clearly defined standards of effectiveness (including evidence of student growth and the use of student growth data to improve practice). Additionally, the Kentucky Department of Education will require that LEAs report tenure-granting rates by effectiveness level, and ongoing funding will be contingent on the use of evaluation data for tenure decisions.

In the Commonwealth, principals are not eligible for tenure; however, retention will be contingent on performance measured in the evaluation system.

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

procedures

The new evaluation system is focused on promoting and enabling teacher and principal growth. Complemented with deep investments in professional learning, the system will provide teachers and principals with clear information on performance and systematic supports to improve their practice, whatever their individual strengths and weaknesses.

The system will also provide transparency into teacher and principal performance, such that it will be possible to ensure that students are not being taught or led by ineffective teachers and principals, regardless of their tenure status. Per the administrative regulation that the Board of Education will update by July 1, 2013, a district's evaluation plan will only be approved if it shows the commitment and capability to use evaluation data to inform retention decisions, retaining only those teachers who meet clearly defined standards of effectiveness (including evidence of student growth and the use of student growth data to improve practice).

Implement new systems

Action steps	2010	2010-11	2011-12	2012-13	2013-14	2014-15	Responsible
Develop statewide balanced assessment system							KDE; Consortia partners
Validate approaches to measure student growth							KDE; partner LEAs; Steering Committees
Develop and launch continuous Instructional Improvement Technology System (CIITS)							KDE; Regional Networks
Build teacher, principal capacity to use student growth data and CIITS							Network Coordinator, KDE; Regional Networks
Refine, field-test and validate evaluation system in 16 districts							Steering Committees; LEAs
Refine, field test and validate evaluation system in 20 additional districts							Steering Committees; LEAs
Refine use of value-added in 36 field test districts							Steering Committees; LEAs
Roll out evaluation system statewide							Steering Committees; LEAs
Conduct third-party evaluation of evaluation system; refine system							Third-party evaluator; Steering Committees
Build capacity to implement evaluation system with fidelity							Kentucky Leadership Academy
Establish Kentucky Administrative Regulation on evaluation systems							Board of Education; Steering Committees

Make decisions based on data from new systems

Action steps	2010	2010-11	2011-12	2012-13	2013-14	2014-15	Responsible
Align Kentucky Teacher Internship Program with evaluation system							KDE; Educational Professional Standards Board (EPSB)
Re-launch Kentucky Principal Internship Program aligned with evaluation system							KDE; EPSB
Develop/launch professional learning database in CIITS							KDE
Use evaluations (CIITS system, self-assessments) to determine professional growth needs							LEAs; school councils; teachers; principals
Implement compensation system reforms in districts							KDE; LEAs
Develop recommendations based on compensation innovations							Commissioner; Steering Committees
Develop/launch career advancement opportunities requiring effectiveness							KDE; LEAs
Align existing career paths and differential compensation options to effectiveness							LEAs; monitored by KDE
Award tenure based on demonstrated effectiveness (based on 2 years of data)							LEAs; monitored by KDE
Release teachers with history of ineffective performance							LEAs; monitored by KDE

Performance Measures
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).

Criteria	General goals to be provided at time of application:	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
		Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	3%	22%	44%	77%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	3%	22%	44%	77%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	3%	22%	44%	77%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals.	100%	100%	100%	100%	100%
(D)(2)(iv)(b)	• Compensating teachers and principals.	100%	100%	100%	100%	100%
(D)(2)(iv)(b)	• Promoting teachers and principals.	100%	100%	100%	100%	100%
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	100%	100%	100%	100%	100%

(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	100%	100%	100%	100%	100%
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	100%	100%	100%	100%	100%

The 3% of Participating LEAs that currently measure student growth and have qualifying evaluation systems for teachers and principals represent the 5 districts that are part of the Wallace Foundation growth model development pilots. Kentucky expects to have all LEAs equipped with these systems by 2014, given upcoming legislative support for a new statewide evaluation system.

For the percentage of Participating LEAs that use the information to inform decisions, targets aligned with the planned statewide rollout were established using benchmarks from such sources as the publicly-available Pittsburgh Public Schools strategy to empower effective teachers (e.g., a 13 point increase in the percentage of highly-effective teachers is expected within 5 years.) The targets are more aggressive in the decision categories that are emphasized in the plans.

General data to be provided at time of application:	
Total number of participating LEAs.	174
Total number of principals in participating LEAs.	2,167
Total number of teachers in participating LEAs.	44,016

There are 174 LEAs in Kentucky; all 174 have signed on as Participating LEAs.

There are 2,167 principals in Kentucky (i.e., people with the job class of school principal, asst principal, vocational principal for fall 2009-2010)
There are 1,260 principals in Kentucky (i.e., people with the job class of school principal for fall 2009-2010)

There are 44,016 teachers in Kentucky (i.e., people with the job function of teacher for fall 2009-2010)
There are 41,770 teachers teaching a course (i.e., people teaching a course for fall 2009-2010)

Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii)[6]	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	

[6] Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 points)*

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

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*