RACE
TO THE
TOP

District of Columbia Report

Year 1: School Year 2010–2011

U.S. Department of Education
Washington, DC 20202

January 10, 2012

Race to the Top overview

The American Recovery and Reinvestment Act of 2009 (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 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; improving high school graduation rates; and ensuring students are prepared for success in college and careers.

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. Instead, the Race to the Top program requires that States and LEAs take into account their local context to design and implement a comprehensive approach to innovation and reform that meets the needs of their educators, students, and families.

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

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;

- Recruiting, developing, retaining, and rewarding effective teachers and principals;

- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and

- Turning around the lowest-performing schools.

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 designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU will work with Race to the Top grantees to differentiate support based on individual State needs, and help States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes.

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 States, 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 that 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).[2]

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, on-site reviews, and Annual Performance Reports (APRs)) to draft State-specific Race to the Top reports.[3] The State-specific summary report serves as an assessment of a State's Year 1 Race to the Top implementation, highlighting successes and accomplishments, identifying challenges, and providing lessons learned from implementation to date.

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

[3] Additional State-specific data on progress against annual performance measures and goals reported in the Year 1 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Executive Summary

District of Columbia's education reform agenda

The Office of the State Superintendent of Education (OSSE) manages the District of Columbia (District) educational system. The District of Columbia Public Schools (DCPS) is the largest LEA in the District. There are also over 50 public charter schools that operate as independent LEAs. OSSE, DCPS, and charter schools have come together to implement the reform efforts that the District outlined in its Race to the Top grant. The District is receiving a total of $74,998,962 in Race to the Top funds.

The District's broad goals under Race to the Top include building capacity to support LEAs, moving swiftly to adopt the Common Core State Standards (CCSS), funding the development of instructional improvement systems (IIS) for LEAs 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 schools. The District will complete many of its Race to the Top grant projects through LEA consortia and by leveraging Race to the Top-specific task forces. The District intends to flow 85 percent of its entire Race to the Top grant to participating LEAs through formula funding or competitive subgrants. The remaining 15 percent of grant funds are for State capacity building and District-level projects.

## Local educational agency participation

As depicted in the graphs below and as stated in its Year 1 APR, OSSE reported 30 participating LEAs (DCPS and 29 charter LEAs) as of June 30, 2011. This represents 90 percent of the District's K-12 students and over 92 percent of its students in poverty.

LEAs Participating in District of Columbia's Race to the Top Plan

2
21
30
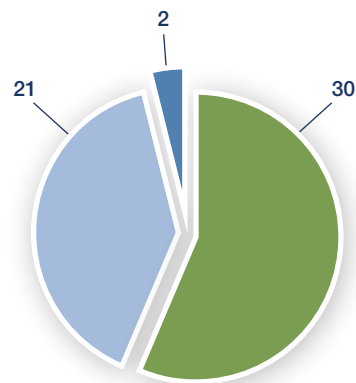
- Participating LEAs (#) as of June 30, 2011
- Involved LEAs (#) as of June 30, 2011
- Other LEAs

K-12 Students in LEAs Participating in District of Columbia's Race to the Top Plan

6,384
140
58,888
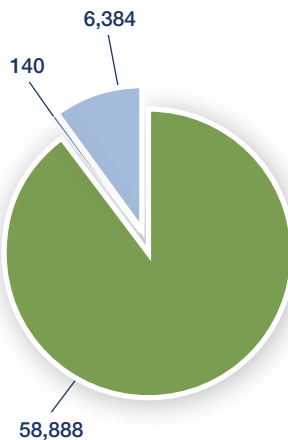
- K-12 students (#) in participating LEAs
- K-12 students (#) in involved LEAs
- K-12 students (#) in other LEAs

Students in Poverty in LEAs Participating in District of Columbia's Race to the Top Plan

3,583
193
48,264
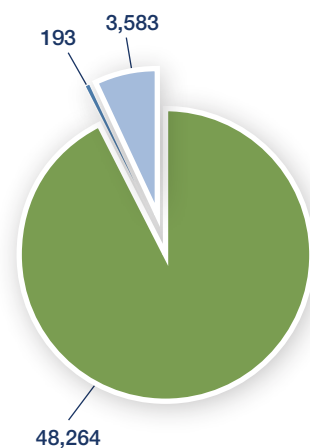
- Students in poverty (#) in participating LEAs
- Students in poverty (#) in involved LEAs
- Students in poverty (#) in other LEAs

Executive Summary

State Year 1 summary

Accomplishments

OSSE included DCPS and charter schools in the planning and implementation of its reform work. OSSE established task forces focusing on the CCSS; human capital; student growth measures; and science, technology, engineering, and mathematics (STEM). The State Board of Education adopted the CCSS for the 2011–2012 school year (SY), and all participating LEAs developed a transition plan for implementing the CCSS and received professional development on it. OSSE also awarded major competitive subgrants to LEAs for work in such areas as developing an IIS, professional learning communities, and teacher residency programs.

Challenges

During the first year of the grant, OSSE experienced significant turnover among leadership and staff. Multiple individuals have served as the lead for Race to the Top, each one for fewer than six months. Additionally, no one who was involved in writing the original application remains with the OSSE team responsible for administering the District's Race to the Top grant. Despite changes in leadership and staff during the first year of the grant, the District has made strides toward accomplishing its Race to the Top goals and has leveraged other senior OSSE staff to keep work moving forward. There have, however, been delays in finalizing a District-wide education research agenda; releasing CCSS resources; providing support to intervention efforts in chronically lowest-achieving schools; and receiving, reviewing, and approving LEA plans for teacher and leader evaluations.

Strategies for moving forward

Because of the turnover in staff during Year 1 of the grant, OSSE did not spend all of its Year 1 funding allotted for personnel. OSSE will hire additional staff in Year 2 with the personnel funds remaining from Year 1. Also, OSSE plans to identify a permanent Race to the Top lead in Year 2. Finally, OSSE will continue recent efforts to better align its Race to the Top intervention efforts with its School Improvement Grant (SIG) efforts, both at OSSE and DCPS.

State Success Factors

Building capacity to support LEAs

Performance management

The OSSE Race to the Top structure includes two Effectiveness Managers who implement District-level activities, provide guidance to participating LEAs, and identify promising practices. OSSE hired the Effectiveness Managers to support work around specific priority areas as delineated within its application. These individuals meet regularly with the task forces to highlight best practices and encourage discussion on how LEAs will meet their obligations under Race to the Top. The District's Race to the Top team also includes staff focused on the management of the activities under the grant, such as a Reporting and Implementation Manager and a Fiscal Manager, who also oversees contracts. The team has worked to supply LEAs with targeted information regarding Year 1 deliverables. Until OSSE hires or identifies a permanent Race to the Top lead, the Assistant Superintendent of Elementary and Secondary Education oversees all Race to the Top efforts.

OSSE has leveraged expertise in its Division of Teaching and Learning to provide additional resources in the area of school improvement programs and its Division of Assessment and Accountability on a number of projects related to the implementation of the CCSS. The Director of Charter School Support and Financing was also involved in Year 1 activities.

OSSE's Race to the Top team moved into the agency's Division of Elementary and Secondary Education during Year 1. OSSE anticipates this move will create efficiencies, help to ensure the sustainability of the reforms beyond the grant period, and provide for better coordination with other programs within the Division of Elementary and Secondary Education, including SIG.

The State has chosen a single statewide measure of school-level growth based on advice from the Student Growth Task Force. OSSE has measured student growth in the District using a median growth percentile model, which is used to compute each student's progress on the District of Columbia Comprehensive Assessment System (DC-CAS) from one grade to the next compared to students with similar prior test scores. The model provides LEAs with an easy-to-understand growth determination that they can provide to parents as an indicator of student achievement. OSSE has worked with the Public Charter School Board (PCSB) to commit to this school-level growth measure. The PCSB used the statewide school-level growth measure as part of its Performance Management Framework, which it uses to evaluate charter school performance (including during renewal decisions). OSSE has involved DCPS, several other LEAs, and Friends of Choice in Urban Schools (FOCUS) in developing the business rules and other key decisions about the implementation

of the school-level growth model through the creation of a School-wide Growth Advisory Committee. DCPS will use the measure on the DCPS School Scorecard, which is designed to give parents, students, and community members a clear, objective picture of school performance. OSSE has provided the student- and school-level growth data to LEAs to inform their instructional programs and will release a report on these data in January 2012.

LEA implementation and accountability

In November 2010, OSSE approved Year 1 LEA Scopes of Work and allowed LEAs to be reimbursed only for costs included in their Year 1 budgets. In SY 2011–2012, OSSE is reviewing and approving LEA Scopes of Work for Years 2 through 4. After review and final approval, LEAs will be able to begin submitting reimbursement requests for activities in Years 2 through 4. OSSE will continue to work with LEAs as they revise their Scopes of Work in the future and will continue to require LEAs to submit progress reports (as frequently as quarterly for some LEAs that won competitive subgrants).

In an effort to provide focused technical assistance and oversight, OSSE has assigned an Effectiveness Manager to each participating LEA. Assigning Effectiveness Managers to individual LEAs provides a single point of contact for all Race to the Top information. This structure also allows the team to provide targeted attention to LEAs and opportunities to more effectively address possible issues and challenges facing LEAs.

Stakeholder engagement

Key activities and stakeholders

OSSE convened multiple task forces to address discrete Race to the Top goals and outcomes that are specific to the priority areas and cross-cutting reform agenda items. Membership on these various task forces consists of volunteer representatives from OSSE staff, LEA leadership, the PCSB, and teacher certification programs. Most of the task forces have approximately 25 members, and some individuals are members of more than one task force. The task forces, which meet monthly (and more frequently during critical time periods), allow members to stay informed and empowered through input and decision-making authority. OSSE has accomplished a great deal of District-wide work through or with significant help from a variety of task forces on, among other areas:

- Student Growth Measure – advised OSSE on IIS grants, a District-wide school-level growth model, and growth measures for non-tested grades and subjects;

- Human Capital – advised OSSE on Professional Learning Communities of Effectiveness (PLaCEs) and teacher pipeline grants, as well as criteria for teacher and leader evaluation systems; and

- CCSS – advised OSSE on its CCSS professional development strategy and session topics and provided recommendations to OSSE for approving LEA CCSS transition plans.

OSSE is making efforts to share information with all stakeholders in multiple formats, including biweekly newsletters and assigning an Effectiveness Manager to each LEA. A marketing tool tracks newsletter readership. OSSE also created a public website that serves as a "one-stop shop" for all Race to the Top information for participating LEAs and anyone else interested in the Race to the Top projects. Specific information that can be found on the website includes, among other things, task force materials (e.g., calendar of meetings, meeting notes, agendas, attendance lists), grant and procurement information (e.g., competitive grant applications and FAQs), and policy documents (e.g., Common Core Transition Plans and a Teacher Evaluation System Template). The website provides transparency regarding decisions and progress made by OSSE and the task forces and provides LEAs with easy access to information.

Lessons learned

During the first year of the grant, OSSE experienced significant turnover among leadership and staff, as mentioned earlier. Despite the staff turnover, OSSE took steps to ensure effective communication and collaboration among Race to the Top stakeholders. OSSE faces an added challenge of navigating between the large DCPS school system and a group of charter LEAs that want to participate in the District's Race to the Top projects while maintaining their autonomy. OSSE navigated this process through its use of various communication methods and task forces that included representatives of many charter LEAs.

Looking ahead to Year 2

Due to staff turnover, the District did not use as much of its grant award for personnel as originally anticipated. OSSE will reallocate those remaining Year 1 funds to cover two new program analysts whose work will include managing DCPS intervention efforts. These additional staff will also provide a lower ratio of OSSE staff to LEAs than originally planned. Additionally, OSSE will continue to build its capacity and explore how the Race to the Top work complements activities in other OSSE divisions to better support program implementation and sustainability.

Student outcomes data

Student Proficiency, NAEP Reading 2011

Average scale score

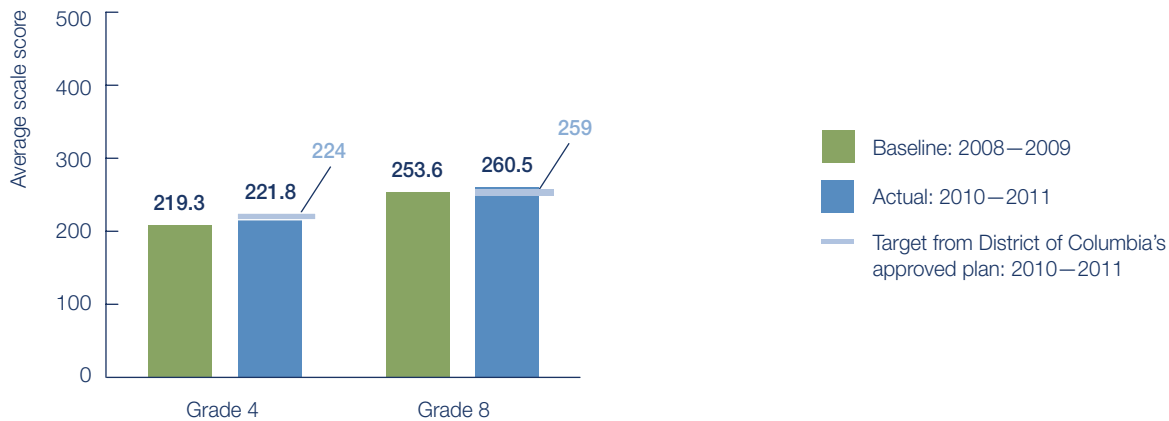| | Baseline: 2008—2009 |
| | Actual: 2010—2011 |
| — | Target from District of Columbia's approved plan: 2010—2011 |

Grade 4: 202, 200.6, 208
Grade 8: 242.5, 242.1, 246
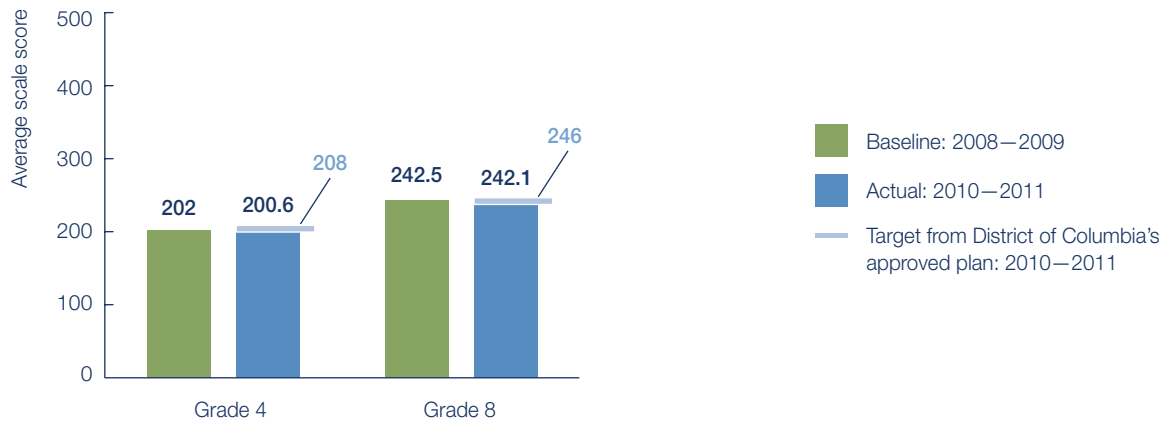
District of Columbia's grade 4 reading score was not significantly different in 2011 than in 2009.
District of Columbia's grade 8 reading score was not significantly different in 2011 than in 2009.

Student Proficiency, NAEP Mathematics 2011

Average scale score

	Baseline: 2008—2009
	Actual: 2010—2011
—	Target from District of Columbia's approved plan: 2010—2011

Grade 4: 219.3, 221.8, 224
Grade 8: 253.6, 260.5, 259

District of Columbia's grade 4 mathematics score was significantly higher (p < .05) in 2011 than in 2009.
District of Columbia's grade 8 mathematics score was significantly higher (p < .05) in 2011 than in 2009.
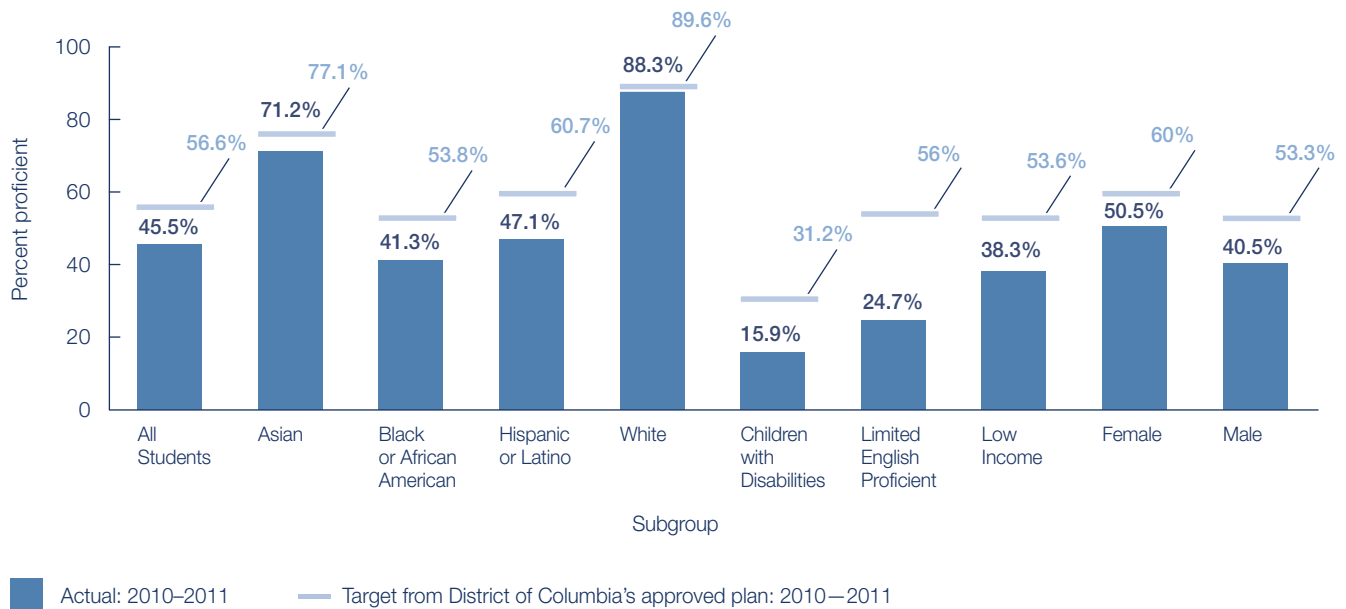
State Success Factors

Achievement Gap on District of Columbia's ELA Assessment SY 2010–2011

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

Baseline: 2009–2010 values: 48.5, 45, 35.4, 22.3, 22.2, 9
Actual: 2010–2011 values: 47, 41.2, 35.9, 23.2, 22.3, 10

Preliminary SY 2010–2011 data reported as of: October 26, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.
For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Overall Proficiency on District of Columbia's ELA Assessment SY 2010–2011

Y-axis: Percent proficient

Subgroup	Actual: 2010–2011	Target
All Students	45.5%	56.6%
Asian	71.2%	77.1%
Black or African American	41.3%	53.8%
Hispanic or Latino	47.1%	60.7%
White	88.3%	89.6%
Children with Disabilities	15.9%	31.2%
Limited English Proficient	24.7%	56%
Low Income	38.3%	53.6%
Female	50.5%	60%
Male	40.5%	53.3%

Legend: Actual: 2010–2011 | Target from District of Columbia's approved plan: 2010—2011
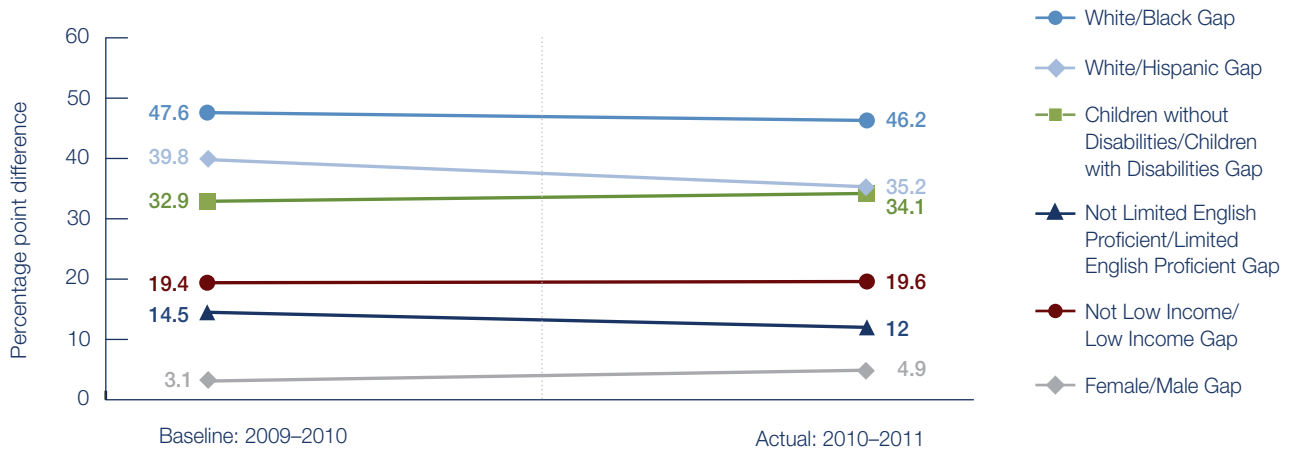
Preliminary SY 2010–2011 data reported as of: October 26, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.
For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Achievement Gap on District of Columbia's Mathematics Assessment SY 2010–2011

Percentage point difference

- 47.6 → 46.2 — White/Black Gap
- 39.8 → 35.2 — White/Hispanic Gap
- 32.9 → 34.1 — Children without Disabilities/Children with Disabilities Gap
- 19.4 → 19.6 — Not Low Income/Low Income Gap
- 14.5 → 12 — Not Limited English Proficient/Limited English Proficient Gap
- 3.1 → 4.9 — Female/Male Gap

Baseline: 2009–2010   Actual: 2010–2011

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

Preliminary SY 2010–2011 data reported as of: October 26, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.
For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Overall Proficiency on District of Columbia's Mathematics Assessment SY 2010–2011

Percent proficient

Subgroup	Actual: 2010–2011	Target: 2010–2011
All Students	47%	56.1%
Asian	81.9%	88.5%
Black or African American	42.1%	52.4%
Hispanic or Latino	53.1%	65.4%
White	88.3%	88%
Children with Disabilities	18.9%	29.7%
Limited English Proficient	35.9%	60%
Low Income	41%	53.5%
Female	49.5%	58.2%
Male	44.6%	53.9%

Subgroup

■ Actual: 2010–2011   — Target from District of Columbia's approved plan: 2010—2011

Preliminary SY 2010–2011 data reported as of: October 26, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.
For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Standards and Assessments

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

Adoption of college- and career-ready standards and high-quality assessments

The District adopted the CCSS in English language arts (ELA) and mathematics for SY 2011–2012 in July 2010, with approval by the DC State Board of Education.

The District continues to maintain an active and involved role as a Partnership for Assessment of Readiness for College and Careers (PARCC) governing board member.

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

The District adopted the CCSS, transitioning from DC Standards to the CCSS beginning in SY 2011–2012. OSSE is also revising the DC-CAS and requiring that participating LEAs adopt new interim assessments. The DC-CAS will align 100 percent with the CCSS in ELA in 2012 and mathematics in 2013. Participating LEAs must utilize interim assessments aligned with the CCSS, and LEAs must administer the interim assessments every six to eight weeks throughout the school year, beginning in SY 2011–2012. In early 2011, OSSE released a Request for Applications for an approved list of providers of interim assessments that align with the CCSS. In the spring of 2011, OSSE provided participating LEAs a recommended list of vendors that can provide high-quality, aligned interim assessments. LEAs could still have chosen to work with a vendor that was not on the recommended list, provided that such vendor could demonstrate that its interim assessments align with the CCSS. Most LEAs selected vendors from OSSE's recommended list.

In Year 1, OSSE convened a CCSS Task Force composed of representatives from OSSE, DCPS, and all participating charter LEAs. Its goal is to advise OSSE on State and LEA implementation plans for the CCSS in ELA and mathematics. Specific tasks included advising OSSE on District-wide and LEA-specific materials to assist in educating schools, teachers, parents, students, and the public on the new standards; bringing LEA leadership teams together to create and review plans for standards implementation and curricular alignment; helping LEAs develop standards implementation plans to include curriculum design and job-embedded professional development for teachers within each LEA; outlining expectations for instructional planning and delivery; and advising OSSE on information sessions and professional development workshops. The task force also assisted OSSE with a review of the draft PARCC content frameworks, which are intended to serve as a bridge for teachers between the CCSS and PARCC assessments.

In Year 1, all participating LEAs were required to submit CCSS implementation plans for OSSE approval. LEA CCSS implementation plans outline LEA transitions to the CCSS, including curriculum alignment; professional development for all teachers, including teachers of special education students, English learners (ELs), and teachers of subjects other than reading and mathematics; and community outreach meetings for parents and other stakeholders. OSSE regularly convened the CCSS Task Force to help LEAs develop and execute their CCSS implementation plans. The CCSS Task Force developed an evaluation rubric and the process for reviewing and evaluating participating LEA CCSS Implementation Plans to ensure that each plan included a comprehensive transition plan. In Year 1, all participating LEAs developed CCSS transition plans that OSSE, with recommendations from the CCSS Task Force, has approved.

OSSE facilitated teacher panels that finalized the crosswalk between the District's previous standards and the CCSS. Additionally, OSSE developed Common Core blueprints for ELA, mathematics, and composition showing how the District's previous standards align to the CCSS in each grade and category (e.g., reading informational text, number sense and operations).

Dissemination of resources and professional development

OSSE developed or is developing a host of resources to support CCSS adoption. Through the CCSS Task Force and in collaboration with the OSSE Department of Standards, Assessment, and Accountability and the National Parent and Teacher Association, OSSE's Race to the Top team developed and sent CCSS parent guides in both English and Spanish and CCSS teacher guides to all LEAs in August 2011. In addition, the District is part of a consortium that is creating a Standards Entry Points document as a resource to help teachers address special education students' individualized education plans (IEPs) using the CCSS. Finally, though not supported with Race to the Top funds, DCPS supplemented OSSE's supports and produced curriculum maps and unit plans for ELA in 2011 and plans to produce the same materials for mathematics in 2012.

While OSSE offered professional development on the CCSS to every teacher and administrator in participating LEAs, each participating LEA was also required to provide professional development on the CCSS for its teachers and administrators. In addition, OSSE's Race to the Top team, the Division of Assessment and Accountability, and the Division of Special Education are planning a series of District-wide professional development workshops on the CCSS and lesson planning for both participating and nonparticipating LEAs.

Challenges

OSSE originally planned to complete and share the CCSS resource website and Standards Entry Points document before SY 2011–2012. Those resources are now delayed until March 2012 and the summer of 2012, respectively. Despite these delays, OSSE believes these resources will be robust and of high quality. The delays most likely will not have a significant impact on the District's long-term efforts in this area, but the delays may slow down transition to and successful implementation of the CCSS in SY 2011–2012.

Lessons learned

OSSE reported that some LEAs have at times found the implementation of the CCSS unclear. The District's Race to the Top team has struggled to coordinate efforts across the agency, leaving LEAs and other stakeholders unsure of which OSSE department to approach with concerns. To meet this challenge, OSSE has developed an internal working group to better align Race to the Top efforts across the agency. Additionally, the CCSS Task Force will develop a District-specific implementation manual and online tool (which will include lesson plans, writing prompts, and aligned lessons) to assist teachers and leaders with lesson and unit planning.

Looking ahead to Year 2

OSSE plans to launch a CCSS resource website in two phases in Year 2, with Phase I launching in January 2012 and Phase II launching in March 2012. The website will include lesson plans, unit plans, and video samples that are accessible to multiple audiences, but is primarily intended for teachers and parents. In addition, in the summer of 2012, OSSE plans to distribute the Standards Entry Points document as a CCSS tool to help teachers address special education students' individualized education programs. OSSE will also provide professional development on the Standards Entry Points document following its release.

Data Systems to Support Instruction

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

Fully implementing a statewide longitudinal data system

OSSE is working with a vendor to roll out an enhanced website that will allow key stakeholders easy access to data through interactive web functions. OSSE anticipates an initial rollout of the enhanced website in March 2012. The website will offer easily accessible data to encourage community members and parents to become familiar with and use data. Parents will be able to use the data to stay informed about a school's performance, and policymakers and other interested parties will be able to use the data to support reform efforts in the District. In order to encourage research aligned with the District's research agenda and priorities, the website will also provide researchers with aggregate-level data and research-ready data sets. In December 2010, OSSE developed an online research request tool for easy access to data. While this tool for requesting data from OSSE is complete, the lack of a Director of Data in Year 1 hampered the data request process. In November 2011, OSSE hired a Director of Data, who is now responsible for the data request process.

Accessing and using State data

The District's Statewide Longitudinal Education Data (SLED) system captures data on student enrollment, student demographics, special education status, EL status, direct certification, annual assessment, special education transportation, SAT performance, and Advanced Placement course completion. In addition, OSSE assigns a unique student identifier to all students. OSSE instituted entry and exit code policies for SY 2011–2012 that standardized student entrance and exit/withdrawal codes, which will allow LEAs to use the SLED to provide dropout data on students beginning with SY 2011–2012.

Using data to improve instruction

Although DCPS currently uses a sophisticated series of interconnected data improvement systems, many charter LEAs lack these systems. Each charter LEA participating in Race to the Top signed a Memorandum of Understanding (MOU) that requires it to develop a local IIS to collect, analyze, and use data to improve instruction. To support these efforts,

Data Systems to Support Instruction

OSSE provided supplemental Race to the Top funding through a competitive grant competition. The funding allows charter LEAs to develop a local IIS that will provide teachers with student-level data. Four consortia, consisting of 20 participating charter LEAs and one involved charter LEA, are working to maximize their resources and develop an IIS shared by each consortium that can meet group and individual school needs. The four lead charter LEAs with expertise in developing IIS are sharing their technology and expertise with the other charter LEAs that are not as far along in their data systems initiatives. At a minimum, these IIS will allow real-time access to student, teacher, grade-level, and school data, and teachers and administrators will receive training to enable them to use these tools to drive student achievement.

All participating LEAs have either hired data coaches or identified data leads within each school. These individuals will devote a significant amount of time to promoting school-level data-driven practices. OSSE has begun to monitor the activity of data coaches/leads as part of its regular Race to the Top monitoring to ensure that they are fulfilling the requirements set forth in the LEA Scope of Work. While the majority of LEAs have hired or identified coaches internally, some LEAs are using services from outside organizations to provide this support. At the end of Year 1, OSSE required LEAs to outline a plan for teachers and principals to use data to improve instruction. These plans include common planning time for teachers to analyze data and professional development for teachers on data-driven instructional practices.

Challenges

OSSE did not meet its goal of determining, publishing, and encouraging research on a District-wide list of research priorities (e.g., examining the effectiveness of instructional materials, strategies and approaches for reducing achievement gaps) by March 2011. OSSE's Executive Staff Committee needs to approve the final research priorities, but some critical members of that group (namely OSSE's Director of Data) were not in place until late 2011. OSSE plans to have the research priorities approved and begin soliciting research studies by February 2012.

Looking ahead to Year 2

OSSE's Race to the Top team developed a District-wide list of research priorities and activities, and OSSE's Executive Staff Committee is scheduled to review and approve these priorities by February 2012. OSSE plans to move forward with several research activities through existing contracts. OSSE is working to hire a data analyst to complete work on identifying and creating research-ready data sets, including assessment, enrollment, teacher, and financial data. OSSE will use the data to inform and engage key stakeholders through an improved, interactive, user-friendly online resource. The Race to the Top team also expects OSSE's new Director of Data to contribute to numerous Race to the Top data projects.

OSSE is planning a number of upgrades to the SLED for SY 2011–2012. In Year 1, the SLED was not available to LEAs, but OSSE will make it available to LEAs in SY 2011–2012 so that they can access their own data. Additionally, the District is in the process of creating an early childhood system that will provide data to the SLED. Postsecondary education data, student health information, teacher-student linkages, and school facility data will also be later releases for the SLED.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions.

The Capital Teaching Residency (CTR) is a teacher training program led by KIPP DC and E.L. Haynes public charter schools. CTR aims to close the achievement gap by increasing the number of highly effective educators in the District's schools. Borrowing from the medical residency model, CTR residents undergo an intensive year-long training alongside an expert teacher in a high-performing charter school. Residents learn through a gradual release model that allows new teachers to gain hands-on experience in the classroom before becoming lead teachers of record the following school year. CTR will train new teachers in hard-to-fill subject areas such as mathematics, science, special education, and early childhood education. CTR has partnered with The New Teacher Project to offer teaching certification to all of the residents in the program, enabling them to expand their teaching opportunities in the District of Columbia after their initial training year. Over the next five years, CTR plans to produce over 300 teachers for the District.

Providing high-quality pathways for aspiring teachers and principals

The District has seven alternative certification programs for teachers and one alternative certification program for principals. In SY 2009–2010, these alternative pathways for teachers certified nearly 200 new teachers. To improve its alternative pathways for potential educators, OSSE awarded competitive subgrants to two teacher residency programs that will recruit, train, and support a cadre of highly effective teachers. Two charter LEAs, KIPP DC and E.L. Haynes Public Charter School, developed the Capital Teaching Residency program. The program prepares teachers for placement in five LEAs and began in 2009 with 21 residents. The grant will support the program's expansion to 56 residents in SY 2011–2012. The Urban Teacher Center/Charter School Collaborative Teacher Pipeline, led by Cesar Chavez Public Charter School, is a new four-year program that will prepare participants for the classroom and for ongoing leadership in the District's schools. The program will prepare 38 teachers who, upon completion, will receive dual K-8 and special education master's degrees as well as teaching licenses.

Improving teacher and principal effectiveness based on performance

OSSE, in collaboration with the Student Growth Task Force, has chosen to use a teacher value-added model as one of multiple measures in its teacher evaluations for grades 4-8 ELA and mathematics teachers. All participating LEAs will use the value-added model developed by a contractor for DCPS in 2009 to use in its IMPACT evaluation system.

The Human Capital Task Force advised OSSE on the development of a set of guidelines for LEA teacher and principal evaluation systems. All participating LEAs were required to submit plans to adopt or revise their existing evaluation systems to meet these guidelines. OSSE did not meet its goal of receiving and approving LEA teacher and principal evaluation plans by August 2011, but expects to receive and approve all plans by the middle of SY 2011–2012. Some smaller charter LEAs struggled to submit plans due to limited staff capacity. According to the District, all participating LEAs have begun implementing their plans, regardless of their approval status, but some have or will adjust their evaluation methods during SY 2011–2012 due to the aforementioned delay.

Based on the guidelines, all participating LEA teacher evaluation systems are required to include multiple measures of performance (e.g., effective lesson planning and delivery, fostering a positive environment for student learning) and have the value-added measure make up 50 percent of the evaluation for teachers in ELA and mathematics in grades 4-8 for SY 2011–2012. Currently, there is no requirement for including student achievement in evaluations for teachers in non-tested grades and subjects, but OSSE is taking steps to expand value-added growth measures to non-tested grades and subjects for the purpose of teacher and principal evaluations. Similarly, participating LEAs must base principal evaluations significantly on student outcome measures along with multiple qualitative measures of performance and school-specific goals. The guidelines for both evaluation plans require LEAs to evaluate teachers and principals at least annually and place them into one of four categories of effectiveness. The LEAs will use the ratings to inform human capital decisions, including professional development, compensation, promotion, retention, and removal. DCPS and charter LEAs in the District no longer award tenure, and the District does not currently use evaluation information to inform certification.

Great Teachers and Leaders

Ensuring equitable distribution of effective teachers and principals

In its Year 1 Annual Performance Report, OSSE reported that 93 percent of DCPS teachers received ratings of effective or highly effective, and 68 percent of DCPS principals received ratings of effective or highly effective in SY 2010–2011. Because the District is geographically small with one large public school district and many independent charter LEAs serving primarily a high-poverty, high-minority population, OSSE believes the best way to ensure equitable distribution of effective teachers and principals is to increase effectiveness across the District. During Year 1, OSSE laid the foundation for a number of projects designed to increase effectiveness across the District. OSSE awarded two teacher residency grants that are designed to increase the number of effective teachers in both DCPS and charter schools. Furthermore, OSSE worked with DCPS and its charter LEAs to develop teacher and principal evaluation plans centered on improving teacher and principal effectiveness. Additionally, DCPS has a comprehensive recruitment and selection process designed to identify and place highly effective teachers and principals for all of its schools. For its low-achieving schools, DCPS sponsors targeted recruitment events featuring pre-screened high-potential teacher applicants. Similarly, some larger charter LEAs ensure that struggling schools have first access to top teacher candidates.

Improving the effectiveness of teacher and principal preparation programs

As mentioned above, OSSE awarded competitive subgrants to two teacher residency programs that will recruit, train, and support a cadre of highly effective teachers. Additionally, OSSE worked with the Teacher Preparation Programs Task Force to outline a Scope of Work and a list of data elements for designing the Preparation Program Scorecard, which OSSE expects will bring transparency to the quality of teacher and principal preparation programs in the District. After finalizing the Scorecard design, collecting data on preparation programs and their graduates, and piloting the Scorecard in 2012 and 2013, OSSE expects the completed Scorecards for each teacher and principal preparation program in the District to contribute to the programs' continuous improvement.

Providing effective support to teachers and principals

As noted earlier, OSSE focused its Year 1 professional development and support to teachers and principals on the adoption of the CCSS. To provide additional support to educators, OSSE awarded a competitive subgrant to a consortium of six LEAs for its Professional Learning Communities for Effectiveness (PLaCEs). The consortium is intended to provide educators with more support to improve student achievement through professional collaboratives anchored by high-achieving schools as a means to engage educators in professional development and adult learning experiences that will positively affect their impact on students. A school that exceeded the District "proficiency" average on the DC-CAS from 2007–2010 and demonstrated positive growth is leading the consortium. The consortium plans to help transfer best practices from high-achieving schools to low-achieving schools, foster collaboration across sectors to tackle difficult challenges, and provide high-achieving individuals and schools with opportunities to inform and engage in education reforms beyond their current schools and responsibilities.

Challenges

OSSE expects to finalize the Preparation Program Scorecard design by May 2012, which is nearly a year later than the District's initial June 2011 deadline. Originally, OSSE planned to pilot the Scorecard for two years, but will only be able to conduct one pilot year before implementing the project and publicizing Scorecards for teacher and principal preparation programs in the District.

Lessons learned

OSSE did not meet its goal of receiving and approving LEA evaluation plans before the start of SY 2011–2012. OSSE expects to receive and approve all plans by the middle of SY 2011–2012, but a number of LEAs began SY 2011–2012 without an approved qualifying evaluation system for teachers and principals. Because some smaller charter LEAs struggled to submit plans on time due to limited staff capacity, OSSE provided targeted technical assistance to those LEAs and intends to continue that support moving forward. OSSE is also in the process of developing an agency-wide plan for managing LEA deliverables to better address similar situations in Race to the Top and other programs.

Looking ahead to Year 2

Both the teacher residency and PLaCEs subgrants have the potential to affect hundreds of school personnel and thousands of students throughout the District. As previously mentioned, OSSE expects to finalize the Preparation Program Scorecard's design by May 2012. After completing the Scorecard design, OSSE will collect required information from LEAs and begin matching teachers and principals to their certification programs.

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.[4]

OSSE conducts its intervention efforts primarily through DCPS, which has extensive experience in implementing the four intervention models, having used one of the four models in more than 50 schools since SY 2004–2005. The District did not budget Race to the Top funds for intervention efforts in Year 1 and, instead, used SIG and philanthropic funding.
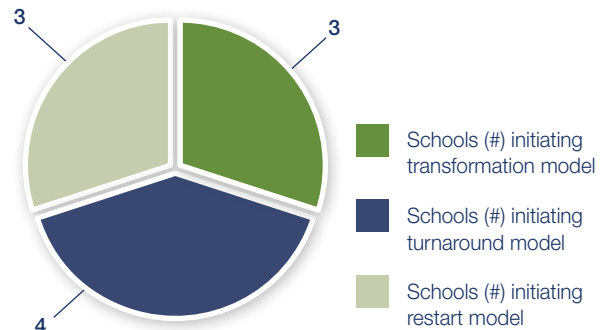
DCPS initiated an intervention model for 10 schools in SY 2010–2011. However, one school closed at the end of the year for reasons unrelated to its intervention model. Of the nine remaining schools, three initiated the turnaround model, three initiated the restart model, and three initiated the transformation model. Charter schools are also part of the District's intervention efforts, with the PCSB committing to close persistently low-performing charter schools.

During the District's Race to the Top grant period, DCPS will implement intervention models for 20 of its lowest-achieving schools, including the nine from SY 2010–2011. For SY 2011–2012, DCPS established a detailed intervention plan and timeline for each school slated for intervention, hired central office intervention staff, and identified potential vendors to support intervention work.

School Intervention Models Initiated in District of Columbia in SY 2010–2011

3

3

4

- ■ Schools (#) initiating transformation model
- ■ Schools (#) initiating turnaround model
- ■ Schools (#) initiating restart model

Note: One of the four turnaround model schools closed at the end of the year for reasons unrelated to its intervention model.

at DCPS, which will be necessary for OSSE to execute against its intervention goals by 2014.

Lessons learned

Although DCPS was behind in hiring central office intervention staff in Year 1, it deployed intervention teams to schools in SY 2010–2011 and SY 2011–2012 and completed the hiring of its central office intervention staff by January 2012. The delays most likely will not have a significant impact on the District's long-term efforts in this area, but may mean that the lowest-achieving schools did not receive as much assistance before and in early SY 2011–2012 as originally proposed. The hiring delay is one of the reasons OSSE has increased its focus on aligning Race to the Top intervention efforts with SIG work

Looking ahead to Year 2

The District did not budget Race to the Top funds for intervention efforts in Year 1, but instead used SIG and philanthropic funding. OSSE has already issued a grant to DCPS for funding in SY 2011–2012 and has identified and planned for SY 2011–2012 intervention schools. Year 2 Race to the Top funding for intervention efforts has begun flowing to DCPS.

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[4]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.

The District has a charter school law that does not prohibit or inhibit increasing the number of high-performing charter schools. DCPS also enables LEAs to operate innovative, autonomous public schools[5] other than charter schools. Schools that have consistently shown high levels of student achievement have the opportunity to apply for autonomous status. DCPS schools are eligible to apply for autonomous status if more than 75 percent of students are proficient in both reading and mathematics or if students have averaged over 10 percent growth in both reading and mathematics over the past three years. To apply, a school must participate in a Quality School Review (QSR) and meet at least the minimum qualifications DCPS has identified for autonomous schools under its Effective Schools Framework.[6] DCPS will grant these schools flexibility in various areas, such as textbook adoption, budget allocation, scheduling, professional development, and curriculum as a reward for past success and to promote innovation.

Emphasis on Science, Technology, Engineering, and Mathematics

OSSE established its STEM Task Force in December 2010 and immediately began regular meetings. The task force has collaborated with local colleges and universities, as well as business and industry partners, such as Battelle, to create a STEM Learning Network, which aims to establish the mission, vision, and goals of the District's STEM initative and identify STEM priorities. The STEM Learning Network will highlight the critical importance of STEM education and unite stakeholders in the STEM system (teachers, students, and schools) to provide a forum for program guidance, development, and best practice sharing. It will also strive to ensure that public and private dollars are effectively leveraged to advance STEM education across the District.

Looking ahead to Year 2

The STEM Learning Network is on track to having a strategic plan approved by May 2012. In addition to supporting the STEM Learning Network, in Year 2 the STEM Task Force will also outline activities and coursework relevant to success in STEM majors and careers, as well as create related professional development for new and current STEM teachers.

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[5] More information on Autonomous Schools within DCPS can be found at http://www.dc.gov/DCPS/Beyond+the+Classroom/Special+Projects+in+Schools/Autonomous+Schools.

[6] More information on the DCPS Effective Schools Framework can be found at http://dcps.dc.gov/DCPS/About+DCPS/Strategic+Documents/Effective+Schools+Framework/DCPS+Effective+Schools+Framework.

Innovations for improving early learning outcomes

Since the District received its Race to the Top grant, DCPS has implemented its blended funding plan to increase the reach of Head Start programming. While this plan did not use Race to the Top funds, it aligns with the goals identified within the District's Race to the Top plan. This effort used federal Head Start and ARRA funds, combined with local per-student funds, to increase the number of students receiving the high-quality programming traditionally associated with Head Start. Currently, all students in DCPS Title I schools are receiving a Head Start experience, effectively stretching Head Start dollars intended to serve 1,782 students to cover more than 4,700 students. Additionally, DCPS hired 25 Early Childhood Instructional Specialists and a Family Services Team during Year 1. Finally, a national early childhood provider has committed to opening a center in Ward 7 as part of the DC Promise Neighborhood Initiative.

P-20 coordination, vertical and horizontal alignment

Under the Race to the Top grant, OSSE created a P-20 Task Force to work with the cross-agency College and Career Readiness Council on "Ready, Set, Graduate." This initiative will focus on cradle-to-career-aligned curriculum, assessments, and policies that promote college- and career-action agendas within District schools. The P-20 Task Force meetings have focused primarily on goal setting and strategic planning.

Budget

For the State's expenditures through June 30, 2011, please see the APR data display at www.rtt-apr.us. For State budget information see http://www2.ed.gov/programs/racetothetop/awards.html.

Glossary

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

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: such 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 such revisions. The Department has sole discretion to determine whether to approve such 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 are (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

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

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

Effective teacher means 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.

The Core education reform areas for Race to the Top are as follows:

1. Standards and Assessments: Adopting rigorous standards and assessments that prepare students for success in college and the workplace;

2. Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals;

3. Data Systems to Support Instruction: Building data systems that measure student success and inform teachers and principals how they can improve their practices; and

4. Turning Around the Lowest-Achieving Schools.

Highly effective teacher means 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) means 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 are 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 are 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.

P-20 data systems integrate student data from pre-kindergarten through higher education.

Participating LEAs are 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, 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)** is 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 means, as determined by the State: (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

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

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

Statewide longitudinal data systems (SLDS) 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 means—

a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means 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) are a specific type of growth model in the sense that they are 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."