RACE
TO THE
TOP

District of Columbia Report

Year 3: School Year 2012–2013

U.S. Department of Education
Washington, DC 20202

March 19, 2014

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 the Race to the Top Phase 3, Race to the Top – Early Learning Challenge,[2] and Race to the Top – District[3] competitions.

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, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Race to the Top builds on the local contexts of States and LEAs participating in the State's Race to the Top plan (participating LEAs) [4] in the design and implementation of the most effective and innovative approaches that meet the needs of their educators, students, and families.

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[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] More information on the Race to the Top – Early Learning Challenge can be found at http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html.

[3] More information on Race to the Top – District can be found at http://www2.ed.gov/programs/racetothetop-district/index.html.

[4] Participating local educational agencies (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 American Recovery and Reinvestment Act (ARRA).

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.[5]

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).[6]

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. The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 3 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2012 through September 2013; the Year 2 report for Phase 3 grantees provides similar information from approximately December 2012 through December 2013.

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[5] More information can be found at http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html.

[6] More information about the Implementation and Support Unit's (ISU's) program review process, State Annual Performance Report (APR) data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

Executive Summary

The 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 29 participating public charter LEAs 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.

OSSE's broad goals under Race to the Top include building capacity to support LEAs; supporting the implementation of 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 taskforces. 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 OSSE-level projects.

State Years 1 and 2 summary

In Year 1, OSSE established taskforces including representatives from DCPS and charter schools to plan and implement its reform work focused on CCSS, human capital, student growth measures, and science, technology, engineering, and mathematics (STEM). The DC State Board of Education adopted the CCSS in 2010 and all participating LEAs developed a transition plan for implementing the new standards by the end of school year (SY) 2011-2012, Year 2 of the Race to the Top grant. OSSE provided professional development to support the transition to CCSS. In Year 2, OSSE continued to convene its Race to the Top taskforces and also reported that it completed the alignment of the DC Comprehensive Assessment System (DC CAS) for English language arts (ELA) with CCSS. Additionally, over Years 1 and 2, OSSE awarded $7.5 million in competitive subgrants to LEAs for work in such areas as developing IIS, expanded growth measures, 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 to its persistently lowest-achieving schools, and receiving, reviewing, and approving LEA plans for teacher and leader evaluations. In Year 2, OSSE completed hiring for its Innovation & Improvement (I&I) team, including hiring a Race to the Top Director. The agency also completed a reorganization of management of the Race to the Top grant, School Improvement Grants (SIG), and Elementary and Secondary Education Act flexibility request (ESEA flexibility request),[7] which involved designating effectiveness managers to serve as a single point of contact for a cohort of LEAs.

After many delays, during Year 2, the agency launched a limited State Longitudinal Data System (SLDS) and continued to make progress on establishing research priorities. By the end of Year 2, all LEAs hired either a data coach or lead to support data-driven instruction. To inform LEAs' teacher and principal evaluation systems, OSSE provided each LEA with individual teacher value-added growth measures (VAM) and a Median Growth Percentile (MGP) for the school-wide growth model and conducted correlational analyses on the distribution of effective teachers in LEAs with the largest populations of low-income students.

Additionally, in Year 2, OSSE experienced several procurement delays that directly affected Race to the Top initiatives, including the Enterprise Grants Management System (EGMS), CCSS resource website, expanded growth measures, and Teacher Preparation Program Scorecard projects. There continued to be setbacks and delays in implementing key initiatives, such as providing support to its PLA schools and establishing a STEM Learning Network. During Year 2, OSSE approved all LEA plans for teacher and leader evaluations, but some approvals took place eight months after the initial.

State Year 3 summary

Accomplishments

In Year 3, OSSE continued to provide professional development opportunities for educators on implementing the CCSS and expanded and promoted its CCSS resource website, LearnDC.org. After years of delays, OSSE successfully launched the SLDS for use in SY 2012-2013. OSSE released the Standards Entry-Points for Differentiated Learning manual for mathematics instructors, a consortium-developed manual for special education teachers. All 30 participating LEAs implemented an IIS. Three competitive grant programs, Charter School Teacher Residency (Pipelines), Professional Learning Communities for Effectiveness (PLaCEs), and Expanded Growth Measures, were expanded to include additional teachers, schools, and LEAs.

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[7] On September 23, 2011, the U.S. Department of Education (Department) offered each interested State educational agency (SEA) the opportunity to request flexibility (Elementary and Secondary Education Act 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.

Challenges

After nearly a year of stability, OSSE experienced additional staff turnover, vacancies of key positions, and another agency staff audit and restructuring. While all participating LEAs implemented an IIS, one of the IIS consortia did not have a Lead LEA for the majority of Year 3, leading to a lapse in the Community of Practice (CoP) and support for the member LEAs. OSSE did not share a final draft of its Student Learning Objectives (SLO) Guidebook with the Human Capital and Student Growth Measure Taskforces until September 2013 and will not release the guidebook to LEAs until early in Year 4. The delay in releasing SLO guidance raises concerns that it will be difficult for LEAs to implement these measures with high quality within the grant period. DCPS was five months late in launching the Educator Portal+[8] and did not provide charter schools with access until June 2013, limiting charter school use to instructional resources as detailed in OSSE's approved Scope of Work. As a result of procurement delays, OSSE did not meet its original timeline for completing the EGMS nor did it meet interim milestones for its Teacher Preparation Program Profile,[9] but expects to complete both in Year 4. Additionally, OSSE is more than two years delayed in launching the STEM Learning Network, which was supposed to have launched in December 2011, leaving the District without a comprehensive STEM education plan.

In Year 3 participating LEAs continued to implement Race to the Top activities, such as professional development on CCSS and data-driven instruction, implementing interim assessments, and implementing IIS and teacher and leader evaluation systems; however, due to OSSE's current LEA monitoring structures, the agency is not yet able to provide data on the quality of implementation at the LEA level.

Many LEAs are also actively engaged in projects that are funded by the State's portion of Race to the Top funds such as the development of expanded growth measures, IIS consortia, Pipelines, and PLaCEs.[10]

For about a year, OSSE continued to experience significant challenges and delays in its work to intervene in PLA schools. While OSSE reported that it supported eight PLA schools in planning prior to implementing SIG in SY 2013-2014, it lacked a comprehensive strategy for intervening in its PLA schools. As a result, in December 2012, OSSE requested to amend its strategy for intervening in its PLA schools. In May 2013, OSSE rescinded that request because it was in the process of developing an alternative revised strategy and work plan. In December 2013, the Department approved an amendment to modify OSSE's strategy and project-level budgets for supporting PLA schools. Additionally, out of concern over OSSE's oversight of DCPS' PLA school intervention activities and management of budgeted funds for supporting this work, this portion of the grant has been placed on cost reimbursement basis.

Looking ahead to Year 4

In Year 4, OSSE plans for its Race to the Top team to continue to play a prominent role in supporting LEAs to align their work with OSSE's ESEA flexibility request. OSSE intends to launch the EGMS. The agency will continue to offer professional development opportunities on the CCSS and will add resources to LearnDC.org. OSSE expects to complement its Standards Entry-Points for Differentiated Learning for mathematics with the release of the Standards Entry-Points for Differentiated Learning for ELA instruction. In addition to standard monitoring, the I&I team plans to continue to pay close attention to the quality of implementation of LEA teacher and leader evaluation systems, teacher improvement, and job-embedded data-driven instruction plans. OSSE will continue to update the SLDS with new functionalities and develop research-ready datasets. The agency anticipates piloting the Teacher Preparation Program Profiles. The 2012 Pipelines subgrantee plans to double its number of 2013 residents and the PLaCEs consortia intend to expand to include additional teachers, schools, and LEAs and to continue to share best practices throughout the District.

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[8] Previously referred to as the Individualized PD Platform.

[9] Previously referred to as the Teacher or Principal Preparation Program Scorecard.

[10] Section 14006(c) of the ARRA requires at least 50 percent of Race to the Top funding to States to be subgranted to participating LEAs according to their relative shares of funding under the ESEA Title I, Part A program for fiscal year 2009. States have considerable flexibility in awarding or allocating the remaining 50 percent of their Race to the Top awards, which are available for State-level activities, disbursements to LEAs, and other purposes as the State may propose in its plan.

Building capacity to support LEAs

Performance management

Housed in OSSE's Division of Elementary and Secondary Education, the I&I team manages OSSE's Race to the Top, SIG, and the state system of accountability and support under OSSE's ESEA flexibility plan.

Between August 2012 and May 2013, the I&I team was fully staffed until the Director of Teachers and Leaders position became vacant. The State Superintendent of Education resigned in May 2013 and her departure spurred other changes, including the departure of the Assistant Superintendent of Elementary and Secondary Education. This led to a staffing review and several other changes, including the departure of the Race to the Top Director, and the Director of Assessments. The Mayor appointed an Interim State Superintendent of Education in June 2013, until appointing a new Acting State Superintendent of Education in October 2013. The former Director of Federal Programs is serving as the Acting Assistant Superintendent for Elementary and Secondary Education and the Director of Data Management and Accountability assumed responsibility for Assessments.

As a part of the staffing changes during summer 2013, OSSE rolled its assessment team into the Office of Data Management and Accountability (ODM&A) to ensure better knowledge transfer and integration of assessment and data. Additionally, OSSE has developed a new standards and content team under the Office of Teaching & Learning to better align OSSE's professional development with the implementation of the CCSS. OSSE filled the vacant Director of Teachers and Leaders position and realigned teams to provide additional capacity in teaching and learning. This move included filling a number of new positions, including the hiring one of two STEM specialists, an ELA Specialist, and an expanded growth measures specialist.[11] As of this report, the OSSE I&I team has one vacancy for an additional STEM specialist focused on mathematics.

The I&I effectiveness managers continued to support work around specific priority areas such as individualized technical support 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. Throughout Year 3, OSSE staff met with the Race to the Top taskforces to facilitate communication among membership, highlight and share best practices across LEAs and encourage discussion on how LEAs will meet their obligations under Race to the Top. The reporting and implementation manager and the fiscal manager continued to supply LEAs with information regarding the availability of LEA funds under the Race to the Top Memorandum of Understanding (MOU).

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 competitive subgrant funds. Lead LEAs are responsible for managing other LEAs in OSSE's consortia subgrant projects (IIS, PLaCEs, and Pipelines). OSSE requires Lead LEAs to submit monthly programmatic and fiscal progress reports to ensure that the programs are on track to achieve their respective goals and objectives.

The Race to the Top team completed Year 3 onsite monitoring for 50 percent of the LEAs in June 2013. OSSE conducted ongoing desk monitoring for all participating LEAs throughout the year. OSSE also uses a tracking spreadsheet for Scope of Work deliverables to follow LEAs' progress against their respective Scopes of Work, as well as to focus resources and support, and guide its management of subgrantees. During Year 3, OSSE also monitored each PLA school that received Race to the Top intervention funds in addition to SIG.

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 3. The other half participated in a self-assessment prior to OSSE's onsite monitoring visit during spring 2013. 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 3, OSSE continued to experience delays in launching the EGMS, 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 EGMS contract was not awarded until June 2013. In preparation for the contract, OSSE hired a business analyst to gather information and reports from different agency departments to avoid redundancies and accelerate this work. OSSE maintains that it will launch the system in 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 grants management functions (*e.g.*, make awards, process expenditures, and write reports).

[11] In November 2013, the Office of the State Superintendent of Education (OSSE) hired a Deputy Assistant Superintendent for Accountability, Performance, and Support who also serves as the Race to the Top Director.
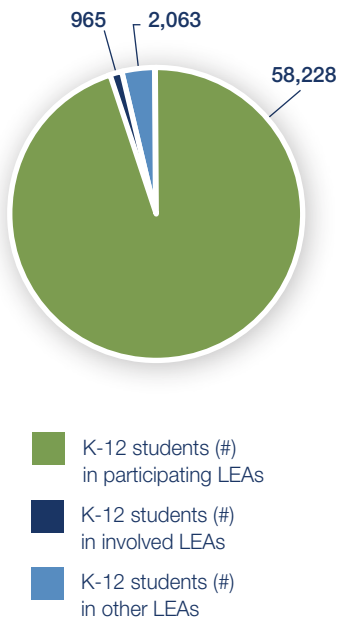
LEA participation

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 low-income students.

LEAs participating in District of Columbia's Race to the Top plan

30
25
4

- Participating LEAs (#)
- Involved LEAs (#)
- Other LEAs
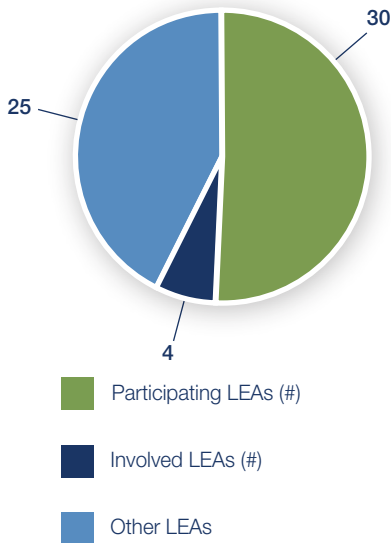
K-12 students in LEAs participating in District of Columbia's Race to the Top plan

965   2,063
58,228

- K-12 students (#) in participating LEAs
- K-12 students (#) in involved LEAs
- K-12 students (#) in other LEAs

Students in poverty in LEAs participating in District of Columbia's Race to the Top plan

476   588
43,583

- Students in poverty (#) in participating LEAs
- Students in poverty (#) in involved LEAs
- Students in poverty (#) in other LEAs
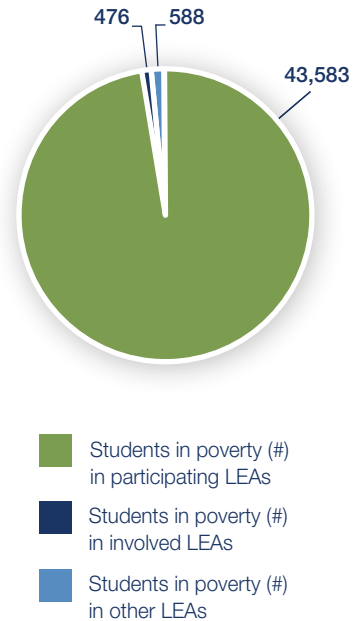
The number of K-12 students and number of students in poverty statewide are calculated using pre-release data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD). Students in poverty statewide comes from the CCD measure of the number of students eligible for free or reduced price lunch subsidy (commonly used as a proxy for the number of students who are economically disadvantaged in a school) under the U.S. Department of Agriculture's National School Lunch Program. The students in poverty statewide count is an aggregation of school-level counts summed to one State-level count. Statistical procedures were applied systematically by CCD to these data to prevent potential disclosure of information about individual students as well as for data quality assurance; consequently State-level counts may differ from those originally reported by the State. Please note that these data are considered to be preliminary as of August 27, 2013.

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

Stakeholder engagement

Key activities and stakeholders

OSSE continued to convene its Race to the Top taskforces, although there have been some changes to the composition of these groups to align with Year 3 needs. The taskforces currently include: Student Growth Measures, Human Capital and Teacher Preparation Programs, and Assessment and Data. Membership on these taskforces consists of representatives from OSSE staff, participating LEA leadership, and the District of Columbia Public Charter School Board (PCSB). The taskforces facilitate communication among members, allow for input on OSSE's Race to the Top initiatives, and highlight best practices across participating LEAs.

The Student Growth Measure Taskforce continued to meet quarterly. The Year 3 meetings focused specifically on the development and implementation of SLOs including advising on an SLO Guidebook. In early Year 4, the agency plans to hold a joint Student Growth Measure and Human Capital Taskforce meeting to review and provide comments on the final SLO Guidebook. The Human Capital and Teacher Preparation Programs Taskforces went on hiatus, but were re-launched as a combined taskforce in winter 2013. The new taskforce includes LEAs not participating in Race to the Top and focuses primarily on teacher preparation programs. Participants in this taskforce provided input on the professional development platform and educator preparation program profiles. In addition, the Technical Support Committee, which consists of five charter LEA representatives and one representative from DCPS, continued to advise OSSE on the implementation of the value-added growth model. Also, the new Human Capital Taskforce provided feedback on the Teacher Preparation Program Profile templates and program completer and employer surveys in preparation for the Year 4 pilot. The profile 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 profile 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. Lastly, the CCSS Taskforce no longer meets.[12] LEAs now participate in either the Partnership for Assessment of Readiness for College and Careers' (PARCC) Educator Leader Cadre (for administration) or OSSE's Educator Leader Institute (for teachers).

Successes, challenges, and lessons learned

Students in the District of Columbia – both DCPS and public charter schools – made gains on the annual DC CAS exam in both mathematics and reading. The 2013 DC CAS scores showed a statewide increase of 3.9 percentage points in proficiency in mathematics (from 48.6 percent in 2012 to 52.5 percent in 2013) and 4.4 percentage points in proficiency in reading (from 45.2 percent to 49.6 percent). These are the largest gains in the District of Columbia since 2008. The District of Columbia saw gains across all sub-groups with notable increases in mathematics by students with disabilities and in reading by English learners.

DC students also made statistically significant gains on the 2013 National Assessment of Educational Progress (NAEP)[13] in fourth and eighth grade reading and mathematics. Reading proficiency jumped from 18.8 percent to 23 percent for fourth grade and from 16.1 percent to 17.4 percent for eighth grade. Grade four mathematics proficiency rates increased from 21.6 percent to 27.9 percent and eighth grade mathematics proficiency rates grew from 17 percent to 18.8 percent. These gains reflect some of the highest in the nation and the District of Columbia is one of only a few States in which student performance grew at both grade levels and in both subjects. While the overall gains in NAEP are commendable, the Department also notes that the achievement gap in both grades and subject areas among almost all sub-groups increased between 2011 and 2013.

OSSE continues to use its Race to the Top taskforces to drive reform. Joint taskforce meetings serve as venues for LEAs to learn from one another. While the Department conducted interviews during its onsite monitoring visit in spring 2013, both OSSE and participating LEA staff expressed satisfaction with the taskforces and plan to continue them beyond the Race to the Top grant period. Both OSSE and the LEAs noted that they considered the taskforce approach a strength of their Race to the Top grant, an effective method for including a diverse group of LEA stakeholders, and a way to facilitate sustainability of initiatives beyond the grant period.

During Year 3, OSSE experienced staff turnover, vacancies of key positions, and another agency staff audit and central office restructuring. At the end of Year 3, the agency was still finalizing a new organizational plan, roles and responsibilities of offices within OSSE and new methods for monitoring LEAs to provide support and hold them accountable to the commitments in their Scopes of Work and MOUs. In August 2013, the Department placed the portion of OSSE's Race to the Top grant focused on supporting the lowest-achieving schools on cost reimbursement basis, due to concerns about the agency's capacity and processes for monitoring LEA school intervention activities and fiscal management of Race to the Top funds against the LEAs' Scopes of Work (see *Turning Around the Lowest-Achieving Schools*).

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[12] The Common Core State Standards (CCSS) Taskforce was a commitment in Year 1, from fall 2010 to summer 2011, in OSSE's approved application. After it completed this work, the LEAs began to participate in the Educator Leader Cadre or the Educator Leader Institute.
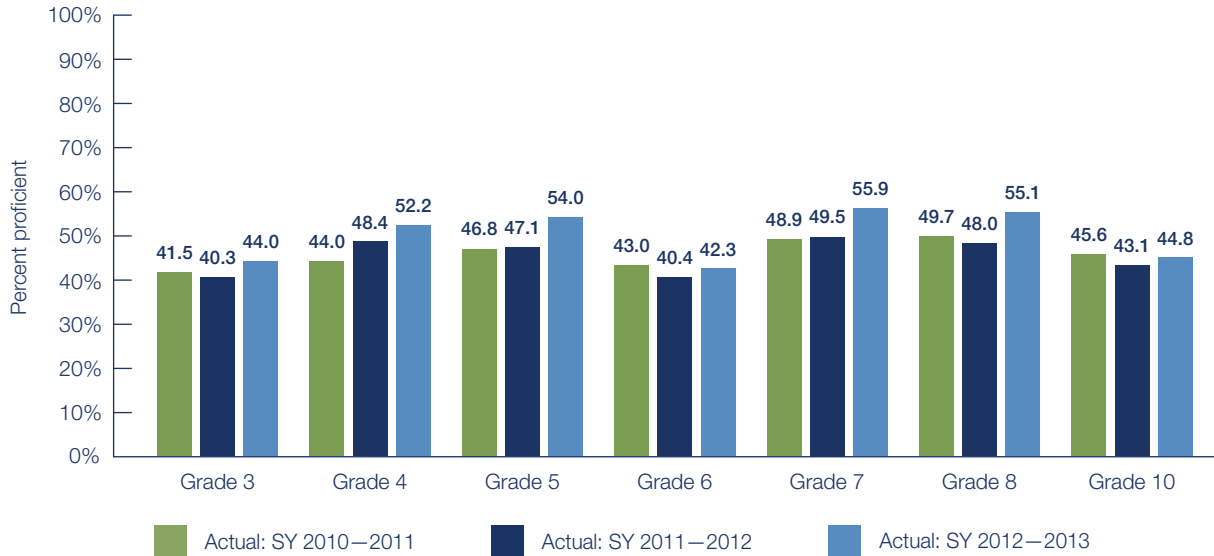
[13] The National Assessment of Educational Progress (NAEP) is administered every two years by the National Center for Education Statistics to a sampling of students nationwide. For more information on NAEP, see http://nces.ed.gov/nationsreportcard.
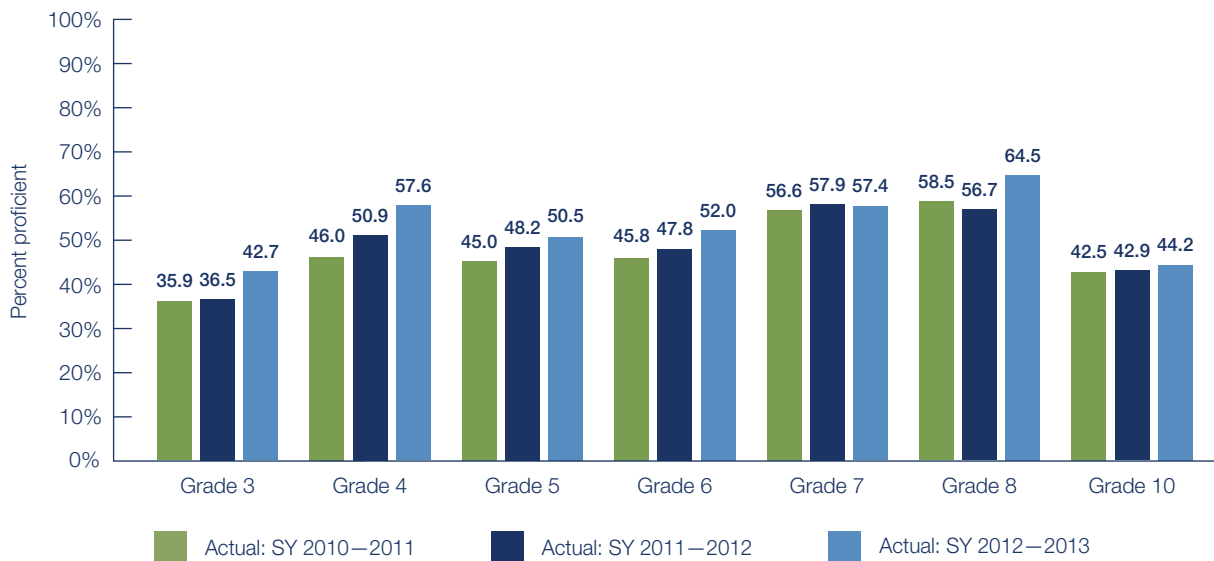
Student outcomes data

In SY 2012-2013, the District of Columbia ELA and mathematics scores increased across all grades except for seventh grade mathematics, where scores remained relatively flat. Both subjects saw increases in aggregate elementary and secondary scores from Year 2 to Year 3. Elementary ELA proficiency scores are slightly higher in Year 3 than SY 2010-2011 ELA elementary proficiency scores. Proficiency scores for both elementary and secondary mathematics have incrementally increased since Year 1 of the Race to the Top grant.

Student proficiency on District of Columbia's ELA assessment

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Actual: SY 2010—2011	41.5	44.0	46.8	43.0	48.9	49.7	45.6
Actual: SY 2011—2012	40.3	48.4	47.1	40.4	49.5	48.0	43.1
Actual: SY 2012—2013	44.0	52.2	54.0	42.3	55.9	55.1	44.8

Student proficiency on District of Columbia's mathematics assessment

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Actual: SY 2010—2011	35.9	46.0	45.0	45.8	56.6	58.5	42.5
Actual: SY 2011—2012	36.5	50.9	48.2	47.8	57.9	56.7	42.9
Actual: SY 2012—2013	42.7	57.6	50.5	52.0	57.4	64.5	44.2

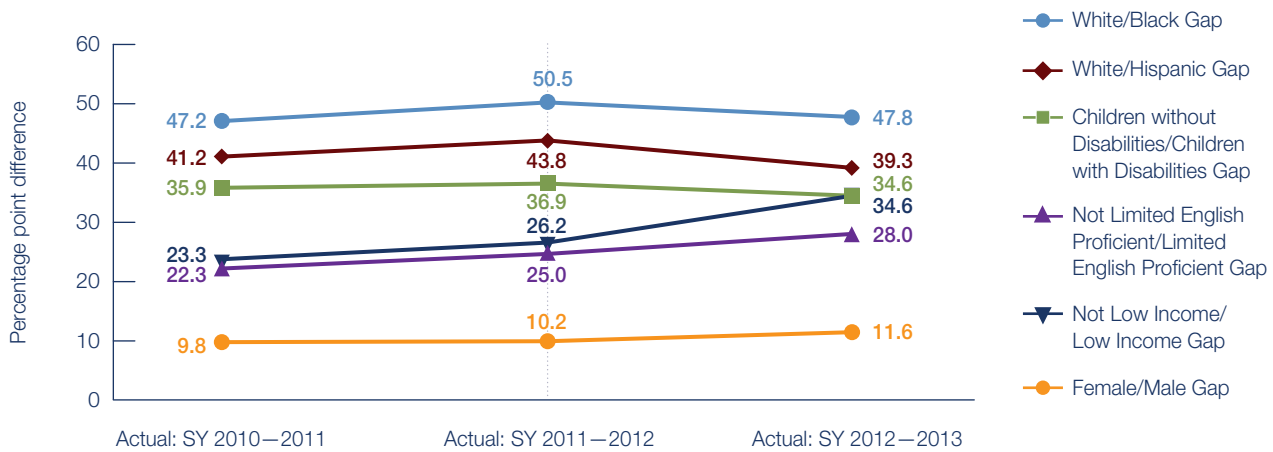Preliminary SY 2012-2013 data reported as of: November 12, 2013.

NOTE: Over the last three 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.
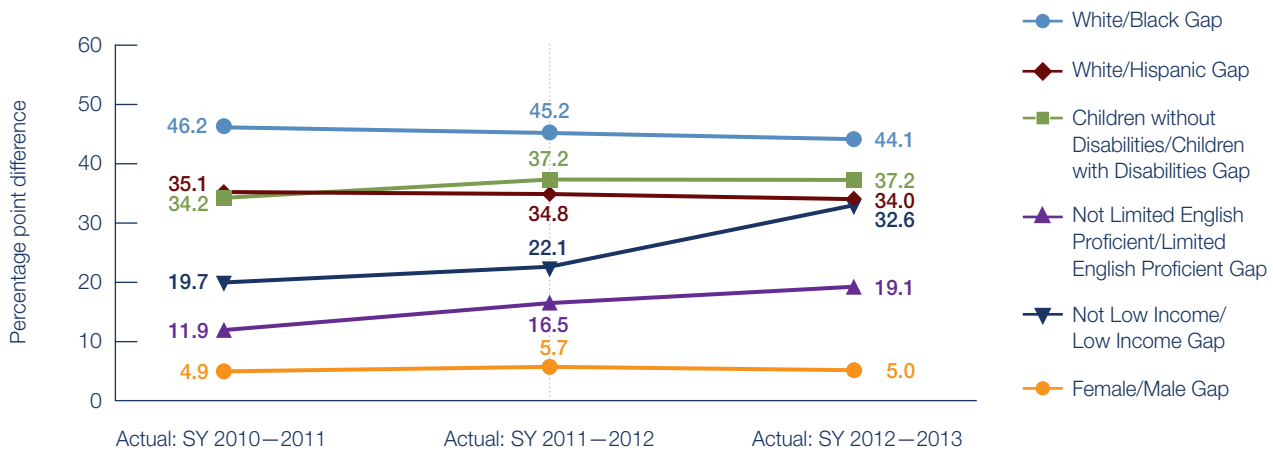
State Success Factors

In SY 2012-2013, the District's ELA and mathematics assessment illustrated that achievement gaps across each comparison group remained relatively flat when compared to SYs 2010-2011 and 2011-2012, except for significant increases in the ELA and mathematics achievement gaps between low-income students and not low-income students and limited English proficient students and not limited English proficient students.

Achievement gap on District of Columbia's ELA assessment

Legend:
- White/Black Gap
- White/Hispanic Gap
- Children without Disabilities/Children with Disabilities Gap
- Not Limited English Proficient/Limited English Proficient Gap
- Not Low Income/Low Income Gap
- Female/Male Gap

Y-axis: Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2011—2012	Actual: SY 2012—2013
White/Black Gap	47.2	50.5	47.8
White/Hispanic Gap	41.2	43.8	39.3
Children without Disabilities/Children with Disabilities Gap	35.9	36.9	34.6
Not Low Income/Low Income Gap	23.3	26.2	34.6
Not Limited English Proficient/Limited English Proficient Gap	22.3	25.0	28.0
Female/Male Gap	9.8	10.2	11.6

Achievement gap on District of Columbia's mathematics assessment

Legend:
- White/Black Gap
- White/Hispanic Gap
- Children without Disabilities/Children with Disabilities Gap
- Not Limited English Proficient/Limited English Proficient Gap
- Not Low Income/Low Income Gap
- Female/Male Gap

Y-axis: Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2011—2012	Actual: SY 2012—2013
White/Black Gap	46.2	45.2	44.1
White/Hispanic Gap	35.1	34.8	34.0
Children without Disabilities/Children with Disabilities Gap	34.2	37.2	37.2
Not Low Income/Low Income Gap	19.7	22.1	32.6
Not Limited English Proficient/Limited English Proficient Gap	11.9	16.5	19.1
Female/Male Gap	4.9	5.7	5.0

Preliminary SY 2012-2013 data reported as of: November 12, 2013.

Numbers in the graph represent the gap over three school years between two sub-groups on the State's ELA and mathematics assessments.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.
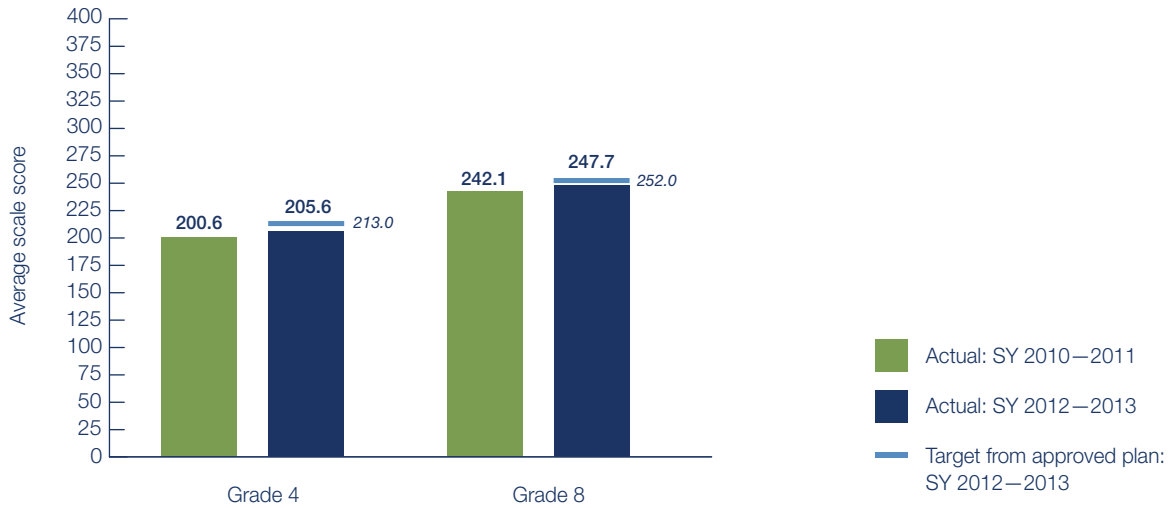
NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

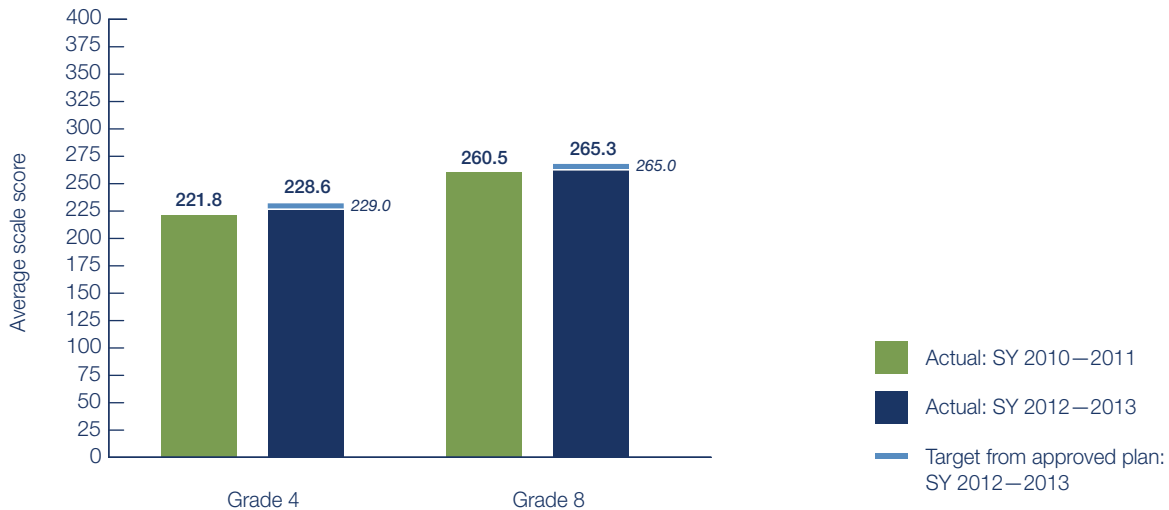For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

The District's grade four and grade eight reading and mathematics scores were significantly higher (p < .05) in 2013 than in 2011.
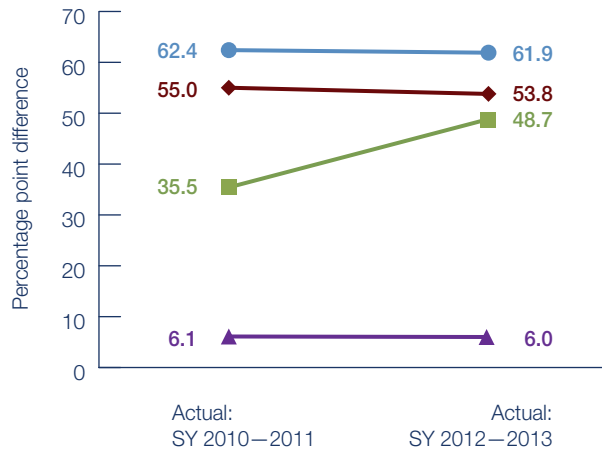
Student proficiency, NAEP reading

Average scale score

Grade 4: 200.6 (Actual: SY 2010—2011), 205.6 (Actual: SY 2012—2013), 213.0 (Target)
Grade 8: 242.1 (Actual: SY 2010—2011), 247.7 (Actual: SY 2012—2013), 252.0 (Target)

- Actual: SY 2010—2011
- Actual: SY 2012—2013
- Target from approved plan: SY 2012—2013

Student proficiency, NAEP mathematics

Average scale score

Grade 4: 221.8 (Actual: SY 2010—2011), 228.6 (Actual: SY 2012—2013), 229.0 (Target)
Grade 8: 260.5 (Actual: SY 2010—2011), 265.3 (Actual: SY 2012—2013), 265.0 (Target)

- Actual: SY 2010—2011
- Actual: SY 2012—2013
- Target from approved plan: SY 2012—2013

NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

The District of Columbia's approved Race to the Top plan included targets for NAEP results based on students' average scale scores, not based on percentages.
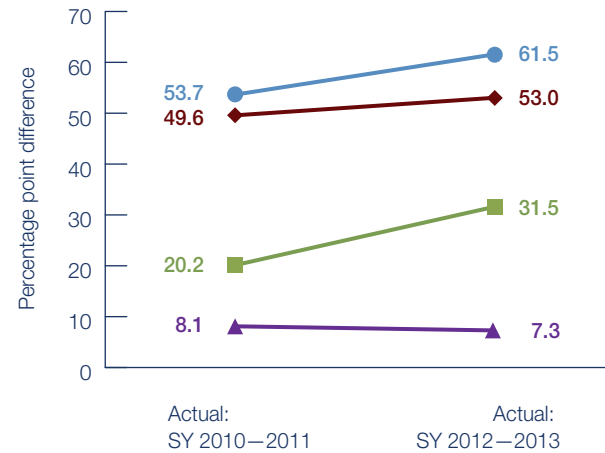
State Success Factors

When compared to 2011 data, achievement gaps on fourth grade 2013 NAEP reading remained approximately the same, except for a large increase in the gap between students who were "not national school lunch program eligible" and "nation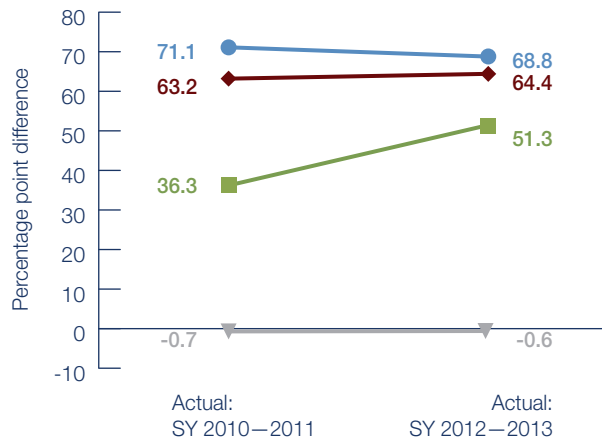al school lunch program eligible." All eighth grade achievement gaps for reading increased from 2011 to 2013. The achievement gaps on fourth and eighth grade 2013 NAEP mathematics illustrate that scores remained relatively flat except for large increases in the gap between students who were "not national school lunch program eligible" and "national school lunch program eligible."

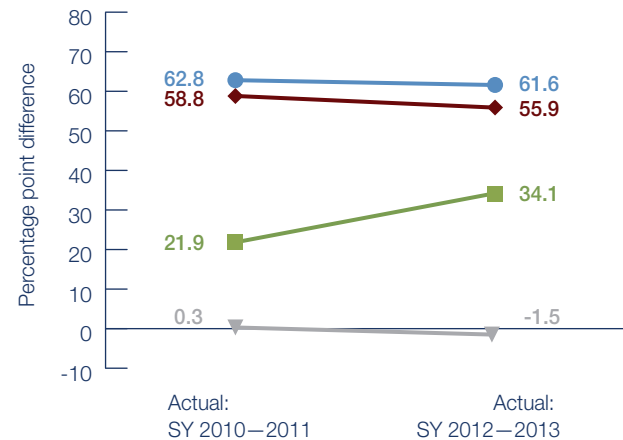## Grade 4 achievement gap on NAEP reading

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	62.4	61.9
White/Hispanic Gap	55.0	53.8
Not National School Lunch Program Eligible	35.5	48.7
Female/Male Gap	6.1	6.0

Grade 8 achievement gap on NAEP reading

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	53.7	61.5
White/Hispanic Gap	49.6	53.0
Not National School Lunch Program Eligible	20.2	31.5
Female/Male Gap	8.1	7.3

Grade 4 achievement gap on NAEP mathematics

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	71.1	68.8
White/Hispanic Gap	63.2	64.4
Not National School Lunch Program Eligible	36.3	51.3
Male/Female Gap	-0.7	-0.6

Grade 8 achievement gap on NAEP mathematics

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	62.8	61.6
White/Hispanic Gap	58.8	55.9
Not National School Lunch Program Eligible	21.9	34.1
Male/Female Gap	0.3	-1.5

Legend:
- White/Black Gap
- White/Hispanic Gap
- Female/Male Gap
- Male/Female Gap
- Not National School Lunch Program Eligible/National School Lunch Program Eligible

NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. The District of Columbia's NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Numbers in the graph represent the gap in a school year between two sub-groups on the NAEP reading and NAEP mathematics.
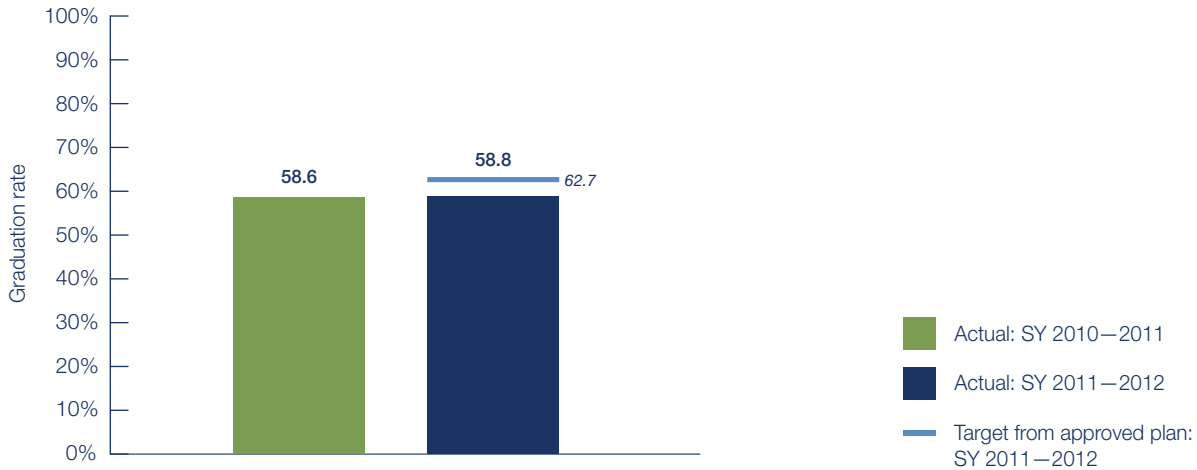
Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.
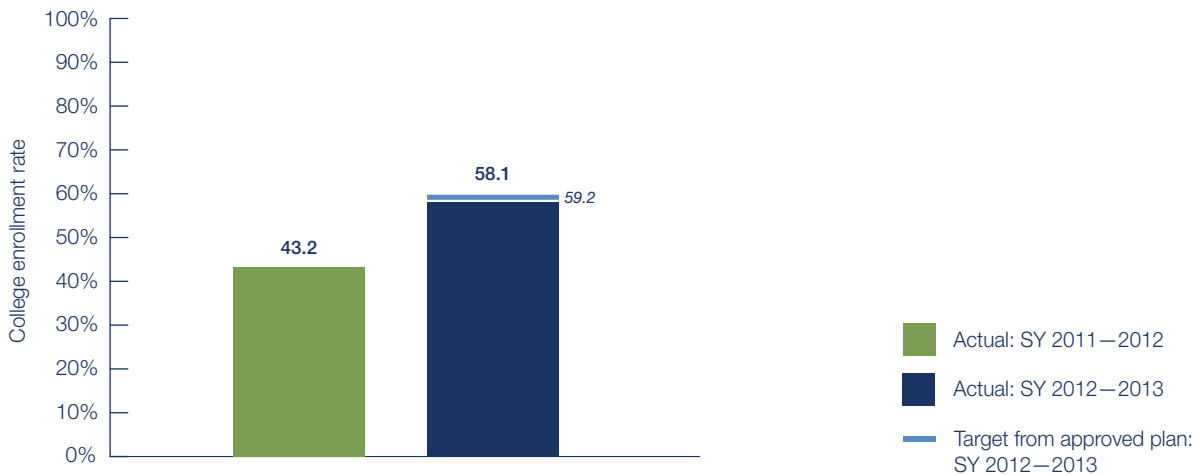
State Success Factors

The District's high school graduation rate remained approximately the same from SY 2010-2011 to SY 2011-2012. The District's college enrollment rate, however, showed a substantial increase from SY 2011-2012 to SY 2012-2013.

High school graduation rate

Legend:
- Actual: SY 2010—2011
- Actual: SY 2011—2012
- Target from approved plan: SY 2011—2012

Bar values: 58.6, 58.8, Target 62.7

Preliminary SY 2011-2012 data reported as of: August 13, 2013.

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

College enrollment rate

Legend:
- Actual: SY 2011—2012
- Actual: SY 2012—2013
- Target from approved plan: SY 2012—2013

Bar values: 43.2, 58.1, Target 59.2

Preliminary SY 2012-2013 data reported as of: October 17, 2013.

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

The Department provided guidance to States regarding the reporting period for college enrollment. For SY 2012-2013 data, States report on the students who graduated from high school in SY 2010-2011 and enrolled in an institution of higher education (IHE).

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 ELA and mathematics. The District continues to play an active role in the transition to high-quality, CCSS-aligned assessments as a governing board member of PARCC.

All participating LEAs selected interim assessments that an OSSE-approved vendor determined were aligned to the CCSS before the start of Year 1 and implemented these interim assessments in Years 2 and 3 as part of their approach to data-driven CCSS instruction.

In Year 3, OSSE continued to support CCSS implementation by providing professional development primarily through its Core Professional Development Calendar (OSSE's annual professional development offerings). There were optional sessions on CCSS and related instructional strategies, as well as a specific focus on incorporating early learning into its professional development sessions. OSSE reports that 574 educators participated in these optional sessions, but has not yet provided the Department with data on quality or outcomes.

Supporting college readiness

In Year 2, the Deputy Mayor for Education (DME) convened the District's cradle-to-career initiative advisory group to help align high school curricula and graduation requirements with college entrance requirements. This pre-kindergarten through twenty (P-20) consortium, now known as Raise DC, continued to meet throughout Year 3 and organized into different networks focusing on specific areas such as K-12 data, early childhood, and college credential completion. In spring 2013, the DME identified the Community Foundation of the National Capital Region as the lead fiscal agent and manager of the consortium's activities.

Dissemination of resources and professional development

In Year 3, OSSE and the participating LEAs continued to make 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. As stated previously, prior to this Race to the Top grant, all participating LEAs selected interim assessments from an OSSE-approved vendor. Additionally, prior to Year 3, OSSE approved participating LEA plans for adopting and integrating CCSS into the curriculum. All participating LEAs continue to implement interim assessments as part of their approach to data-driven CCSS instruction and OSSE checks for implementation during its onsite monitoring visits, desk-monitoring and the collection of annual deliverables.

OSSE 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. In June 2013, OSSE's CoP, consisting of instructional leaders in the District's schools, completed its pilot of the use of the NCSC's Standards Entry-Points for Differentiated Learning manual for CCSS mathematics. This CCSS mathematics manual was released to all teachers in August 2013. The CoP will repeat the pilot process for the CCSS ELA Curriculum and Instructional Resource manual in Year 4. ELA teachers will continue to use the basic entry-points manual and CCSS crosswalk document until OSSE transitions to the NCSC alternative assessment in SY 2014-2015. 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 by the end of SY 2013-2014.

OSSE introduced LearnDC.org, its CCSS resource website, throughout Year 3. The website includes CCSS-aligned lesson plans, unit plans, and video samples that are accessible to multiple audiences, but primarily intended for teachers and parents. LearnDC.org also allows teachers to register for professional development sessions, track their progress, and access third party CCSS resources that have been vetted by OSSE staff. OSSE also provided CCSS sessions and presented LearnDC.org at the DC Parent Summit in September 2013. OSSE had planned to launch LearnDC.org 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. In actuality, however, the Phase I portion of the LearnDC.org was not launched until September 2012; OSSE launched Phase II in December 2012. Educators at the three LEAs visited by the Department during the Year 3 Race to the Top program review reported that they were not aware that LearnDC.org existed and that they searched for information and resources through alternative sources. The 10-month delay on each phase of the LearnDC.org launch has resulted in fewer timely resources available to educators as they make the transition to CCSS standards and aligned assessments.

Standards and Assessments

Successes, challenges, and lessons learned

In Year 3, OSSE and participating LEAs continued to provide professional development opportunities on the CCSS for all teachers and leaders in the District. All participating LEAs are implementing CCSS plans, but numerous educators noted that there was limited communications and support from OSSE due to the vacancy in the Director of Assessments position. This position was briefly filled from January to May and then vacant again from June to August 2013. OSSE launched Phase I of the LearnDC.org, after a 10-month delay, in September 2012, and Phase II in December 2012. The full site was introduced to external community stakeholders at the DC Parent Summit in September 2013.

Despite delays, the release of the Standards Entry-Points for Differentiated Learning manual for CCSS mathematics and the pilot for the use of the ELA manual will provide tools and resources for teaching CCSS with special populations in preparation for OSSE's transition to a CCSS online Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS) in SY 2014-2015, in conjunction with implementation of the PARCC assessment.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement system (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 3, OSSE continued to identify research priorities based on the research agenda it released in January 2012. OSSE launched the SLDS portal and accompanying website in August 2012. The portal includes aggregate data including, but not limited to, assessment results and enrollment. According to OSSE, it has posted Family Educational Rights and Privacy Act (FERPA) compliant aggregate spreadsheets and interactive graphics of research-ready data sets, including a data set with DC CAS scores by sub-group since 2007. OSSE also created and posted aggregate data sets for enrollment and graduation from 2000 to 2011. Initially, this was made available only for 11 LEAs, but then was rolled out to the remaining 47 LEAs in December 2012. Based on feedback from the public and its roll-out plan, OSSE made updates to the SLDS in February 2013 and again in July 2013, adding features such as the ability to view standards- and strand-level breakouts of all assessment data. Additionally, in August 2013, OSSE's ODM&A awarded a contract to develop additional standard- and strand-level reports and an early warning system that will be added to the SLDS.

OSSE partnered with the Mid-Atlantic Regional Education Laboratory (Mid-Atlantic REL) to improve the quality of the data and develop partnerships with the local research community and universities with education or policy programs. Through the work with the Mid-Atlantic REL, OSSE intends to increase the rigor in partners' research methods and the complexity of the data set requests.

Using data to improve instruction

All 30 participating LEAs implemented a portion of an IIS by fall 2012 and all participating LEAs began utilizing their data coaches or lead to support educators in using data to improve teaching and learning. In July 2011, OSSE awarded competitive subgrants to four consortia of LEAs to develop IIS. Modules cover such areas as attendance, behavior, grade books, and interim assessment results. Three of OSSE's IIS consortia subgrantees continued to make progress in Year 3 by developing and adding modules to their systems; however, one consortium was delayed in developing three modules – a parent portal, a standards-based grade book, and teacher observations. OSSE placed the consortium's Lead LEA on a corrective action plan to accelerate the implementation of these modules. Additionally, the fourth IIS consortium's Lead LEA experienced a staff overhaul in summer 2012, which stalled its management and support of its IIS consortium. The member LEAs continued to implement the IIS, but without the professional development and support from the Lead LEA. OSSE reported that in August 2013, the original Lead LEA recommitted to managing this work and began reconvening member LEAs monthly on developing and implementing IIS modules under an OSSE corrective action plan.

OSSE continues to offer professional development on data-driven instruction through its Core Professional Development Calendar, reporting 73 participants during Year 3. The agency's divisions of Assessment and Accountability and Special Education collaborated throughout the year to deliver these professional development offerings.

Data Systems to Support Instruction

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. In Year 3, OSSE reviewed the implementation of these plans, and attempted to connect lower capacity LEAs with higher-performing peers. The ODM&A offered technical support to LEAs on accessing and using data from the SLDS to inform instruction; however, the technical assistance through ODM&A was not coordinated with I&I team's monitoring of the approved plans. The ODM&A also co-hosted another DC Data Summit in summer 2013 that provided professional development and technical assistance to 105 participants representing all LEAs in the District on collecting, analyzing, and using data.

Successes, challenges, and lessons learned

Although a year delayed, all participating LEAs now have approved plans for job-embedded professional development on data-driven instruction. OSSE's I&I team checks for implementation of the plans, but it does not have a formal process in place to identify LEA capacity and technical assistance needs around data-driven instruction professional development, or to coordinate differentiated support with OSSE's ODM&A.

Three IIS consortia made progress developing and implementing IIS professional development and training modules throughout Year 3. One consortium fell behind in the implementation of its IIS subgrant due to lack of LEA leadership. In August 2013, the Lead LEA for that consortium recommitted to lead this work under increased oversight by OSSE; however, this gap left the consortium members without support for most of Year 3.

Based on the Department's onsite visits with LEAs and OSSE's monitoring, it continues to be clear that the data leads and coaches play an integral role in facilitating data-driven instruction and professional development. LEAs reported that these positions remain a vital resource for building school capacity around data-driven teaching and learning.

At the end of Year 2, OSSE canceled the Request for Proposals (RFP) for developing a full SLDS website. Instead, the ODM&A elected to develop the SLDS in-house and issue small RFPs for components that were not essential for the immediate functionality of the SLDS. As a result, the SLDS was publicly launched in August 2012. OSSE continued to update the system, increasing its functionality and integration with LEAs' IIS. OSSE continues to make progress in determining its research priorities and creating aggregate K-12 datasets, as well as working with the regional research community to identify new areas for analysis.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by supporting 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. As part of these efforts, Race to the Top States are 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.

Improving teacher and principal effectiveness based on performance

In Year 2, OSSE, in collaboration with its Student Growth Measure Taskforce, selected a VAM for the District's common student growth measure and provided VAM data based on the DC CAS to participating LEAs in August 2012 and 2013.[14] LEAs use the VAM data as part of their teacher and principal evaluations. DCPS and charter LEAs currently use two separate VAM translation tables and, in October 2012, a contractor provided VAM results that compare teachers across the District and provided results to DCPS separately using its own translation table. The contractor repeated the analysis using 2013 VAM data and provided the results to LEAs in fall 2013. In fall 2012, OSSE used a Median Growth Percentile model for the school-wide growth model. The results from this model are used in the PCSB's Performance Management Framework and DCPS' School Report Card.

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[14] In December 2013, OSSE noted that the contractor reported a calculation error in the SY 2012-2013 individual teacher VAM scores that impacted 44 teachers in DCPS. The contractor issued revised VAM results to DCPS and all charter schools; and, according to OSSE and the LEA, actions have been taken to address the error.

OSSE released the first round RFP for the Expanded Growth Assessment project in summer 2012. 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 a subgrant in October 2012 for $500,000 of the $2,000,000 budgeted for this project in Year 3. The Department approved OSSE's request to release a second competitive RFP to develop expanded growth assessments. The agency awarded $500,000 in summer 2013 to a second LEA to develop a middle school social studies growth measure. Additionally, OSSE awarded another $250,000 to the first subgrantee to add another LEA to its pilot mathematics assessment as a predictor of high school performance on the ACT. These delays, however, have slowed implementation of the Expanded Growth Assessment project from its original timeline, causing one subgrantee to work under an accelerated timeline to develop high-quality growth measures during Year 3. The second subgrantee released an RFP to develop an assessment in summer 2013 and develop and field test items in SY 2013-2014. It will not fully implement this measure until SY 2014-2015. OSSE plans to use the remaining funding in this project budget to hire additional agency staff and contractors to manage expanded growth measures, SLOs and STEM initiatives, as well as to support LEAs in implementing teacher and leader evaluation systems.

Additionally, in Year 3, each participating LEA piloted one assessment or process for measuring growth for at least one grade or subject on OSSE's list of priority grades and subject areas - ELA and mathematics for grade two, and ELA for grades nine and ten. LEAs were also given the option to participate in the VAM for grades three, nine and ten during SY 2012-2013. Two LEAs opted into the high school VAM and two participated in the grade three VAM.

In Year 3, OSSE contracted with a vendor to review the LEAs' pilot assessments and provide technical assistance to LEAs on using expanded growth measures. Based on this analysis, the vendor offered differentiated support to LEAs. The same vendor also developed guidance documents and professional development modules on implementing SLOs, called the SLO Guidebook. The Human Capital Taskforce in conjunction with the Student Growth Measure Taskforce met monthly and reviewed a final draft of the SLO Guidebook in September 2013. OSSE expects to release the guidebook and training materials to LEAs early in Year 4 so that LEAs can pilot SLOs in SY 2013-2014.

As of summer 2012, all participating LEAs had submitted and OSSE had approved teacher and leader evaluation systems. In Year 3, OSSE checked for implementation of these systems during formal and informal monitoring of participating LEAs. OSSE also offered two technical support sessions focusing on common implementation challenges such as inter-rater reliability and LEA capacity. Additionally, the Department approved an amendment allowing participating LEAs to increase teacher performance levels from four to five in their educator evaluation systems provided that they meet the requirements in both OSSE's Race to the Top application and approved ESEA flexibility request.

Ensuring equitable distribution of effective teachers and principals

OSSE used several strategies to support equitable distribution of effective teachers and principals in the highest poverty schools and hard-to-staff subject areas. These strategies included awarding three 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. Since Year 1, the three Pipelines cohorts placed 137 residents as lead teachers in 15 LEAs in hard-to-staff areas, such as early childhood, mathematics, and science (see *Improving the Effectiveness of Teacher and Principal Preparation Programs*).

OSSE provided finalized SY 2012-2013 VAM to all participating LEAs in August 2013. VAM accounts for at least 30 percent of the evaluation measures used for teachers of ELA and mathematics in grades 4-8 in participating LEAs. Additionally, in Year 2, OSSE hired a contractor to use the VAM results to identify LEAs with large numbers of ineffective teachers in high poverty schools. The correlational 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.

OSSE checked for implementation of the teacher improvement plans during Year 3 monitoring; however, the agency will not have data on the effectiveness of the plans until another correlational analysis is completed at the beginning of Year 4. In fall 2012, the contractor recommended switching the approach for estimating school-level VAM for the correlational analysis. As of fall 2013, OSSE and the contractor were working together to research valid methods to adjust the model, but the agency did not anticipate receiving this "bottom-quarter" correlational analysis until winter 2013.

DCPS and charter LEAs continue to engage in teacher recruitment, selection, retention, and placement strategies designed to increase overall effectiveness of the teaching corps, or "smart targeting." OSSE reported that participating charter LEAs used data from their approved evaluation systems to inform teacher retention and placement decisions. DCPS used results from IMPACT 2.0, its educator performance evaluation system, to inform human capital decisions during summer 2013. During its monitoring of the LEAs, OSSE reported that it reviewed evidence that the LEAs engaged in "smart targeting;" however, OSSE stated that the type of evidence and data collected across LEAs varied and it was sometimes difficult to determine if an LEA's strategy was effective. During Year 3, OSSE also offered professional development on common teacher and leader evaluation implementation challenges such as communication, growth measures in non-tested grades and subjects, and the VAM.

Improving the effectiveness of teacher and principal preparation programs

After a hiatus, in Year 3 OSSE reconvened the Teacher Preparation Program Taskforce, which is composed of members from local universities and area charter LEAs, to provide feedback during the development of the templates and program completer and employer surveys for the Teacher Preparation Program Profile.

Rather than release the Teacher Preparation Program Profiles templates in May 2012, the District amended its timeline to January 2013, reducing the pilot from two years to one. ODM&A reviewed the draft templates and the agency piloted the program completer and employer surveys in spring 2013. OSSE used feedback from pilot participants to refine the tool in preparation for the one-year pilot of the Teacher Preparation Program Profiles in SY 2013-2014.

OSSE awarded competitive subgrants to three LEAs for its Charter School Teacher Pipelines project. Two were granted in spring 2011; one to Knowledge is Power Program-DC (KIPP:DC), one to Cesar Chavez Public Charter Schools for Public Policy (Cesar Chavez) and a third subgrant was awarded in spring 2012 to Capital City Public Charter School (Capital City). Each LEA was required to partner with an expert organization to provide professional development and mentor support to the teaching residents. The three Pipelines subgrantees prepared 94 residents to become full-time lead classroom teachers in SY 2013-2014 and 80 of these teachers were placed at the end of Year 3. The residents went through a rigorous selection process (*e.g.*, nine percent acceptance rate for the Capital City Teacher Residency) and received hundreds of hours of professional development during Year 3. For the Pipelines project, OSSE continues to meet its originally established timeline. The 2011 subgrantee awards ended at the conclusion of SY 2012-2013; however both LEAs plan to continue the residency program after the grant period. One subgrantee, KIPP:DC, was awarded a $10,000,000 FY2012 Race to the Top – District grant, in part, to continue its Capital Teaching Residency.

OSSE reported that Cesar Chavez continues to look for funding to maintain its Pipelines program. The 2012 subgrantee will increase its second cohort from 14 to 21 fellows, further supporting the expansion of this innovative method of creating high-quality alternative pathways for teachers.

Teacher pipelines

For its Pipelines project, OSSE awarded competitive subgrants to three teacher residency programs to recruit, train, and support a cadre of highly effective teachers in DCPS and charter schools. Teacher residents receive a full year of job-embedded professional development and mentoring before being placed as a full-time classroom teacher in a high-need area.

KIPP:DC and E.L. Haynes Public Charter School (E.L. Haynes) worked with TNTP as part of OSSE's Charter School Teacher Pipelines project. To date, 97 percent of the 2012 residents are still teaching in the District and all but one of the 2013 residents were placed in a DCPS or a DC public charter school. KIPP:DC reported that the average observation score for residents was 3.17 out of 4.

Cesar Chavez worked with the Urban Teacher Center. OSSE reports that 33 of the 40 original residents, or 82.5 percent, were retained and placed in teaching positions.

Capital City continues to work with the Center for Inspired Teaching and maintained a 100 percent retention rate for all 14 residents in its first cohort. The LEA reported that students in Capital City classrooms that had a teaching resident scored higher on the 2013 DC CAS than students in Capital City classrooms without teaching residents. The number of residents increased by 50 percent in Year 4, to 21.

Providing effective support to teachers and principals

OSSE's goal in this area 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 expanded access to DCPS' Educator Portal+ (the LEA's online individualized PD platform), by supporting two PLaCEs consortia, and by requiring all participating LEAs to have plans to provide individualized professional development for all educators. The Department approved an amendment to shift the timeline for the Educator Portal+ from January 2012 to June 2012; however, DCPS did not launch the portal until August 2012. DCPS reported that the Educator Portal+ is part of a larger comprehensive online resource for DCPS educators that provides

Percentage of teachers who are effective or better in low-poverty, low-minority and high-poverty, high-minority schools
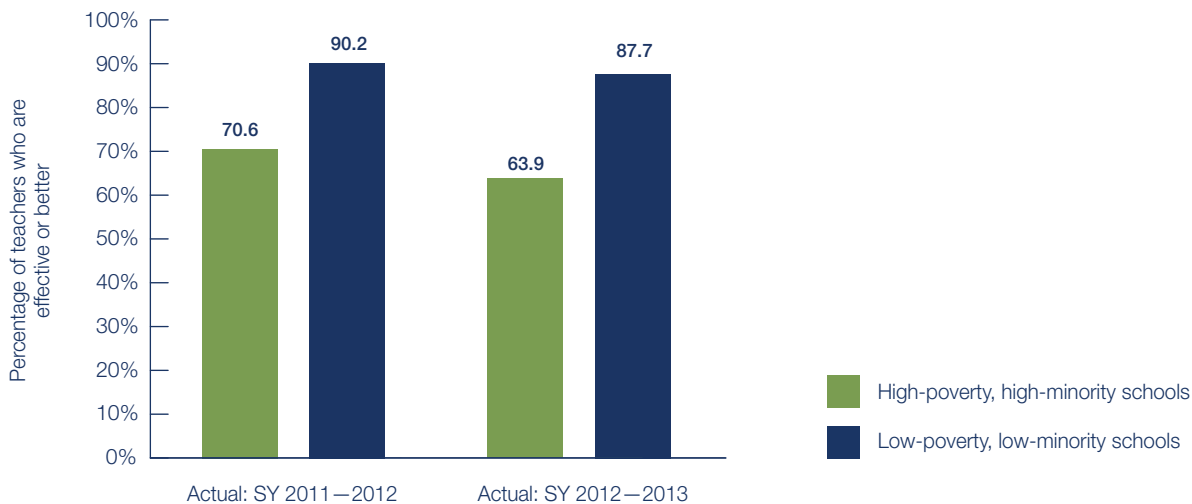
Percentage of principals who are effective or better in low-poverty, low-minority and high-poverty, high-minority schools
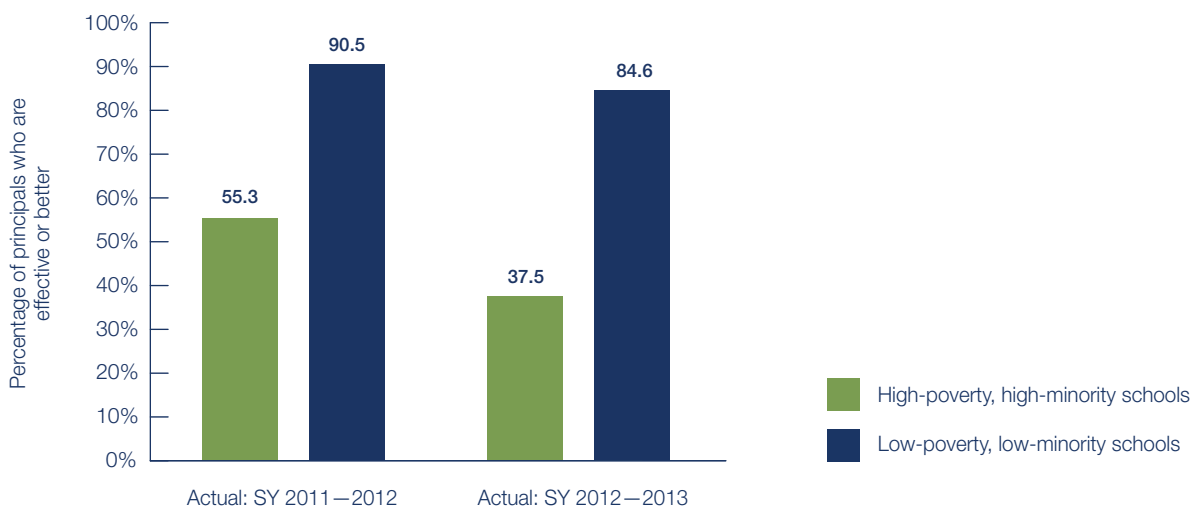
For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

access for DCPS teachers, principals, and coaches to IMPACT 2.0 and student data and allows them to link these data with targeted professional development resources. In June 2013, DCPS provided participating charter LEAs access to the platform through a default account, reflecting a 10-month delay. Additionally, during summer 2013, DCPS, with support from OSSE, offered eight trainings to charter schools to introduce the portal and showcase its resources. The trainings, however, were sparsely attended and OSSE and DCPS plan to conduct additional outreach during Year 4. Since last year, DCPS reports that there have been approximately 7,500 logins into the Educator Portal+. The LEA also notes that other than viewing IMPACT 2.0 data, charter LEA users have access to all resources uploaded to the portal.

In Year 3, the two PLaCEs subgrantees continued to implement their approved programs to support CCSS implementation across multiple subject areas. These projects supported 412 educators across the District and both subgrantees are engaged in rigorous lesson study processes and developing resources that can be shared with other schools and LEAs. OSSE requires Lead LEAs for each PLaCEs consortium to facilitate an "Each One Teach One" approach, in which member schools partner with another school beginning in the second year of the project to share what they learned during the prior year. These additional schools will also participate in their respective consortium for the remainder of each subgrant.

Successes, challenges, and lessons learned

In Year 2, OSSE modified its LEA data collection process to include individual teacher effectiveness ratings. These data are critical to understanding the distribution of effective teachers across participating LEAs throughout the District; however, OSSE reports that three of the 30 participating LEAs have been resistant to share teacher-specific data. To complete the Teacher Preparation Program Profiles project, OSSE needs teachers to be identified along with their effectiveness data in order to link them to their preparation programs. The agency is currently seeking solutions that would alleviate LEAs' concerns regarding individual teacher effectiveness data release.

Due to significant procurement delays, OSSE did not meet its amended timeline for completing templates of the profiles; however, progress had been made with its Teacher Preparation Program Profiles project. OSSE expects to complete a one-year pilot of this project in SY 2013-2014, and it still plans to publish the full profiles, according to the original timeline, in September 2014.

Professional Learning Communities for Effectiveness (PLaCEs)

OSSE awarded two competitive subgrants for its PLaCEs project. The first subgrant was awarded to E.L. Haynes in spring 2011. Called the Common Core Collaborative, it supports educators through intensive lesson-study cycles to enable them to create mathematics lessons aligned to CCSS that improve student achievement. 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 first year of the E.L. Haynes PLaCEs project (Year 2 of OSSE's Race to the Top grant) focused on mathematics instruction, and the project expanded to include ELA and social studies instruction during the second year of the subgrant. During the second year of this subgrant, participants completed six lesson-study cycles, each focusing on a different standard. All partner schools have access to the cycles created in previous years of the subgrant as well as the lesson plans and units posted on the consortium's partner website, LearnZillion.com. The 2012 subgrantee consortium will expand from six LEAs with 22 schools, to 25 schools in SY 2013-2014.

In August 2012, OSSE made a second PLaCEs award to Cesar Chavez. After a delayed start, due to late hiring of a project director, Chavez made steady progress in the second half of Year 3. In February 2013, Chavez began implementing its Inquiry Group Professional Development model that involved four groups of approximately eight teachers. Chavez also launched a principal coaching program in five schools. This consortium is also working with LearnZillion.com to develop a wikispace to share information and resources developed during the inquiry cycles.

OSSE reported that all of the Pipelines subgrantees maintained high retention rates, and teacher residents were placed in teaching positions in high-need areas in SY 2013-2014. The 2011 PLaCEs subgrant project supported 82 teachers across 11 schools and the 2012 subgrantee supported 330 educators. Both subgrantees focus on implementation of CCSS lessons and share resources publicly on LearnZillion.com.

DCPS was five months late in launching the online Educator Portal+ and did not provide access to charter schools until June 2013. This meant that the charter LEAs could not use this resource to revise instructional strategies in SY 2012-2013 as intended in OSSE's approved Scope of Work. OSSE reported that it has struggled to engage participating charter schools in using DCPS' Educator Portal+ and is currently revisiting its marketing strategies in an effort to increase awareness and use of the portal's resources.

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.[15]

Intervening in the lowest-achieving schools

OSSE spent Year 3 developing a plan to implement a revised strategy for intervening in the lowest-achieving schools. In its approved Race to the Top application, OSSE originally committed to funding additional support to nine DCPS PLA SIG schools. A rubric was used to select schools for Race to the Top intervention and support. The rubric included data such as DC CAS proficiency results, school climate, and teacher and leader effectiveness. OSSE planned to provide financial support to enable DCPS carry out the PLA schools intervention efforts (*e.g.*, implementation of a turnaround, transformation, restart, or closure model). OSSE reported that it initiated support in eight PLA schools (rather than the nine in its initial commitment); however, OSSE lacked a strategic plan for supporting the PLA schools and DCPS. As a result, in December 2012, OSSE requested to amend its strategy for intervening in its PLA schools. In May 2013, OSSE rescinded that request because it was in the process of developing an alternative revised strategy and work plan. In December 2013, the Department approved an amendment to modify OSSE's strategy and project-level budgets for supporting PLA schools.

The revised plan reduces the number of Race to the Top supported PLA schools from the originally proposed nine to eight. In Year 4, four of those eight schools will implement a Blended Learning model[16] and the other four schools will implement a Twilight Academy model.[17] In Year 3, OSSE reported that it continued to develop and train users on the online tool, Indistar, to track each PLA school's progress on OSSE's 7 Turnaround Principles. In addition, OSSE is aligning its Race to the Top work plan, its SIG grant, and its approved ESEA flexibility request.

Successes, challenges, and lessons learned

In Year 3, OSSE continued to experience significant challenges regarding the Race to the Top intervention in PLA schools' work. Much of this was caused by OSSE's delay in submitting an amendment request to the Department to alter its strategy for supporting PLA schools as well as providing insufficient evidence of a thorough plan for managing the effective implementation of a new strategy. Until December 2013, the Race to the Top funded activities for supporting PLA schools were on hold until OSSE submitted a revised work plan. OSSE's revised strategy for supporting PLA schools has a short timeline for implementing activities and expending Race to the Top funds. It is critical that OSSE closely monitor implementation of the project-level work and spending to stay on track with its ambitious timeline.

Additionally, due to concerns over OSSE's fiscal control over funds used to support PLA school intervention activities, the Department has placed the budget supporting this section of the grant on cost reimbursement basis. While on cost reimbursement basis, OSSE must receive approval from the Department to draw down funds to support its PLA schools intervention work. The Department will reconsider this designation after OSSE has submitted an approvable work plan, budget and amendment request that demonstrates alignment across its Race to the Top work plan, its SIG grant, and its approved ESEA flexibility request.

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[15] 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.

[16] The Blended Learning model is a classroom-based program where a portion of the traditional face-to-face instruction is replaced by web-based online learning.

[17] The Twilight Academy model is a small learning community typically held after school hours to address the needs of over-aged and under-credited high school students who are two or more grade levels below.

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

Race to the Top States are committed to providing a high-quality plan with a rigorous course of study in STEM. In doing so, each State must cooperate with STEM-capable community partners in order to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students. A focus on STEM furthers the goal of preparing more students for an advanced study in sciences, technology, engineering, and mathematics, including among underrepresented groups such as female students.

The District of Columbia's STEM initiatives

Under its Scope of Work, OSSE committed to launching the STEM Learning Network in December 2011. The STEM Learning Network 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. In August 2012, OSSE awarded a contract to Battelle for Kids to develop and implement the STEM Learning Network. Battelle's work aims to establish the mission, vision, and goals of the District's STEM initiative and identify STEM priorities. OSSE will not convene the Network until January 2014, which is over two years after the original completion timeline.

All District LEAs have transitioned to the CCSS, including the CCSS mathematics standards, and OSSE reports that participating LEAs are using CCSS-aligned interim mathematics assessments. Additionally, though not funded through Race to the Top, OSSE continues to convene a team of educators ranging from early childhood to higher education to advise on a strategic plan for the adoption of the Next Generation Science Standards (NGSS). This team also reviewed a crosswalk between current DC Science Standards and the NGSS. OSSE's Pipelines project continues to focus on the preparation of STEM teachers as well as teachers for other hard-to-staff areas.

Successes, challenges, and lessons learned

Similar to Year 2, OSSE has made little progress in the STEM activities approved in its Scope of Work. OSSE set out to create a cohesive STEM approach through Race to the Top, supported mostly by a STEM Learning Network. Although a contract to determine the mission, vision, and goals of the network was awarded in August 2012, participants will not convene until January 2014. This means that development of a comprehensive STEM education plan will not begin until, at the earliest, the middle of Year 4. Though significantly delayed, this STEM education plan will be necessary in order for OSSE to meet its own goals of: (1) annually increasing the percentage of DC students scoring at the proficient or advanced levels on the 10th grade DC CAS mathematics assessment to indicate greater preparation for careers in STEM fields; and (2) by 2011, DC will have a coordinated statewide plan for STEM, developed by the DC STEM Learning Network, to include targets for the number of DC graduates choosing majors and careers in STEM-related fields. Although the establishment of the Network is more than two years behind schedule, once operational, the STEM Learning Network should provide the tools educators need to implement quality STEM learning experiences.

Looking Ahead to Year 4

In Year 4, OSSE plans for its Race to the Top team to continue to play a major role in supporting LEAs to align their work with OSSE's approved ESEA flexibility request. To assist in monitoring and supporting LEAs, OSSE intends to launch the EGMS, a comprehensive online system to centralize grant management throughout the agency and enhance transparency and communication to subgrantees. OSSE will continue to provide educators with opportunities for professional development on the CCSS. OSSE will add to LearnDC.org, its CCSS resource website and will release the Standards Entry-Points for Differentiated Learning manual for ELA instruction as a resource for special education educators. DCPS will continue to add resources to the Educator Portal+. OSSE also plans to reconvene the CCSS Taskforce to focus on implementation and instructional shifts required for high-quality implementation of the CCSS and NGSS.

OSSE's ODM&A will continue to update its SLDS with new functionalities and develop new research-ready data sets. LEAs will conduct roster verification and will be able to link SLDS data with LEA-specific IIS information. 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. The IIS consortia communities of practice plan to continue to meet and develop additional modules, and the Year 4 plan states that the Lead LEAs will provide support and technical assistance to member LEAs.

OSSE will continue to work on the Teacher Preparation Program Profiles (TPPP) project. OSSE intends to pilot the TPPP profiles during SY 2013-2014 and plans to publish the full profiles according to its

Looking Ahead to Year 4

original timeline of September 2014. The agency expects the Pipelines program's second cohort to nearly double in size and continue to prepare teacher residents for lead teacher placements in hard-to-staff content areas. Furthermore, OSSE anticipates that the PLaCEs consortia will continue to develop high-quality CCSS lesson and unit plans and support educators in implementing CCSS.

In accordance with its approved ESEA flexibility request, OSSE will continue to develop a tiered system of support for PLAs. OSSE plans on completing a crosswalk of Race to the Top, SIG and ESEA flexibility commitments and aligning its work across commitments

made for all three programs. OSSE will continue to use Indistar, a school improvement tool, to identify, support, and track progress in PLAs. OSSE will complete a comprehensive work plan and budget in order to amend its strategy for turning around its PLA schools.

In Year 4, OSSE anticipates that it will begin to convene the STEM Learning Network and develop a comprehensive STEM education plan. Once launched, the network will provide resources and learning opportunities for the District's students to engage with STEM, increasing STEM mastery and the number of students who major in STEM fields in college and enter STEM careers.

Budget

For the State's expenditures through June 30, 2013, please see the APR Data Display at http://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, see http://www2.ed.gov/programs/racetothetop/performance-fiscal-accountability.html.

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): (1) can be provided by various types of qualified providers, including both institutions of higher education (IHEs) and other providers operating independently from institutions of higher education; (2) are selective in accepting candidates; (3) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (4) significantly limit the amount of coursework required or have options to test out of courses; and (5) 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 Elementary and Secondary Education Act (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 annual 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 governors, chief State school officers, content experts, teachers, school administrators, and parents. (For additional information, please see http://www.corestandards.org/).

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 local educational agencies' (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.

Glossary

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.

No-Cost Extension Amendment Request: A no-cost extension amendment request provides grantees with additional time to spend their grants (until September 2015) to accomplish the reform goals, deliverables and commitments in its Race to the Top application and approved Scope of Work. A grantee may make a no-cost extension amendment request to extend work beyond the final project year, consistent with the Amendment Principles (http://www2.ed.gov/programs/racetothetop/grant-amendment-submission-process-oct-4-2011.pdf) as well as the additional elements outlined in the Department Review section of the Amendment Requests with No Cost Extension Guidance and Principles document (http://www2.ed.gov/programs/racetothetop/no-cost-extenstion-submission-process.pdf).

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, (1) 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 (2) 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 (1) 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 (2) 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.)

Glossary

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (1) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (2) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the Implementation and Support Unit (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's projects 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 (1) for tested grades and subjects is (a) a student's score on the State's assessments under the ESEA; and, as appropriate, (b) other measures of student learning, such as those described in number (2) of this definition, provided they are rigorous and comparable across classrooms; and (2) 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."