RACE TO THE TOP

District of Columbia Report

Year 2: School Year 2011–2012

U.S. Department of Education
Washington, DC 20202

February 1, 2013

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided $4.35 billion for the Race to the Top fund, of which approximately $4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.[1] In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 1 and Phase 2 competitions. Also in 2011, the Department made seven awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Most recently, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and career.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)[2] take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).[3]

[1] The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

[2] Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

[3] More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (*e.g.*, through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.[4] The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2011 through September 2012.

State's education reform agenda

The Office of the State Superintendent of Education (OSSE) is the State educational agency for the District of Columbia (the District). OSSE sets statewide policies, provides resources and support, and exercises accountability for all public education in the District. The District of Columbia Public Schools (DCPS) is the largest LEA in the District. In addition, there are also over 50 public charter LEAs that operate independently. OSSE, DCPS, and participating charter schools have come together to implement the reform efforts that the District outlined in its Race to the Top grant. The District is receiving a total of $74,998,962 in Race to the Top funds.

The District's broad goals under Race to the Top include building capacity to support LEAs; moving swiftly to adopt the Common Core State Standards (CCSS); funding the development of LEA instructional improvement systems (IIS) to support data-driven instruction; building and supporting stronger pipelines for effective teachers and principals; and, creating conditions of support and attracting effective educators to the District's persistently lowest-achieving (PLA) schools. The District will complete many of its Race to the Top grant projects through LEA consortia and by leveraging Race to the Top-specific task forces. The District intends to distribute 85 percent of its entire Race to the Top grant to participating LEAs through formula funding or competitive subgrants. The remaining 15 percent of grant funds are for State capacity building and District-level projects.

State Year 1 summary

OSSE included DCPS and charter schools in the planning and implementation of its reform work. OSSE established task forces focusing on the CCSS, human capital, student growth measures, and science, technology, engineering, and mathematics (STEM). The DC State Board of Education adopted the CCSS prior to Year 1 and all participating LEAs developed a transition plan for implementing the new standards by the end of school year (SY) 2011-2012. The District provided professional development to support the transition to CCSS. OSSE also awarded competitive subgrants to LEAs for work in such areas as developing IIS, professional learning communities, and teacher residency programs.

In Year 1, OSSE experienced significant turnover among leadership and staff. As a result, there were delays in finalizing a District-wide education research agenda, developing and releasing CCSS resources, providing support to intervention efforts in chronically lowest-achieving schools, and receiving, reviewing, and approving LEA plans for teacher and leader evaluations.

State Year 2 summary

Accomplishments

Despite the delays, OSSE has made progress in implementation since Year 1. OSSE continues to leverage Race to the Top-specific task forces to accomplish District-wide work. This includes the development of competitive subgrants and corresponding Requests for Applications (RFAs), and the review of teacher and leader evaluation plans. OSSE has a new Race to the Top Director since January 2012, which has provided stability in leadership across Race to the Top projects. OSSE and the participating LEAs continue to provide professional development opportunities on the CCSS for educators in the District, and all participating LEAs are executing their CCSS implementation plans. OSSE's four IIS competitive subgrantees have made progress in Year 2. The District's teacher residency programs are progressing with high participant retention, as a new cohort of teacher residents prepare to teach in high-need areas in Year 3.

Challenges

OSSE experienced several procurement delays that directly affected Race to the Top initiatives, including the Enterprise Grants Management System, CCSS resource website, statewide longitudinal data system (SLDS), Expanded Growth Measures, and Teacher Preparation Program Scorecard projects. OSSE launched an initial version of the internally developed SLDS portal, but the long-term, comprehensive system remains delayed. There continue to be setbacks and delays in implementing key initiatives, such as providing support to its PLA schools and establishing the STEM Learning Network. OSSE has approved all LEA plans for teacher and leader evaluations, but some approvals took place eight months after the deadline in the District's Scope of Work.

[4] Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Looking ahead to Year 3

In Year 3, the District plans for its Race to the Top team to play a major role in a tiered system of support for PLA schools, which is aligned with the District's approved Elementary and Secondary Education Act (ESEA) flexibility request[5]. OSSE will continue to provide professional development opportunities for educators on implementing the CCSS. It also plans to promote its CCSS resource website and release the Standards Entry Points for Differentiated Learning, a consortium-developed manual for special education teachers. All 30 participating LEAs will implement an IIS. After receiving approval for an amendment from the Department in Year 2, OSSE expects to finalize the design of the Teacher Preparation Program Scorecard in Year 3. OSSE also plans to provide support to DCPS intervention efforts in PLA schools and launch the STEM Learning Network. The competitive grant programs, Charter School Teacher Pipeline (Pipelines) and Professional Learning Communities for Effectiveness (PLaCEs), will be expanded in Year 3 to include additional teachers, schools, and LEAs. Subgrantees for both programs will continue to share best practices throughout the District.

State Success Factors

Building capacity to support LEAs

In Year 1, OSSE's Race to the Top team moved into the agency's Division of Elementary and Secondary Education to improve coordination with other programs within that Division, including the School Improvement Grants (SIG) program.

OSSE's Race to the Top team has been fully staffed as of August 2012, including a new Race to the Top Director who started in January 2012. Effectiveness managers supported work around specific priority areas such as individualized professional development and intervening in PLA schools, while other directors within the agency led specific bodies of work, such as the work on data access and use and increasing teacher and leader effectiveness. OSSE staff met regularly with its Race to the Top-specific task forces to highlight best practices and encourage discussion on how LEAs will meet their obligations under Race to the Top. The reporting and implementation manager and fiscal manager continued to supply LEAs with information regarding LEA obligations under the Race to the Top Memorandum of Understanding.

OSSE uses onsite, desk monitoring, and reimbursement requests to monitor LEA progress against their respective CCSS implementation plans. OSSE also uses a tracking spreadsheet for Scope of Work deliverables to track LEAs' progress against their respective Scopes of Work, as well as to focus resources and support, and guide its management of subgrantees. During Year 2, OSSE monitored schools that received School Improvement Grant funds or intervention support from DCPS through Race to the Top. For its Pipelines subgrants, OSSE requires Lead LEAs to submit quarterly programmatic and fiscal progress reports to ensure programs are on track to achieve their respective goals and objectives.

Support and accountability for LEAs

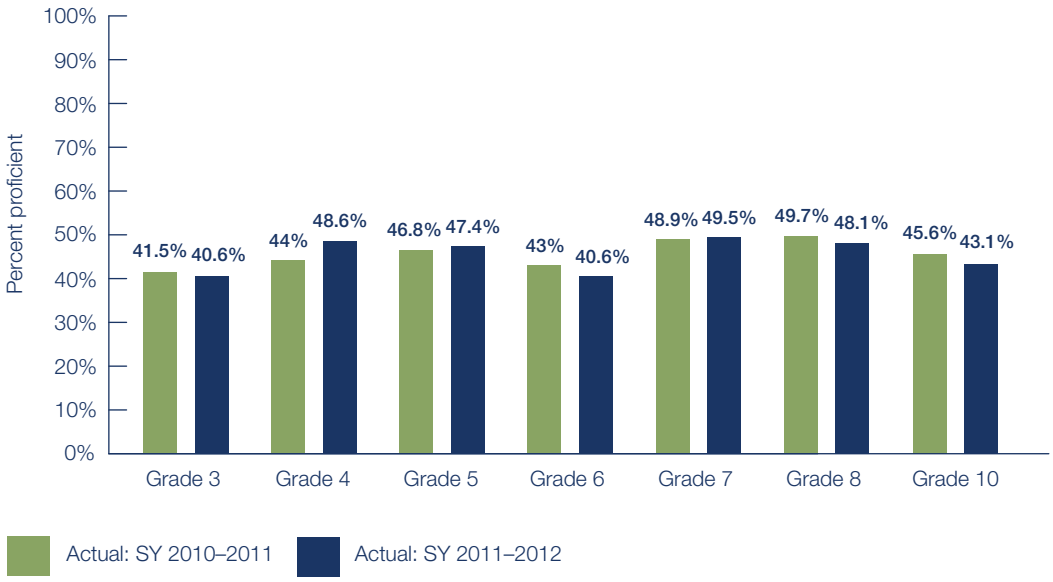
OSSE has a specific plan for monitoring LEA progress for both its formula and competitive subgrants. OSSE has shared this monitoring plan with all LEAs, with a particular focus on the "Lead LEAs" that receive and manage the District's competitive subgrants. Lead LEAs are responsible for managing other LEAs in OSSE's consortia subgrant projects (IIS, PLaCEs, and Pipelines). The Race to the Top team completed its Year 2 onsite monitoring for 50 percent of the LEAs and desk monitoring for the remaining participating LEAs in July 2012. OSSE conducts desk monitoring for all participating LEAs throughout the year.

OSSE's support and accountability processes include requiring participating LEAs to complete a Race to the Top self-assessment each year. At the end of each grant year, LEAs must assess and rate themselves on whether they are meeting stated performance measures and deliverables. Half of the participating LEAs completed these self-assessments and submitted them to OSSE prior to Year 2. The other half participated in a self-assessment as part of OSSE's onsite monitoring visit during spring 2012. OSSE used the information gathered from these self-assessments to inform its targeted technical assistance program and to inform its own monitoring of LEAs.

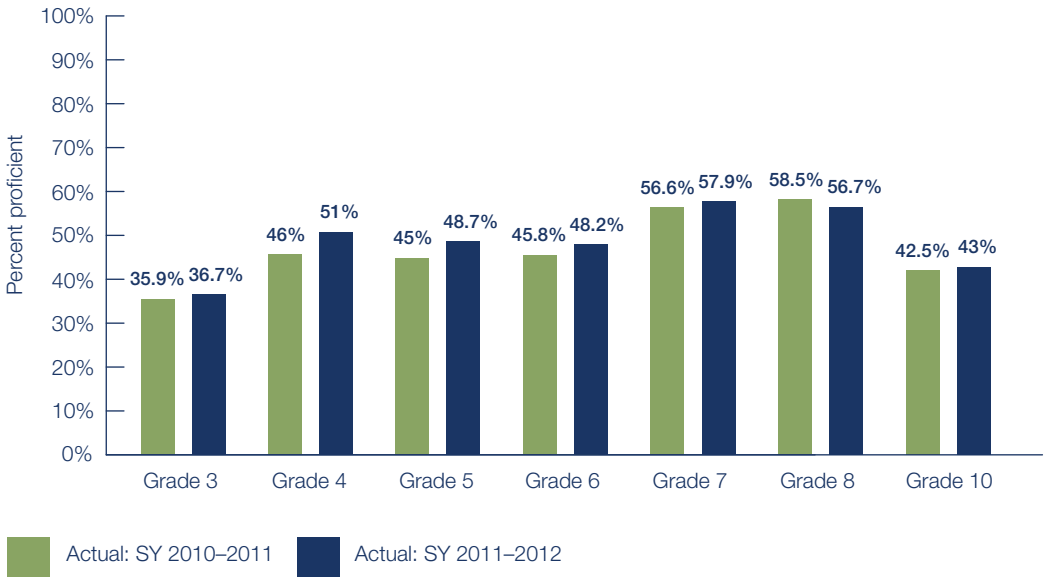
In Year 2, OSSE experienced delays in launching a centralized grants management system. OSSE was scheduled to begin piloting a web-based tool for Title I monitoring in spring 2012 that would serve some of the necessary monitoring functions; however, the Enterprise Grant Management System RFA had not been released and OSSE has proposed a new project completion date of December 2013. This is a 15-month delay from the original completion date of September 2012 in the District's Scope of Work. In the interim, OSSE continues to use a variety of methods to accomplish other grants management functions (*e.g.*, make awards, process expenditures, and write reports).

[5] On September 23, 2011, the Department offered each interested State educational agency (SEA) the opportunity to request flexibility ("ESEA flexibility") on behalf of itself, its LEAs, and its schools, regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. For more information on ESEA Flexibility, see www.ed.gov/esea/flexibility.

Student Proficiency on District of Columbia's ELA Assessment



Student Proficiency on District of Columbia's Mathematics Assessment



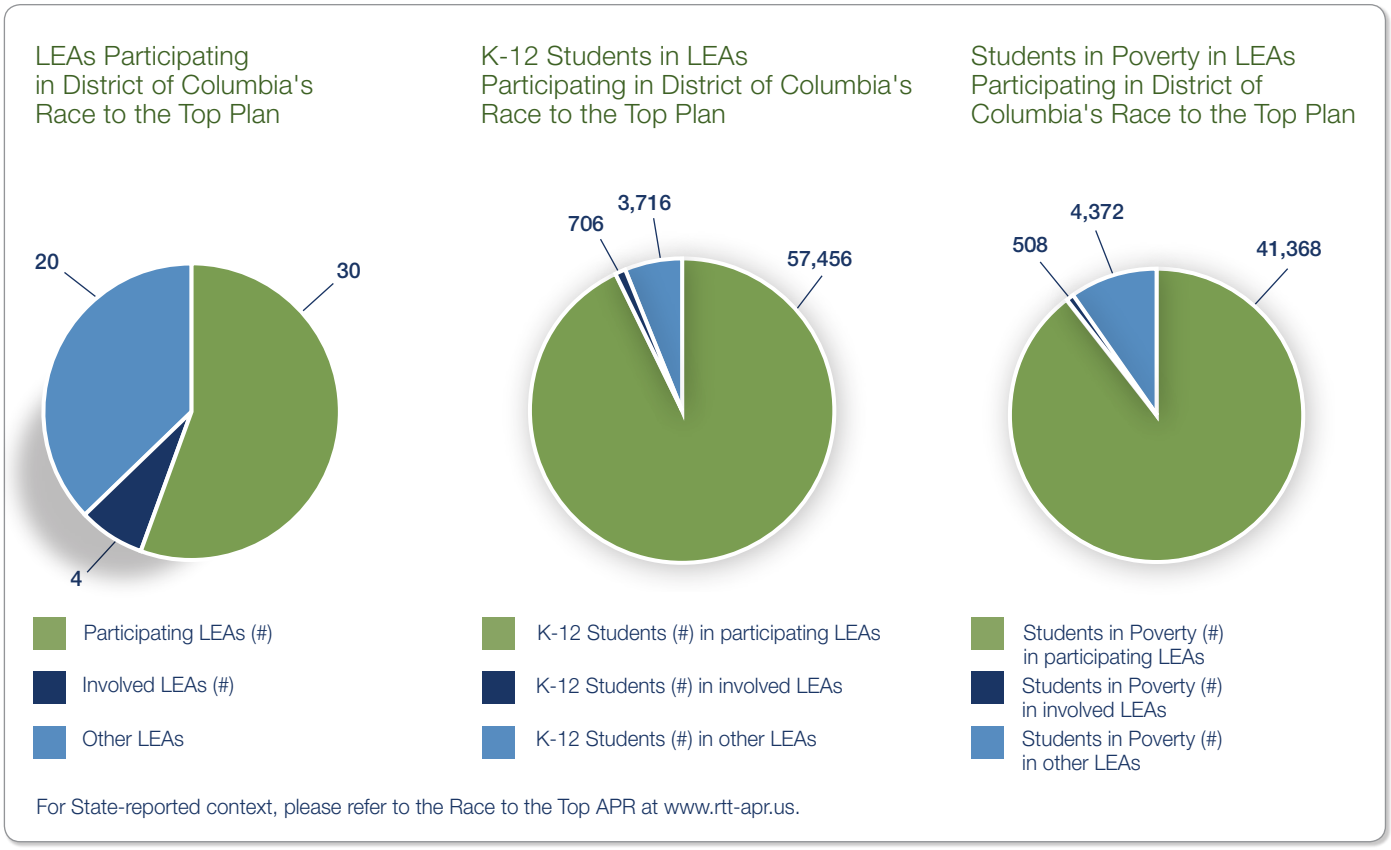
Preliminary SY 2011–2012 data reported as of: August 27, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

LEA Participation

OSSE reported 30 participating LEAs (DCPS and 29 charter LEAs). This represents 90 percent of the District's kindergarten through twelfth grade (K-12) students and over 92 percent of its students in poverty.



For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Stakeholder engagement

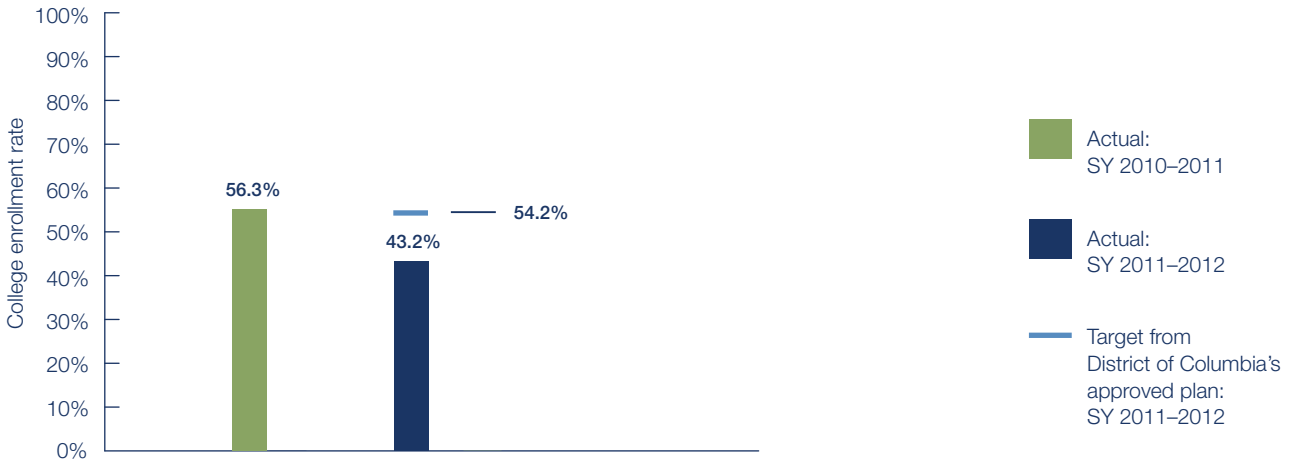
OSSE continued to convene its Race to the Top-specific task forces, including the Student Growth Measure Task Force and the Human Capital Task Force, to accomplish District-wide work in Year 2. Membership on these various task forces consists of representatives from OSSE staff, participating LEA leadership, and the Public Charter School Board. The task forces facilitate communication among members and allow for input on the District's Race to the Top initiatives. The Student Growth Measure Task Force, which OSSE's Director of Teaching and Learning facilitates, focused its work in Year 2 on activities related to assessments in order to measure growth in priority grades and subject areas. The Human Capital Task Force, which OSSE's Director of Teaching and Learning also facilitates, advised OSSE on the Pipelines and PLaCEs RFAs and reviewed teacher and leader evaluation plans from LEAs. In addition, the Technical Support Committee, which consists of five charter LEA representatives and one representative from DCPS, advised OSSE on the implementation of the value-added growth model. Staff on OSSE's Race to the Top team facilitated the Teacher Preparation Programs Task Force during Year 1. The Task Force developed the contract Scope of Work for the scorecard project and reviewed the draft Teacher Preparation Program Scorecard. The scorecard will give parents, students, and community members a clear view of teacher preparation program performance. The Division of Educator Licensure and Accreditation (the Division) took over the scorecard project in Year 2 and has kept stakeholders informed about the project through its bimonthly meetings with Unit Heads. Unit Heads are the deans of the schools of education in the District and teacher preparation program directors for non-profit programs. OSSE, however, has not convened the task force while it waits for the contract to be awarded. Last, OSSE's director of the Division of Standards and Accountability facilitates the CCSS Task Force that supports the implementation of the CCSS, including developing materials to support writing instruction and sharing best practices.

Successes, challenges, and lessons learned

OSSE continues to use its Race to the Top task forces to drive reform. Joint task force meetings serve as venues for LEAs to learn from one another. Through interviews conducted by the Department with the District and participating LEA staff during the Department's onsite monitoring visit in spring 2012, both OSSE and LEA staff expressed satisfaction with the task forces and plan to continue them beyond the Race to the Top grant period. Both OSSE and the LEAs noted that they considered the task force approach a strength of Race to the Top and a new way of doing business in the District.

Despite hiring a new Race to the Top Director in January 2012, the Race to the Top team remained understaffed for most of Year 2, causing Year 1 delays to continue through Year 2. According to its current Scope of Work, OSSE should have contracted with a vendor for a comprehensive, centralized grants management system by March 2012, with the system launched in September 2012. However, OSSE has yet to release an RFA for the Enterprise Grants Management System project, and as a result, continues to experience delays in establishing a comprehensive grants management system. Until OSSE establishes a grants management system, the Race to the Top team and other OSSE program offices will use a variety of methods to manage the Race to the Top grant.

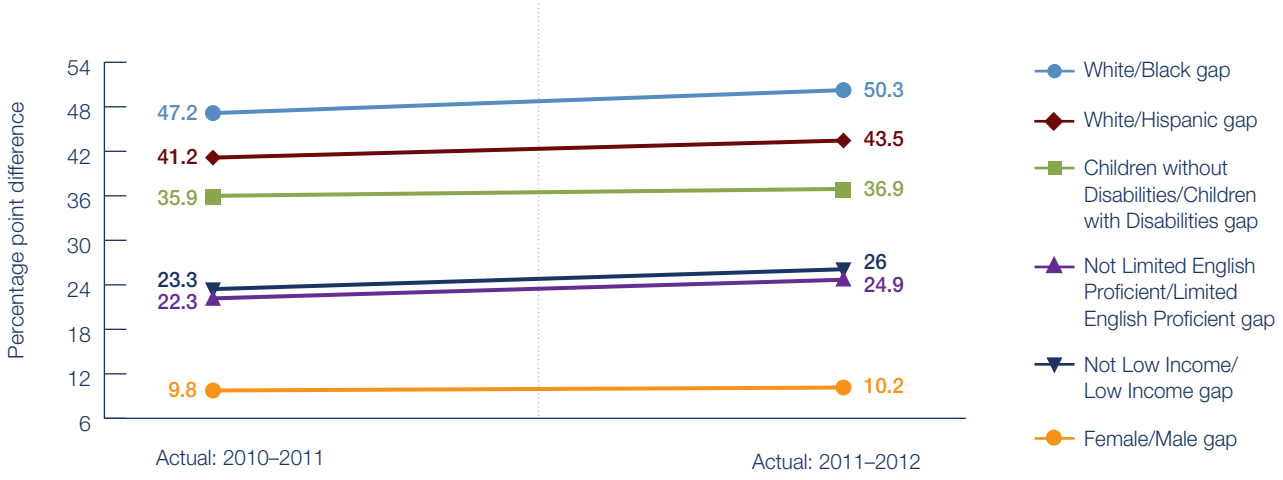
College Enrollment Rates



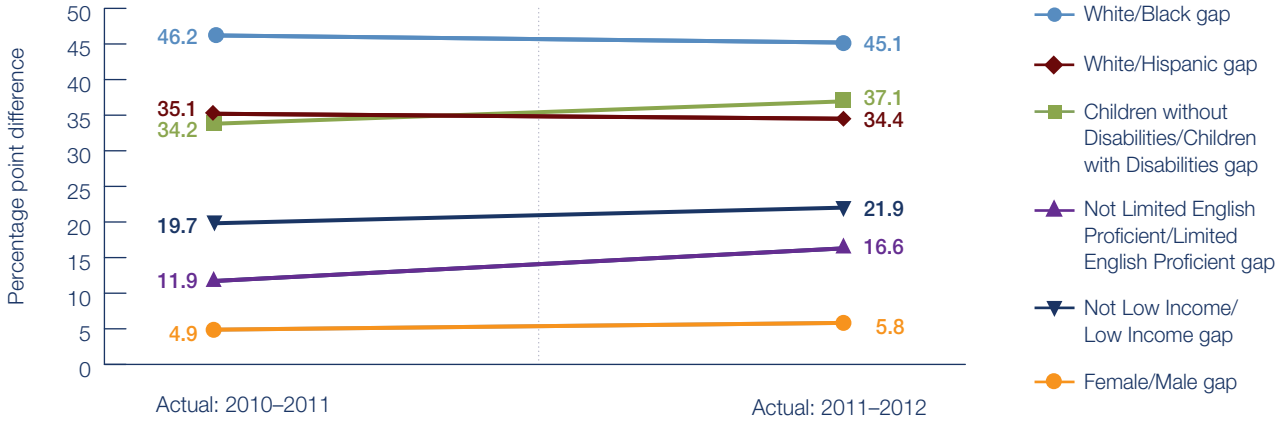
Preliminary SY 2011–2012 data reported as of: September 28, 2012

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Achievement Gap on District of Columbia's ELA Assessment



Achievement Gap on District of Columbia's Mathematics Assessment



Preliminary SY 2011–2012 data reported as of: August 27, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA and mathematics assessments. Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups. If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Supporting the transition to college- and career-ready standards and high-quality assessments

Adopting standards and developing assessments

In July 2010, with approval by the D.C. State Board of Education, the District adopted the CCSS in English language arts (ELA) and mathematics. The District continues to play an active role as a governing board member of the Partnership for Assessment of Readiness for College and Careers (PARCC).

All participating LEAs selected CCSS-aligned interim assessments from an OSSE-approved vendor before the start of Year 1 and are now implementing these CCSS-aligned interim assessments as part of their approach to data-driven CCSS instruction. During the Department's onsite monitoring interviews in spring 2012, several educators from participating LEAs spoke very highly of the CCSS interim assessments stating that the assessments were having an impact on instructional practices, data-driven planning, professional development, and educator collaboration.

In Year 2, OSSE and LEAs continued to support CCSS implementation by providing professional development primarily through the Core Professional Development Calendar (OSSE's annual professional development offerings). There were specific, optional sessions on CCSS and related instructional strategies, as well as sessions that covered a variety of other topics (*e.g.*, behavior intervention and instructional leadership).

With the RSN, District officials, along with officials from 11 Race to the Top States, met in January 2012, April 2012, and October 2012 to discuss, develop, and enhance strategies to align and support the implementation of teacher and leader effectiveness initiatives within the context of newly implemented CCSS.

Supporting college readiness

Last spring, the Deputy Mayor for Education convened the District's cradle-to-career initiative advisory group to help align high school curricula and graduation requirements with college entrance requirements. This group, composed of internal and external stakeholders across the P-20 continuum, is now serving as the P-20 Consortium referenced in the District's approved Race to the Top application. During a March 2012 meeting, the group discussed goals and outcomes for cradle-to-career success across the District, such as kindergarten readiness, K-12 proficiency, and college readiness. Moving forward, the P-20 Consortium will develop networks for specific lines of work (*e.g.*, pre-kindergarten preparation, after-school programming, college and career), and each network will develop strategies to meet relevant goals and outcomes.

Dissemination of resources and professional development

In Year 2, OSSE and the participating LEAs made progress on providing professional development opportunities on CCSS for teachers. Though not funded through Race to the Top, these efforts are critical to the long-term success of CCSS implementation. After delays, all participating LEAs are currently implementing CCSS plans, and OSSE checks for CCSS implementation during its onsite monitoring visits, desk-monitoring and the collection of annual deliverables. The District is a member of the National Center and State Collaborative (NCSC) that is creating a Standards Entry Points for Differentiated Learning manual that includes CCSS curricula, instructional support, professional development materials, and a summative assessment for teachers of students with the most significant cognitive disabilities.

OSSE currently has a basic entry points manual and standards crosswalk document available on its website, but the development of the consortium-developed Standards Entry Points for Differentiated Learning manual has been delayed. According to the District's amended Scope of Work, the manual was to be completed in summer 2012. In fall 2012, OSSE provided access to differentiated mathematics instructional units and training to the local Community of Practice (CoP), instructional leaders in the District's schools, and OSSE expects to receive ELA differentiated learning instructional units in early 2013. All NCSC-developed resources are still in draft form; therefore, only CoP members have access to the manual and its resources. OSSE originally proposed to develop this resource by June 2011, but it now anticipates that full implementation of the Standards Entry Points for Differentiated Learning manual will occur in SY 2013-2014.

OSSE planned to launch a CCSS resource website in two phases in Year 2, with Phase I, a public Beta version, launching in January 2012 and Phase II, a full public launch, in March 2012. The website includes lesson plans, unit plans, and video samples that are accessible to multiple audiences, but primarily intended for teachers and parents. Although OSSE has made some progress on this project, the Phase I portion of the CCSS website was not launched until September 2012; OSSE launched Phase II in December 2012. The ten-month delay on each phase of the CCSS website launch has resulted in fewer timely resources available to educators as they make the transition to CCSS standards and aligned assessments and could result in a resource that is less robust than originally intended.

Successes, challenges, and lessons learned

In Year 2, OSSE and participating LEAs continued to provide professional development opportunities on the CCSS for all teachers in the District. All participating LEAs were implementing CCSS plans, and numerous educators noted positive changes in instruction and educator behavior as a result of the District's CCSS professional development training and resources. OSSE launched Phase I of the CCSS resource website, after a 10-month delay, in September 2012. With the additional delay of the Standards Entry Points for Differentiated Learning manual, there were limited coordinated supports to help teachers implement CCSS.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Accessing and using State data

In Year 2, OSSE made progress in establishing its research priorities. OSSE also published its research agenda that will inform data sets generated from the SLDS in January 2012. Further, OSSE launched an initial interim version of the internally developed SLDS portal in August 2012. This public portal includes real-time information on District educational performance across the P-20 spectrum. OSSE posted aggregate spreadsheets and interactive graphics of research-ready data sets, including a data set with DC Comprehensive Assessment System (DC CAS) scores by subgroup since 2007. The internally developed SLDS portal was rolled out to 11 LEAs, including DCPS, and will be available to the remaining 48 LEAs in December 2012. Once the contractor-created SLDS is functional, OSSE will integrate the two systems to release one public-facing version that includes the data from the internally created site. The contractor-developed version will pull data from more sources and provide a user-friendly interface to generate reports. OSSE also created research-ready aggregate datasets for K-12 enrollment and high school graduation that incorporate data from 2000 through 2011. In August 2012, OSSE made the DC Enrollment Audit and English learner data public and accessible on its website.

Using data to improve instruction

OSSE's four IIS consortium subgrantees, which received their awards in early July 2011, made progress in Year 2 on maximizing their resources and developing an IIS that meets group and individual school needs and that can be shared with other LEAs. Each subgrant was awarded to a Lead LEA and at least two partner LEAs. The four IIS projects together involve 21 LEAs. The four lead LEAs have expertise in developing an IIS and are sharing their technology and expertise with the other LEAs that are not as far along in their data systems initiatives. All participating LEAs have either hired data coaches/leads or placed this responsibility with existing staff within each school. IIS consortia added system modules in such areas as attendance, behavior, grade books, and interim assessment results to their IIS throughout Year 2, and all four LEA consortia began implementation of an IIS in fall 2012.

OSSE required participating LEAs to submit a plan for ongoing, job-embedded professional development on data-driven instruction by fall 2011. As of fall 2012, OSSE had received and approved all 30 participating LEA plans, one year delayed. OSSE used a rubric to measure the quality of the LEA data plans and will use these results to determine the appropriate technical assistance to provide LEAs in Year 3.

The four IIS consortium subgrantees are:

E.L. Haynes Public Charter School
E.L. Haynes completed intensive training for all teachers in its consortium on implementation of SchoolForce in August 2012. All schools are implementing in the SY 2012-2013.

DC Prep
Out of DC Prep's consortium of four LEAs, three launched their data systems in SY 2012-2013 and one commenced partial data system implementation to some classrooms and teachers.

Friendship Public Charter Schools
Friendship selected and implemented the data warehouse platform, GoodData.

IDEA Public Charter School
IDEA installed the system and all the data has been cleaned in time for SY 2012-2013. The LEA conducted professional development for teachers on the data dashboard in August 2012.

Data Systems to Support Instruction

Successes, challenges, and lessons learned

OSSE made progress in determining its research priorities and creating aggregate K-12 enrollment and high school graduation datasets. All participating LEAs implemented an IIS by OSSE's fall 2012 deadline. LEAs are also incorporating interim assessment results and new data leads/coaches into their data-driven instruction efforts.

While the four consortia made progress in developing and implementing IIS, some LEAs were delayed in submitting data-driven instruction plans to OSSE, resulting in a missed milestone. OSSE provided technical assistance to LEAs when deadlines were missed, but LEAs may need additional support in the development and implementation of their plans in Year 3 to be able to implement in Year 3. With the hiring of a data manager on the Race to the Top team during the latter part of Year 2, OSSE has added capacity and, as a result, is better able to provide targeted technical assistance to participating LEAs on their data plans and accompanying data-related activities.

In addition, OSSE issued the contract for the SLDS portal in summer 2012, and is internally developing an interim online portal. While OSSE launched this interim, public-facing version of its SLDS portal in August 2012, the long-term, comprehensive solution is delayed by seven months. The District believes this delay will not affect OSSE's overall efforts in this reform area because their interim solution is currently meeting district and school needs.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions. In addition, Race to the Top States are providing high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators.

Improving teacher and principal effectiveness based on performance

OSSE, in collaboration with its Student Growth Measure Task Force, selected a value-added measure (VAM) for the District's common student growth measure and provided VAM data based on the DC CAS to participating LEAs in August 2012. LEAs will use the VAM data as part of their teacher and principal evaluations. DCPS and charter LEAs currently use two separate VAM translation tables and a contractor will provide VAM results that compare teachers across the District in addition to providing results to DCPS separately using its own translation table.

Furthermore, OSSE, in collaboration with the Student Growth Measure Task Force, selected a school-wide growth model to include in its assessment of school-level performance. The District selected a version of a Median Growth Percentile model for the school-wide growth model. The results from this model are used in the Public Charter School Board's Performance Management Framework and DC Public School's School Report Card.

In Year 2, LEAs began to pilot expanded growth measures to additional grades and subjects for teacher and principal evaluations. The task force developed a list of priority grades and subject areas that included: kindergarten through first grade mathematics and reading, second grade mathematics and reading, third grade mathematics and reading, ninth grade ELA, Algebra I, Geometry, grades 6-8 social studies and science, and kindergarten readiness. Each participating LEA piloted an assessment or process for measuring student growth for at least one grade or subject on this list. In future years, these assessments will allow LEAs to use the District's VAM models in additional grades.

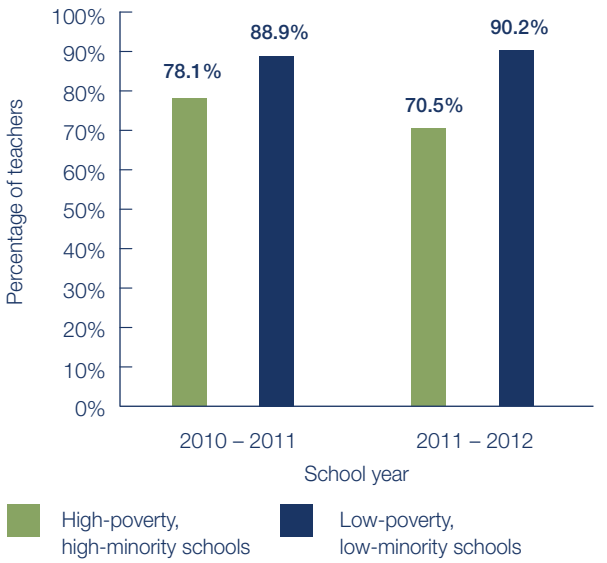
In addition, OSSE released the RFA for the Expanded Growth Assessment Grant project in summer 2012, a delay from the original April 2012 release date. The purpose of the competitive subgrants to participating LEAs is to support the development of growth measures in non-tested grades and subjects. OSSE awarded one subgrant in mid-October 2012 for $500,000 of the $2,000,000 budgeted for this project. OSSE stated that they did not receive other qualified applications. They indicated that they would likely

Percentage of teachers in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year

Percentage of principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Percentage of teachers who are effective or better in low-poverty, low-minority and high-poverty, high-minority schools



For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

release another RFA and, to help ensure a greater number of qualified applications, provide more time for LEAs to respond, put forth a more limited scope for the project, and increase support to LEAs to develop and implement their proposals. OSSE is seeking input from the Student Growth Measure Task Force on how to structure the second round of the RFA. The failure to award these competitive subgrants consistent with the timeline in the District's Scope of Work delayed implementation, thereby making it difficult to develop true, high-quality growth measures during Year 3.

OSSE continues to convene the Human Capital Task Force in conjunction with the Student Growth Measure Task Force. Representatives from DCPS and charter LEAs participate in the former to support best practices in human capital. During Year 2, the Human Capital Task Force reviewed and provided feedback on participating LEA teacher and leader evaluation plans, in addition to sharing best practices (*e.g.*, the March task force meeting focused on hiring practices) and providing guidance to OSSE on its competitive Race to the Top subgrants (*e.g*, Pipelines and PLaCEs).

The Human Capital Task Force required all participating LEAs to submit plans to adopt or revise their existing evaluation systems in order to meet new guidelines for LEA teacher and principal evaluation systems. According to its Scope of Work, OSSE was to approve LEA teacher and leader evaluation plans by December 2011; however,

OSSE did not complete its review and approve all 30 participating LEA plans until August 2012. Thus, some LEAs used unapproved plans to make evaluation-related decisions for SY 2011-2012.

The District is a member of the RSN's ongoing Student Learning Objectives (SLO) Working Group, made up of Race to the Top grantees interested in expanding the use of SLOs in their States. The District contributed to a publication, released in July 2012, that informed other States of the District's policy approach, rules, and requirements governing classroom observations used in teacher evaluations.[6]

Ensuring equitable distribution of effective teachers and principals

OSSE used several strategies to ensure equitable distribution of effective teachers and principals in the highest poverty schools and hard-to-staff subject areas. These strategies included awarding two subgrants for the Pipelines project, a teacher residency program that uses a comprehensive recruitment and selection process to identify and place highly effective teachers in hard-to-staff areas in participating schools. The two Pipelines cohorts placed 81 residents as lead teachers in 15 LEAs in hard-to-staff areas, such as early childhood, mathematics, and science. OSSE awarded the second round of Pipelines subgrants in April 2012, and the new grantees will have a similar focus on hard-to-staff areas.

LEAs submitted teacher effectiveness data to OSSE in summer 2012. OSSE provided finalized VAM to the LEAs in July 2012. For teachers of ELA and mathematics in fourth through eighth grades in participating LEAs, VAM accounts for at least 30 percent of their evaluation. OSSE hired a contractor to use the VAM results to identify LEAs with large numbers of ineffective teachers in high poverty schools. The analysis was completed in November 2012. OSSE also used the analysis to identify LEAs with large numbers of ineffective teachers in subject shortage areas. These nine LEAs were required to submit teacher improvement plans to increase teacher effectiveness to OSSE using a template OSSE developed with the assistance of the Human Capital Task Force. OSSE will use members of the Human Capital Task Force to review and approve these plans.

DCPS and charter LEAs continue to engage in teacher recruitment, selection, retention, and placement strategies designed to increase overall effectiveness. OSSE reported that participating charter LEAs have been using their newly developed evaluation systems throughout spring and summer 2012 to make teacher retention and placement decisions. DCPS used results from IMPACT, its educator performance evaluation system, to make human capital decisions during summer 2012. OSSE supported LEAs in these efforts through a number of activities, including facilitating a discussion on hiring practices during a Human Capital Task Force meeting.

Improving the effectiveness of teacher and principal preparation programs

During Year 1, OSSE convened the Teacher Preparation Program Task Force, which is comprised of members from local universities and area charter LEAs, to help develop a matrix of elements for the Teacher Preparation Program Scorecard. OSSE expects the task force to provide advice on the implementation of this project, which OSSE hopes will improve the quality of teacher and principal preparation programs in the District. Rather than launch the Teacher Preparation Program Scorecard templates in May 2012, the District amended its timeline to January 2013. OSSE still plans to publish scorecards for individual preparation programs in September 2014 after a one-year pilot during SY 2013-2014. However, before launching the pilot, OSSE must complete an intensive planning and development phase during SY 2012-2013, which has been delayed.

The two 2011 Pipelines subgrantees prepared 94 residents to become full-time lead classroom teachers in SY 2012-2013 and 81 of these teachers were placed at the end of Year 2. The residents went through a rigorous selection process (*e.g.*, 10 percent acceptance rate for the Capital Teaching Residency) and received hundreds of hours of professional development during Year 2. For its 2012 Pipelines subgrants, OSSE released the RFA in January 2012, reviewed the applications in March and April, and made three awards totaling $3 million in late April 2012. The programs funded with these new subgrants began during summer 2012 and will prepare over 140 new teachers. OSSE used the Quality Standards for Teacher Residency Programs from Urban Teacher Residency United to develop the 2011 and 2012 Pipelines RFAs.

For the Pipelines project, OSSE continues to meet its originally established timeline. The 2012 subgrantees will further support the expansion of this innovative method in creating high-quality alternative pathways for teachers.

Providing effective support to teachers and principals

The District's goal is to support its LEAs in creating customized professional development experiences based on the individual needs of educators. It plans to improve overall educator effectiveness through supporting DCPS in its launch of an Individualized Professional Development Platform (Individualized PD Platform), by supporting two PLaCEs consortia, and by requiring all participating LEAs to have plans to provide individualized professional development. The Department approved an amendment to shift the timeline for the Individualized PD Platform from January 2012 to June 2012; however, DCPS did not launch the Platform until August 2012. Previously, DCPS teachers accessed

[6] RSN publications can be found at http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html.

OSSE has awarded two competitive subgrants for its PLaCEs project. The first subgrant was awarded to E.L. Haynes in spring 2011. This subgrant supports educators through intensive lesson-study cycles to enable them to create mathematics lessons aligned to CCSS that improve student achievement. High-achieving schools will use these lesson-study cycles to engage educators in professional development and adult learning experiences that will have a positive impact on students. The consortia intend to transfer best practices from high-achieving schools to low-achieving schools, foster collaboration across sectors to tackle difficult challenges, and provide high-achieving individuals and schools with opportunities to inform and engage in education reforms beyond their current schools and responsibilities. The 2011 subgrantee consortium will expand from six LEAs with 12 schools, to 24 schools in SY 2012-2013. The first year of the E.L. Haynes PLaCEs project (in Year 2 of OSSE's Race to the Top grant), focused on mathematics instruction, and the project will expand to include ELA instruction during the second year of the subgrant.

E.L. Haynes Public Charter School is the Lead LEA for OSSE's 2011 PLaCEs subgrant; five other LEAs make up the consortium. From these six LEAs, 12 individual schools (six high-performing and six low-performing according to 2009-2010 DC CAS results) are participating. The subgrant will span the final three years of OSSE's Race to the Top grant, and participating teachers will engage in 11 intensive lesson-study cycles (each cycle lasts approximately six to eight weeks). E.L. Haynes has contracted with two content experts to facilitate the lesson-study process. The first year of the subgrant focused on mathematics instruction, but the project will expand to also support ELA instruction next year. The consortium is leveraging LearnZillion, a learning platform that combines video lessons, assessments, and progress reports, to support the lesson-study process. Most of the participating teachers are within their first four years of teaching and have found the direct, consistent access to content experts and peer teachers extremely valuable. E.L. Haynes is planning a third-party evaluation of this subgrant.

professional development resources through the Educator Portal. The Individualized PD Platform, in addition to serving as a one-stop shop for DCPS teachers, will replace the Educator Portal. Since the Individualized PD Platform is part of a larger comprehensive online resource for DCPS teachers, DCPS will provide charter LEAs access to the platform through a default account. According to the Scope of Work, this was to happen by August 2012, but OSSE reports that the charter LEAs will have access in June 2013.

In its 2012 PLaCEs RFA, OSSE required applicants to develop projects that support CCSS implementation across multiple subject areas. Through a competitive priority, OSSE encouraged participating LEAs to develop projects designed to improve student performance in the following areas: ELA, special education, early childhood education, STEM, or over-aged, under-credited students. OSSE released the RFA for the 2012 PLaCEs competition in early March 2012 and made one award to Cesar Chavez Public Charter School in August 2012. This consortium will support participating educators in four strands of work: 1) Developing school leaders to promote and sustain school transformation; 2) Training general education teachers to foster critical thinking using Marzano's strategies; 3) Supporting special education teachers in helping their students meet CCSS; and 4) Developing a portal for CCSS exemplars and resources.

OSSE requires lead LEAs for both the 2011 and 2012 PLaCEs consortia to facilitate an "Each One Teach One" approach, in which participating schools partner with another school beginning in the second year of the project to share what they learned during the first year. These new schools will also participate in their respective consortia for the remainder of each subgrant. E.L. Haynes began this matching process in spring/summer 2012, and Cesar Chavez will begin matching in spring/summer 2013.

Successes, challenges, and lessons learned

In Year 2, OSSE developed a new tool to collect teacher effectiveness ratings from participating LEAs. These data are critical to understanding the distribution of effective teachers across participating LEAs throughout the District; however, OSSE reports that two LEAs provided aggregate ratings, rather than individual teacher effectiveness ratings and two LEAs provided individual data without identifying the teacher names. To complete the Teacher Prep Program Scorecard project, OSSE needs teachers to be identified along with their effectiveness data in order to link them to their preparation programs. OSSE reports that the two current Pipelines subgrantees have high retention rates, and teacher residents are preparing to teach in high-need areas in SY 2012-2013. OSSE released its second Pipelines RFA in January 2012 and made awards in April 2012. The 2011 PLaCEs subgrant project supports 48 teachers across 12 schools (six within DCPS and six charter schools) and will expand to 24 schools in Year 3. In the first year of the 2011 subgrant, the consortium focused on high quality instruction aligned to the CCSS through lesson study and unit design. The 2012 subgrant will support educators in CCSS implementation across subject areas.

OSSE made some recent progress with its Teacher Preparation Program Scorecard project, but the project experienced significant procurement delays. As a result, OSSE does not expect to meet its amended timeline for the pilot portion of this project, although it still plans to publish the scorecards according to the original timeline of September 2014.

While DCPS teachers have access to professional development through DCPS' existing Educator Portal, DCPS fell behind in launching the online Individualized PD Platform and developing more robust content for the Platform. The District launched the platform in August 2012 for DCPS educators, but OSSE reports that participating charter LEAs will not have access until June 2013. This delays charter LEA access to the platform by over a year and makes it difficult, if not impossible, for charter LEAs to use this resource to revise instructional strategies in SY 2012-2013 in response to 2012 DC CAS results and teacher effectiveness data.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.[7]

Intervening in the lowest-achieving schools

OSSE conducts its PLA and lowest-achieving schools intervention efforts primarily through DCPS. Currently, 13 PLAs in DCPS and one charter school are implementing one of four SIG interventions (*e.g.*, turnaround, transformation, restart, or closure). In Year 1, DCPS identified one school to receive additional Race to the Top intervention support using a rubric that assessed various indicators such as DC CAS proficiency, school climate, and teacher and leader effectiveness. During Year 2, DCPS provided planning support to the identified school and the school began implementation of its turnaround plan in SY 2012-2013. In addition, DCPS has identified two schools that will receive support during SY 2012-2013. These two schools will use SY 2012-2013 as a planning year before initiating interventions in the SY 2013-2014.

During Year 2, the DCPS OST team worked with the principal of one school to develop an intervention strategy to implement beginning in SY 2012-2013. The school's leadership team included a proposal for differential funding in its plan and presented the plan to the head of the OST and the DCPS chancellor in summer 2012. DCPS will provide differential funding over a four-year period on a declining scale (*i.e.*, less money per pupil per year) to ensure that schools plan appropriately for sustainability. DCPS plans to begin providing differential funding to all 13 PLA schools in SY 2012-2013.

Successes, challenges, and lessons learned

In Year 2, DCPS continued to experience delays regarding the Race to the Top work related to supporting its PLA and lowest-achieving schools. The EPP team supported one school to-date and expects to support all 13 PLAs through the life of the grant. DCPS was delayed in fully staffing its central office team responsible for the intervention supports for PLA and lowest-achieving schools in the District's Race to the Top grant. Since the DCPS team is the lead for this effort, these postponements have led to significant delays in the progress of the District's intervention work. Originally, DCPS planned to have its team fully staffed by January 2011; at the District's request, the Department approved an amendment pushing that date back to November 2011. DCPS did not fully staff its team until July 2012. If delays continue in Year 3 and DCPS does not meet the terms it agreed to in its Memorandum of Understanding, the District will be unable to complete the activities and projects with fidelity.

[7] Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

State's STEM initiatives

OSSE established its STEM Task Force in December 2010. The task force has collaborated with local colleges and universities, as well as business and industry partners, such as Battelle for Kids, to create a STEM Learning Network. In August 2012, OSSE awarded a contract to Battelle for Kids to develop and implement the STEM Learning Network. This work aims to establish the mission, vision, and goals of the District's STEM initiative and identify STEM priorities. All LEAs have transitioned to the CCSS and are using CCSS-aligned interim assessments. Additionally, though not funded through Race to the Top, OSSE assembled a team of 20 educators ranging from early childhood to higher education to prepare the District for the release of the next generation science standards. OSSE's Pipelines project focuses on the preparation of STEM teachers and teachers for other hard-to-staff areas. Additionally, the first PLaCEs consortium used a rigorous lesson-study process to focus on mathematics instruction.

Successes, challenges, and lessons learned

The District has made little progress in the STEM activities approved in its Scope of Work. In May 2012, OSSE hosted a "STEM celebration" for LEAs to showcase STEM activities for pre-kindergarten through fifth grade. While the "STEM celebration" was an accomplishment for the District, the STEM Learning Network, that was supposed to be completed by December 2011, is still not complete. Once operational, the STEM Learning Network will provide the tools educators need to implement quality STEM learning experiences.

Looking Ahead to Year 3

In Year 3, the District plans for its Race to the Top team to play a major role in supporting LEAs to align their work with the District's approved ESEA flexibility request. To assist in monitoring and supporting LEAs, OSSE will contract with a vendor to develop and launch the Enterprise Grants Management System, a comprehensive online system to centralize grant management throughout the agency. OSSE will continue to provide educators with opportunities for professional development on the CCSS. OSSE will add to its CCSS resource website and release the Standards Entry Points for Differentiated Learning as a resource for special education educators. DCPS will continue to add resources to the Individualized PD Platform and charter LEA teachers will be provided default access in June 2013.

As part of its approved ESEA flexibility plan, OSSE will develop a tiered system of support for PLA schools. In September 2012, OSSE's Race to the Top team identified a cross-functional team (*e.g.*, leaders within OSSE's Offices of Assessment and Accountability and Teaching and Learning) to provide targeted support to PLA schools. OSSE plans to use Indistar, a school improvement tool, to identify, support, and track progress in PLA schools. OSSE's Race to the Top team will serve as a conduit between PLA schools and the appropriate offices within OSSE.

The Pipelines program's second cohort will prepare teacher residents for lead teacher placements in hard-to-staff content areas. The first PLaCEs consortium will expand its lesson-study focus to developing high-quality unit plans and will include ELA in addition to mathematics instruction; while the second consortium will focus on developing support and resources on CCSS implementation.

OSSE currently has an interim, internally-created SLDS, but awarded a contract in summer 2012 to develop the architecture for a comprehensive data warehouse. Once the contractor-created SLDS is functional in Year 3, the contractor will integrate the two systems to release one public-facing version that includes the same data as OSSE's internally-created site. All participating LEAs were required to implement an IIS during SY 2012-2013. Data from IIS and SLDS will be available to researchers for the evaluation of the effectiveness of various reform models, instructional materials, strategies, and approaches for educating different types of students.

OSSE will continue to work on the Teacher Preparation Program Scorecard project. In November 2011, the Department approved an amendment to finalize the Scorecard templates in May 2012 instead of August 2011. The Department approved a second amendment in October 2012 to move the deadline for the Scorecard template to January 2013 and reduce the number of pilot years to one. OSSE plans to publish the scorecard according to the original timeline of September 2014.

DCPS has identified two schools it will provide more intensified support to through Race to the Top during Year 3, and has staff in place to support all schools that are implementing an intervention model.

OSSE worked with a contractor during Year 1 to develop a proposal for a STEM Learning Network, but did not award the contract to establish the STEM Learning Network until Year 2. In Year 3, OSSE hopes the STEM Learning Network will be operational, and will highlight the importance of STEM education and unite stakeholders in the STEM system to provide a forum for program guidance, development, and best-practice sharing.

Budget

For the State's expenditures through June 30, 2012, please see the APR at www.rtt-apr.us.

For State budget information, see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.

For the State's fiscal accountability and oversight report, please see http://www2.ed.gov/programs/racetothetop/performance.html.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see http://www2.ed.gov/programs/racetothetop/amendments/index.html.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a $97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs,

or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.parcconline.org/.)

Persistently lowest-achieving schools: As determined by the State, (i) any Title I school in improvement, corrective action, or restructuring that (a) 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 (b) 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; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) 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 (b) 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. 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. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: 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 a significant factor, and (b) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the ISU, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- ***Turnaround model:*** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- ***Restart model:*** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- ***School closure:*** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- ***Transformation model:*** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematic standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.k12.wa.us/SMARTER/default.aspx.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (a) for tested grades and subjects is (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."