

Characteristics and Indicators of a High-Capacity State

Characteristics of a High-Capacity State*	<p style="text-align: center;">1</p> <p style="text-align: center;"><i>The state accurately assesses the improvement needs of districts and schools.</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;"><i>The state develops solutions to address the improvement needs of districts and schools.</i></p>	<p style="text-align: center;">3</p> <p style="text-align: center;"><i>The state builds and sustains systemic support for district and school improvement efforts.</i></p>	<p style="text-align: center;">4</p> <p style="text-align: center;"><i>State improves tools and systems for improvement and accountability</i></p>
Indicators of a High-Capacity State**	<ul style="list-style-type: none"> • Has an effective and efficient system to collect data on districts and schools (e.g., performance and demographic data). • Analyzes and uses data to assess and monitor district and school improvement. • Engages and communicates with districts and schools on needs and changes for improvement based on data. 	<ul style="list-style-type: none"> • Develops or assists districts and schools in developing solutions that are differentiated based on local context, capacity, and improvement needs. • Distributes state-level resources according to district and school needs. • Provides incentives to motivate district and school improvement. 	<ul style="list-style-type: none"> • Sets standards to support improvement. • Creates strong data systems. • Has a sound fiscal and human resource infrastructure to support district and school improvement. 	<ul style="list-style-type: none"> • Emphasizes evidence-based and research-based knowledge, strategies, and practices. • Provides opportunities for change and innovation.
Cross-Cutting Indicators	<ul style="list-style-type: none"> • Infrastructure that supports district and school improvement efforts (including partners from the SEA, external entities, districts, and schools). • Coherent system to coordinate district and school improvement efforts across partners. • Processes to build knowledge and skills among partners. • Continuous improvement through monitoring, assessment, and evaluation. • Sharing and learning from other states on best practices and effective strategies. 			

Sources:

*U.S. Department of Education. (2006). *Characteristics of a High-Capacity State*.

**Appalachia Regional Comprehensive Center. (2008). *Power Indicators of High Capacity State Education Agencies: Crosswalk of Comprehensive Center Indicators*; Center on Innovation & Improvement. (2007). *Strengthening the Statewide System of Support: A Manual for the Comprehensive Center and the State Education Agency*; The Education Alliance. (2000). *What It Takes: 10 Capacities for Initiating and Sustaining School Improvement*; Fullan, M. (2006). *Turnaround Leadership*; Massell, D. (1998). *State Strategies for Building Capacity in Education: Progress and Continuing Challenges*; Rennie Center for Education Research & Policy. (2005). *Reaching Capacity: A Blueprint for the State Role in Improving Low Performing Schools and Districts*.