

RACE TO THE TOP

New York Report

Year 1: School Year 2010–2011



U.S. Department of Education
Washington, DC 20202

January 10, 2012

Executive Summary

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.

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

New York's education reform agenda

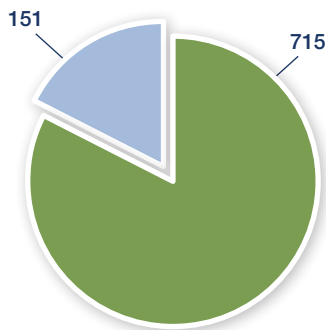
In May 2010, the New York State Legislature passed legislation, supported by the Governor and the Board of Regents, which laid the foundation for broad-based education reform. In particular, the new law (1) established a comprehensive evaluation system for teachers and principals based on multiple measures of effectiveness, which include student achievement on standardized tests and local measures; (2) raised the State's charter school cap from 200 to 460 schools; (3) authorized LEAs to enter into contracts with Educational Partnership Organizations (EPOs) for the management of their persistently lowest-achieving schools and Schools Under Registration Review (SURR); and (4) appropriated funds to the New York State Education Department (NYSED) to support its pre-kindergarten

through higher education (P-20) longitudinal data system. New York's \$696 million Race to the Top grant, of which at least 50 percent will flow to LEAs, provides additional support to advance the State's education reform. New York designed its Race to the Top plan to narrow the State's academic achievement gap while raising performance overall, even as the State raises expectations for what it means to be college- and career-ready. New York plans to narrow this gap by providing educators with the tools and support they need to accelerate and increase student achievement. In particular, New York is committed to creating a statewide system of highly effective schools through focused efforts in Race to the Top's four core education reform areas.

Local educational agency participation

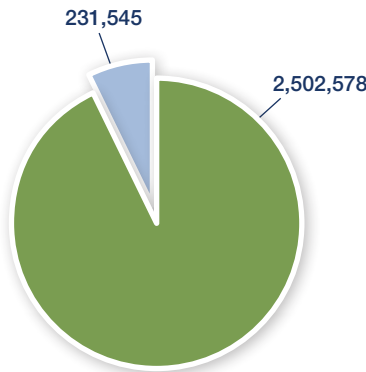
As depicted in the graphs below, New York reported 715 participating LEAs as of June 30, 2011. This represents over 91 percent of the State's K-12 students and over 96 percent of its students in poverty.

LEAs Participating in New York's Race to the Top Plan



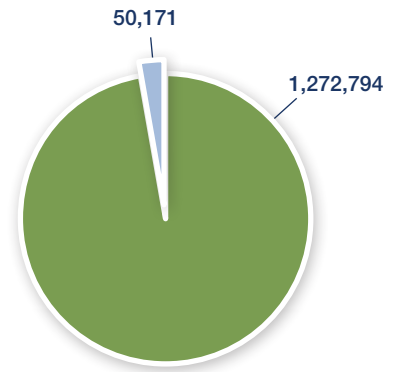
■ Participating LEAs (#) as of June 30, 2011
■ Other LEAs

K-12 students in LEAs Participating in New York's Race to the Top Plan



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

Students in Poverty in LEAs Participating in New York's Race to the Top Plan



■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in other LEAs

Executive Summary

New York Year 1 summary

Accomplishments

New York significantly increased its capacity to provide support to its LEAs. At the State level, NYSED created a Performance Management Office (PMO) to oversee the implementation of Race to the Top and to support LEAs as they undertake this complex work. NYSED's Office of Innovative School Models partnered with other agency offices to assist in turning around low-performing schools, and the State held LEAs accountable to high standards related to this line of work. To directly support its schools, New York established Network Teams, which are three-person teams of curriculum, data, and instruction experts. Each of the State's Boards of Cooperative Educational Service (BOCES) formed Network Teams to provide services to as many as 25 schools within their component districts to deliver tools, resources, information, and training that support New York's education reform agenda.⁴ Additionally, a number of LEAs were granted permission to certify a Network Team Equivalent if they could provide evidence that they had an existing local or regional infrastructure with the capacity for delivering the functions of the Network Teams. In addition, the State launched several competitive grant programs, including the Clinically Rich Graduate Teacher Preparation Pilot program and the School Innovation Fund (SIF), and completed grant award decisions for two cohorts (both new and continuation) under the federal School Improvement Grant (SIG) program. The State also implemented a revised approach to charter school authorizing to make the charter approval process more selective.

Challenges

One challenge that New York faced in Year 1 was coordinating and communicating with the large number and variety of LEAs and stakeholders participating in its Race to the Top plan. The number of LEAs compounded the complexity of NYSED reviewing and approving Scopes of Work, budgets, expenditures, and evaluation plans. Additionally, the State's Education Data Portal project encountered delays and shifts in strategy that will affect the timelines the State initially proposed, although the project continues to move ahead. Lastly, during Year 1, the New York State United Teachers (NYSUT) filed a lawsuit against the State pertaining to the teacher and principal evaluation system.⁵ The State noted that this lawsuit has resulted in a lack of clarity in the field regarding the lawsuit's impact on implementation timelines, creating a communication challenge for the State.

Looking ahead to Year 2

New York recognizes its unique communication challenges and is addressing them through strategies designed to balance the need to communicate with many stakeholders while simultaneously providing individualized support. The State worked with BOCES and LEAs to establish Network Teams, which provide comprehensive support to educators and facilitate communication between NYSED and its LEAs. Additionally, the State has bolstered its communication efforts, especially those related to the implementation of the teacher and principal evaluation system, and is continuing to develop supports, resources, and milestones by which to measure progress for all participating LEAs.

⁴In 1948 the New York State legislature created BOCES to provide shared educational programs and services to school districts within the state. Today there are 37 BOCES covering the state; the State's "Big Five" districts (New York City, Buffalo, Rochester, Yonkers, and Syracuse) operate independently of the BOCES.

⁵In this suit, filed against the Commissioner and the Board of Regents, NYSUT argued that certain provisions of the regulations adopted by the Regents violated State law and exceeded the Regents' authority. In order to preserve NYSED's right to appeal this ruling, the Regents took action in September 2011 to extend the effectiveness of the emergency rule promulgating Subpart 30-2 of the regulations while an appeal is pending. Any invalidated provisions included in these emergency rules will be treated by NYSED as unenforceable and not binding on school districts, BOCES, teachers or principals unless and until they are declared valid on appeal.

State Success Factors

Building capacity to support LEAs

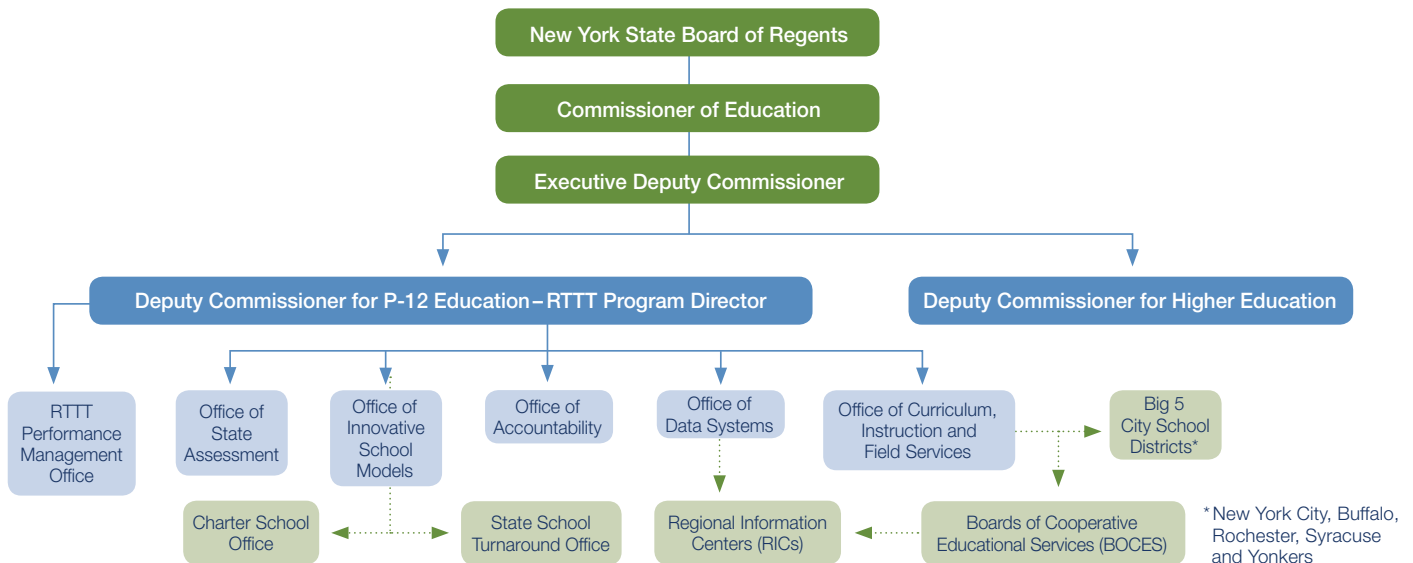
Statewide programmatic and funding alignment

New York has aligned several sources of funding and programs as part of its “comprehensive, integrated, and innovative education reform agenda.”⁶ In its application, the State wrote, “At the center of the Regents’ plan is their belief that students should graduate from high school ready for postsecondary education and employment. Our Race to the Top application reflects the Board’s commitment to pursue strategies that will transform this belief into reality for all our students. The initiatives in the application work together to create a comprehensive systemic approach to improve teaching and learning. While the RTTT grant competition supports many of these elements, the Regents’ reform agenda supports them all. Race to the Top, then, is one of many avenues that New York State is pursuing that will allow us to carry out the Regents’ agenda. It is, in other words, a means to our mutually desired ends.”⁷ For this reason, the State closely aligned several sources of funding, including federal (such as Race to the Top, SIG, Charter Schools Program grants, and Teacher Incentive Fund grants), State, and philanthropic sources.

Performance management

NYSED was reorganized to move from a compliance-oriented to a service-oriented, cooperative model. The newly created PMO manages Race to the Top at the State level and ensures the timely implementation of each project. PMO staff work with NYSED’s “Assurance Area” teams, each of which focuses on one of the four core education reform areas of the State’s Race to the Top plan, and collaborates with Regents Research Fellows to develop and evaluate performance metrics.⁸

New York State Education Department Race to the Top Organizational Chart



⁶ See <http://www.oms.nysed.gov/press/AgendaforEducationReform.html>

⁷ See <http://usny.nysed.gov/rttt/application/summary.html>

⁸ Regents Research Fellows are part of the philanthropically supported Regents Research Fund, a separate 501(c)(3) organization based in New York City that provides critical research, analysis, and capacity in support of the Regents’ and NYSED’s core initiatives.

State Success Factors

Network teams

Each of New York's 37 BOCES is led by a district superintendent who serves as its chief executive officer and the Commissioner of Education's representative in the field. Each BOCES formed at least one Network Team to assist LEAs in building local capacity to implement reforms and provide customized assistance. Network Teams, which were formally launched at a statewide training held in August 2011, provide targeted professional development and associated supports to help LEAs use the new instructional tools and resources being developed with the State's share of its Race to the Top grant. In addition, a number of LEAs, including four of New York's largest—Buffalo, Rochester, Syracuse, and Yonkers—formed their own Network Team Equivalents during Year 1. New York City already had such a structure in place.

NYSED's Office of Curriculum, Instruction, and Field Services works with BOCES to provide professional development services and oversees Network Team activities. NYSED will host seven professional development seminars for these teams during Year 2, with targeted training for Network Team members on topics that include implementation of the Common Core State Standards (CCSS), the new teacher and leader evaluation processes, and effective utilization of data-driven inquiry techniques. These teams will then be able to take what they have learned and return to their home BOCES/LEA to lead trainings for educators there.

LEA implementation and accountability

The State received and approved Scopes of Work from each of its participating LEAs in late 2010. These plans include specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. Participating LEAs are required to budget at least 25 percent of their Race to the Top funds to support the implementation of the State's teacher and leader evaluation system, as mandated in New York State Education Law §3012-c, and up to 75 percent of funds to support the activities of their Network Teams. In late 2010, LEA budgets were conditionally approved, and they will be reviewed annually against their Scopes of Work. Additionally, based on a review process that combines input from the BOCES, district superintendents, principals, and teachers, NYSED will annually assess LEAs' progress against goals and timelines prior to making the subsequent year's funding available. In addition, during Year 1, the State developed an online electronic expenditure reporting system to provide extensive guidance to the field related to programmatic requirements, allocations, implementation, and reporting.

⁹See <http://usny.nysed.gov/rttt/>.

Stakeholder engagement

Key activities and stakeholders

The State's communication and outreach efforts are extensive. In addition to the personalized support provided by the Network Teams, New York created a Race to the Top website; held conferences, training sessions, and webinars; and kept stakeholders up-to-date on the latest information via electronic messaging.⁹ The Regents' reform agenda website, EngageNY.org, is separate from the State's Race to the Top website. It serves as a portal for teachers, principals, administrators, and Network Teams to access resources and find answers to questions about topics such as the CCSS, data-driven instruction, and new educator effectiveness programs. Capacity-building sessions held to date include a five-day Network Team training in August 2011 and statewide technical assistance webcasts to assist LEAs in preparing Scopes of Work and preparing for the implementation of the State's new teacher and principal evaluation system (see *Great Teachers and Leaders* section).

The State also involved representatives from various State agencies, as well as the State University of New York (SUNY) and the City University of New York (CUNY), in its work on data governance for its P-20 data system (see *Data Systems to Support Instruction* section) and consulted with early childhood experts and educators from throughout the State for its work on early learning outcomes.

Lessons learned

As noted in the *Executive Summary*, New York faces the ongoing challenge of communicating and collaborating with its various stakeholders. Similarly, the complexity of reviewing and approving Scopes of Work, budgets, expenditures, and evaluation plans for all of the State's participating LEAs presented a formidable task that required a high level of strategic planning and logistical coordination by NYSED leadership. The State is working to overcome these challenges by investing in communication tools and leveraging other quality-control methods (such as a new online expenditure reporting tool) in order to increase its responsiveness and efficiency in the future.

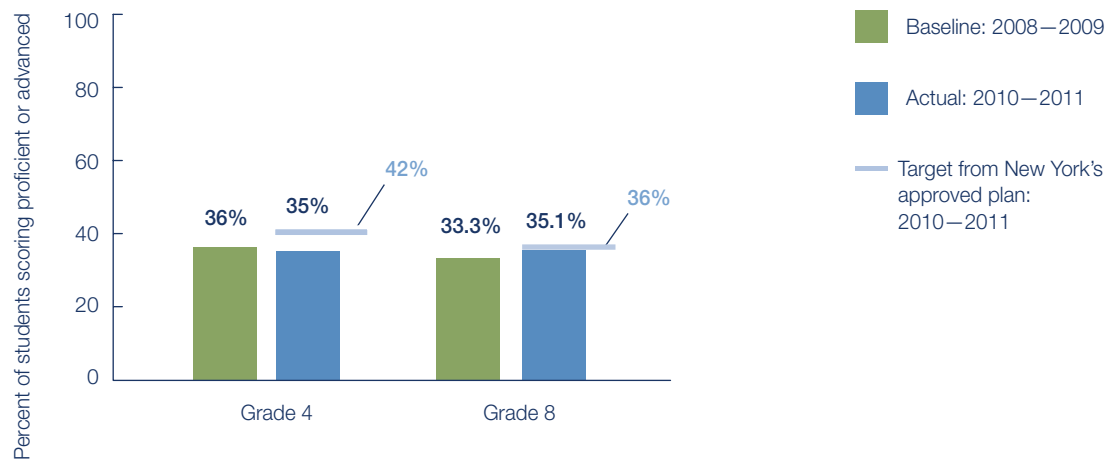
Looking ahead to Year 2

New York will continue to develop and implement strategies to communicate with and provide support to its participating LEAs. Additionally, the State has formed a number of advisory groups and steering committees to help direct the work it is doing. For example, during fall 2011, the State launched a series of Common Core Advisory Panels comprising educators, administrators, and curriculum and assessment experts in all disciplines who will convene to advise the State about developing and implementing new CCSS-aligned curricula and assessments. More than 80 experts from P-12 education, higher education, and business are participating in this multi-year effort.

State Success Factors

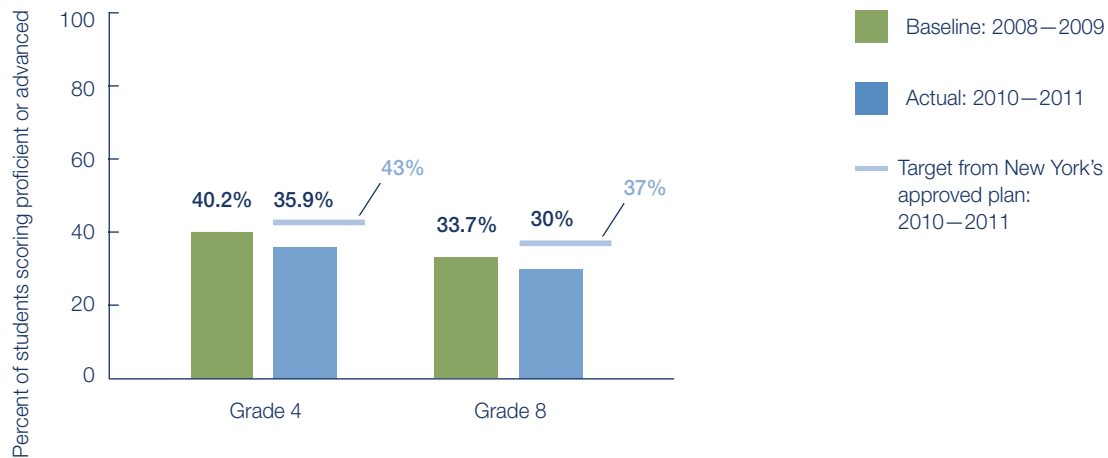
Student outcomes

Student Proficiency, NAEP Reading 2011



*The percentage of New York's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.
The percentage of New York's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.*

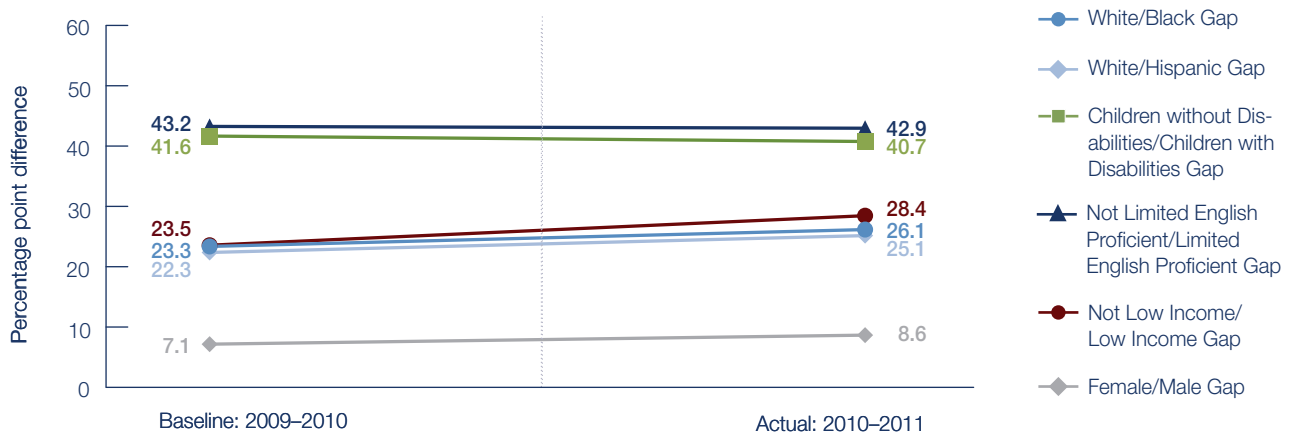
Student Proficiency, NAEP Mathematics 2011



*The percentage of New York's grade 4 students who were at or above Proficient in mathematics in 2011 was significantly lower ($p < 0.5$) than in 2009.
The percentage of New York's grade 8 students who were at or above Proficient in mathematics in 2011 was significantly lower ($p < 0.5$) than in 2009.*

State Success Factors

Achievement Gap on New York's ELA Assessment SY 2010–2011

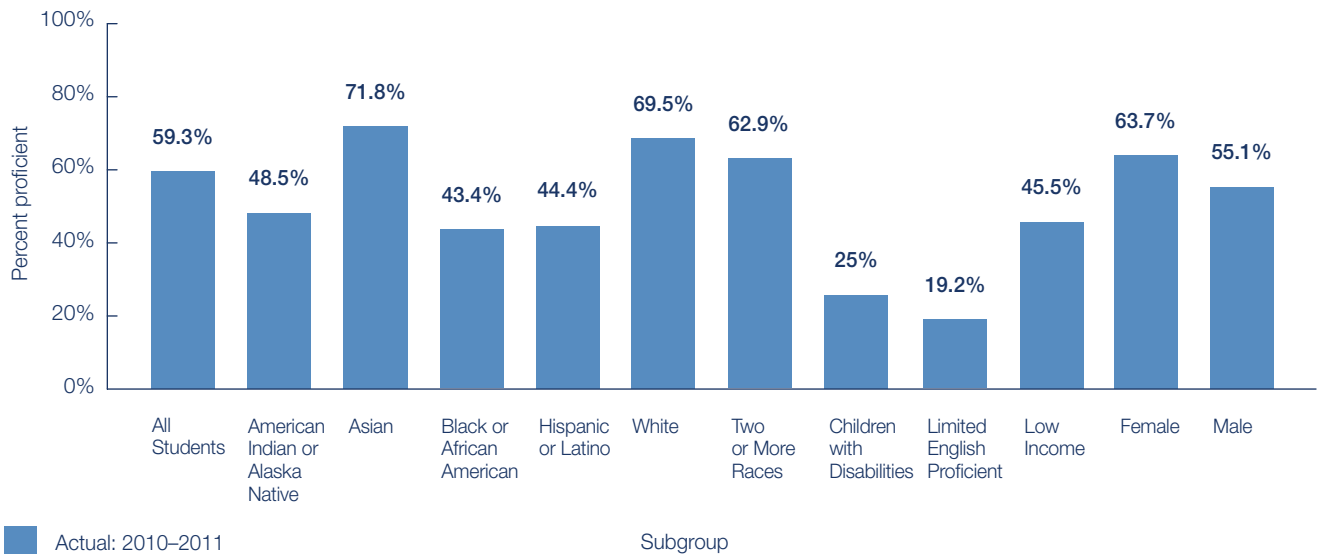


Preliminary SY 2010–2011 data reported as of: October 14, 2011

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 New York's ELA Assessment SY 2010–2011



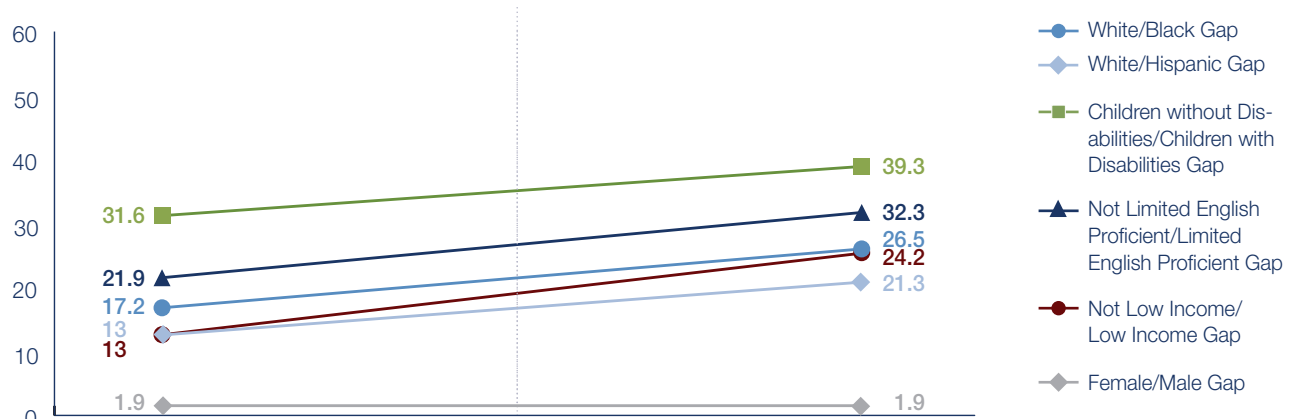
Preliminary SY 2010–2011 data reported as of: October 14, 2011

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.

State Success Factors

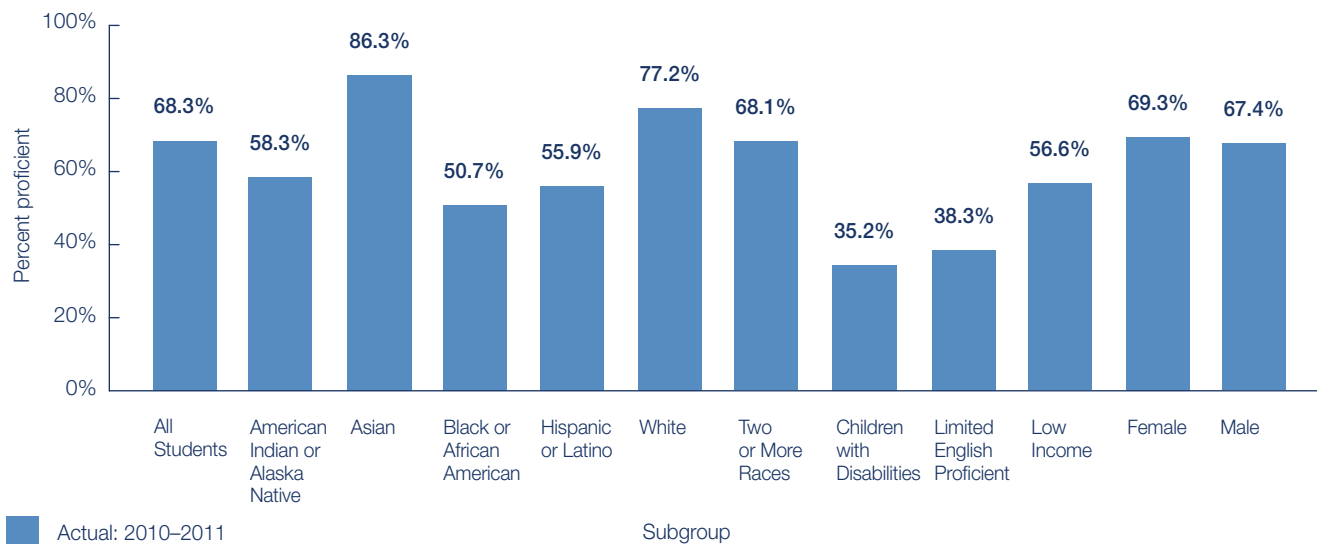
Achievement Gap on New York's Mathematics Assessment SY 2010–2011



Preliminary SY 2010–2011 data reported as of: October 14, 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 New York's Mathematics Assessment SY 2010–2011



Preliminary SY 2010–2011 data reported as of: October 14, 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.

EngageNY (www.EngageNY.org) is a website designed specifically for New York’s teachers, principals, administrators, and Network Teams. Created in conjunction with the August 2011 launch of the Network Teams, this evolving and collaborative platform allows educators to access and share resources about elements of New York’s education reform, including CCSS, data-driven instruction, and teacher and leader effectiveness. EngageNY not only hosts information, it is an interactive platform responsive to the needs of its users, featuring curriculum exemplars, roadmaps, videos, webinars, and, in the future, exemplary curriculum modules.

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

In July 2010, the Board of Regents adopted the CCSS for English language arts (ELA) and mathematics, as well as the CCSS literacy standards in history/social studies, science, and technical subjects, with the understanding that it may include additional K–12 expectations and adopt aligned pre-kindergarten standards.

In addition, the State continues to maintain an active and involved role as a Partnership for Assessment of Readiness for College and Careers (PARCC) governing board member. The State also made initial progress advancing its Early Learning Assessment Guidance project and its work to design grade 6–8 social studies and science assessments to be used in the State’s teacher and principal evaluation system

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

New York is committed to adopting and implementing rigorous State standards and assessments to help ensure that all students are ready for success in college and careers upon high school graduation. Moreover, it is committed to holding LEAs accountable to these high standards. To help launch this effort, the State conducted its first statewide Network Teams training in August 2011. The State reported that the training included representatives from all 37 BOCES and all of the “Big Five” LEAs as well as more than 12 charter/charter management organization representatives, 100 LEAs (those that had their own Network Team equivalents and were not working through the BOCES), and numerous statewide professional organizations representing unions, curriculum specialists, and school administrators.¹⁰ This session included 1.5 days of CCSS training and 1.5 days of training in Data-Driven Instruction. The State will build upon this momentum by providing workshops and presentations on implementation of the CCSS beginning in fall 2011 and continuing regularly thereafter.

New York established a CCSS implementation timeline and framework for statewide implementation of the standards during the 2011–2012 school year, promoting it through Network Teams, district superintendents’ network, and State content professional organizations.

New York’s comprehensive plan includes performance-based formative and interim assessments for classroom use and statewide curriculum modules. The State’s strategic vision is to build sequenced, spiraled, content-rich statewide curriculum modules as resources aligned to the CCSS, incorporating best practices from high-performing LEAs, counties, and States that will lead to enhanced instructional practices, thus improving student engagement and performance.

¹⁰The “Big Five” are defined as New York City, Buffalo, Yonkers, Syracuse, and Rochester.

Standards and Assessments

Dissemination of resources and professional development

The State plans to build on its August 2011 Network Team training by continuing to host regular workshops and trainings that focus on building capacity for LEA and professional organization staff. The State has also communicated directly with the field through regular electronic correspondence from the Commissioner of Education and through the EngageNY website, where it has launched a video series that explains the CCSS in detail.¹¹

In Year 1, New York also began work on statewide curriculum modules that it will align with college- and career-ready standards. The State developed and posted a Request for Proposals (RFP) to solicit bids for the development of curriculum modules in ELA and literacy and in mathematics. However, due to delays in the RFP release, the State reports that vendors will likely not begin work until spring 2012. To mitigate the impact of this delay, the State engaged LEAs and consultants to create a subset of modules to model exemplary work and provide standards for CCSS alignment until vendors are able to begin production. New York expects successful vendors to produce embedded professional development resources and supplemental guidance for teachers of English learners, students with disabilities, and other student subgroup populations.

Lessons learned

As noted above, the State faced contract and procurement delays that affected its rollout of curriculum modules. In addition, as mentioned in the *State Success Factors* section, the number of LEAs participating in New York's Race to the Top plan continues to be a challenge. The diversity of LEAs across the State, including differences in size, capacity, and Race to the Top funding, complicates the implementation of common standards and planning for assessments. The State is addressing this challenge through multiple modes of communication, including webinars, the EngageNY website, frequent electronic messages to the field, presentations, and videos. The State is also enhancing communication through the Network Teams, which are ensuring information received during Network Team training is readily available to all schools within their regions.

Looking ahead to Year 2

The State established four Advisory Panels—one for each of the four major academic disciplines—composed of curriculum and assessment experts in the field, teachers, administrators, and representatives from higher education institutions with teacher education programs, as well as representatives from private industry, to ensure that the CCSS are effectively embedded within New York State curricula and assessments and to ensure high school graduates are college- and career-ready. The State is on track to have field tests for CCSS-aligned items in spring 2012 for grades 3 through 8 ELA and mathematics tests.

¹¹ See <http://engageny.org/resource/common-core-video-series/>.

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

New York has developed an SLDS that incorporates student data from pre-kindergarten through grade 12. This data system links to the State's K–12 data systems and to its public higher education data repositories. Presently, this system allows the State to analyze and monitor student transitions from elementary education to secondary education and from secondary education to higher education. As part of Race to the Top, the State plans to fully develop its P–20 SLDS, in order to ultimately improve the education outcomes of New York students.

In Year 1, the State implemented data system governance and project management practices and created leadership teams to oversee its SLDS work. NYSED senior managers actively participate in data governance discussions. Within the State's data governance structure, assigned project leads and teams work on the New York Race to the Top data initiatives, such as the Education Data Portal, Early Warning System, Electronic System, Electronic Transcripts, and P–20 data system linkages. Project teams include individuals from NYSED, as well as external stakeholders. In order to gain more input from external stakeholders, the State holds regular meetings and calls with the technical and project management leads from the State's BOCES, Regional Information Centers, and "Big Five" LEAs.¹²

Accessing and using state data

Building P–20 data systems/SLDS

In Year 1, to meet its goal of developing an SLDS that links P–20 data, the State began working with SUNY, CUNY, and independent institutions of higher education (IHEs). Following the completion of its SLDS system, the State plans to make it accessible to educators, researchers, and its 3.1 million students and their parents. In its September 2011 APR, New York reported that its SLDS included all 12 elements described in the America COMPETES Act.¹³

Using data to improve instruction

The State plans to use its SLDS to enhance and support student instruction. In Year 1, 91 percent of New York's LEAs joined the Statewide Collaborative Inquiry Network that helps LEAs and schools use data to improve instruction. Also during the first year, the State created project teams with internal and external stakeholders and field experts to discuss the development of an early warning system that will help educators (and others) identify at-risk students.

Lessons learned

Through its data governance structure and input from stakeholder groups, New York completed the necessary prerequisites and began designing a comprehensive SLDS that links P–20 data. The State encountered a delay when its proposed single source contract for vendor support was not approved, which resulted in a Department-approved timeline shift for the ultimate launch of the SLDS. Since then, the State has had to rethink its approach to this project and is analyzing the goals, intent, and project dependencies of this activity in order to best determine next steps.

Looking ahead to Year 2

As noted above, the State encountered delays in its SLDS implementation but is working to move this project ahead with a revised timeline that will now include full implementation by fall 2013. The State has finalized the business requirements for key components of its SLDS, such as the early warning system and the electronic student transcript component. NYSED staff worked with numerous stakeholder groups to develop a strategic plan and data governance procedures to guide its work in this area. In the upcoming year, the State will review the requirements and initiate procurement strategies and continue pursuing ways to collaborate with other States in this area.

¹²Regional Information Centers (RICs) provide information and technology services to the BOCES and their component school districts in order to support instructional and administrative functions.

¹³For more information see: <http://www2.ed.gov/programs/slds/factsheet.html>.

Great Teachers and Leaders

Clinically Rich Graduate Teacher Pilot Program in practice

The State awarded a Graduate Teacher Pilot Program grant to the American Museum of Natural History, in partnership with six schools in New York City, Yonkers, Freeport, and Long Island. This program focuses on the preparation of teachers in fields of critical shortages, particularly science. The goal of this program is to provide earth and science content knowledge and pedagogy skills, coupled with unique clinical experiences that will result in a graduate-level degree and a four-year commitment to teaching in high-need public schools in the State. Other institutions receiving awards include Fordham University, Mercy College, New York University, CUNY on behalf of Lehman College, CUNY Queens College, SUNY Albany, Syracuse University, Union Graduate College, SUNY Oswego, and Adelphi University.

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

In May 2010, the New York State Legislature passed legislation, supported by the Governor and the Board of Regents, which laid the foundation for broad-based education reform. In particular, §3012-c of the Laws of 2010 established a comprehensive evaluation system for teachers and principals. During Year 1, NYSED organized an advisory task force to provide recommendations to the Commissioner of Education and the Board of Regents on the development of regulations to implement this law. The task force, composed of representatives of teachers, principals, superintendents, school boards, and LEAs, met regularly from September 2010 until April 2011, at which point they released their recommendations.¹⁴ In May 2011, the Board of Regents adopted regulations to implement a statewide teacher and principal performance evaluation system that includes multiple measures of educator effectiveness. The State is using the Network Teams to help ensure that educators understand the evaluation system and effectively use the results to inform professional development.

In addition to redesigning the evaluation system and integrating relevant professional development, New York is developing new and high-quality alternative pathways for educators to enter the teaching profession, with an emphasis on placing effective educators in high-need schools. Recognizing the shortage of educators in mathematics and science, New York plans to create alternative programs in the science, technology, engineering, and mathematics (STEM) fields.

Providing high-quality pathways for aspiring teachers and principals

New York provides several high-quality pathways for teachers and principals to enter the profession. For example, with Race to the Top funding, the State developed the Clinically Rich Graduate Teacher Pilot Program and is in the process of developing similar programs for undergraduate teaching candidates and principals. The Clinically Rich Graduate Teacher Pilot Program prepares teachers to teach in high-need schools. In Year 1, New York awarded funding to 11 entities to implement this program, which will serve as a model for other teacher preparation programs in the State to adopt and implement clinically rich preparation standards. These grant-funded programs are required to include on-the-job training integrated with pedagogy standards; supervised clinical experiences; ongoing mentoring; and enrollment in graduate-level coursework leading to a master's degree that include learning theory, research, and content. In addition, the State proposed to the Board of Regents a new alternate route to teacher certification, known as Transitional-G.¹⁵ The program will expedite the pathway for individuals with advanced degrees in STEM and related teaching experience at the

¹⁴ For more information see <http://www.regents.nysed.gov/meetings/2011Meetings/April2011/RegentsTaskforceonTeacherandPrincipalEffectiveness.pdf>.

¹⁵ The Board recently adopted this amendment as an emergency action and will be meeting in the near future to extend the emergency action or to make the amendment a permanent regulation.

Great Teachers and Leaders

postsecondary level to become certified high school teachers in STEM subjects. In its September 2011 APR, New York reported that 1,819 individuals received teaching certification via an alternative route during school year 2010–2011.

Improving teacher and principal effectiveness based on performance

On May 25, 2010, the New York State Legislature enacted legislation establishing a comprehensive evaluation system for all classroom teachers and principals and requiring that annual evaluations include student achievement.¹⁶ In May 2011, the Board of Regents adopted regulations to implement this statewide educator evaluation system that includes multiple measures of educator effectiveness. Individual LEA evaluation systems must be collectively bargained at the local level and must conform with the regulations, which will take effect during the 2011–2012 school year, beginning with classroom teachers of ELA or mathematics in grades 4 through 8 and their respective building principals.

New York designed its evaluation system to measure teacher and principal effectiveness based on educator performance, including measures of student achievement and evidence of educator effectiveness in meeting New York State teacher or school leader standards. The new evaluation system differentiates teacher and principal effectiveness using four rating categories: Highly Effective, Effective, Developing, and Ineffective. These evaluations will be conducted annually. Teachers and principals receive a single composite effectiveness score, which incorporates multiple measures of effectiveness. LEAs intend to use the evaluation results in employment decisions, including, but not limited to, promotion, retention, tenure determinations, termination, and supplemental compensation. They will also use these results to inform teacher and principal professional development (including coaching, induction support, and differentiated professional development). Network Teams will play a large role in disseminating information and guidance about the evaluation system to the LEAs. The EngageNY website also serves as a comprehensive resource for teachers, principals, and Network Teams as they work to implement the State's new teacher and principal evaluation system. It includes information on the requirements, practice rubrics, and numerous other resources.

To help develop its teacher and principal evaluation system, in Year 1, New York convened a task force composed of teachers, principals, superintendents, school board officials, BOCES officials, and other interested parties. The task force developed working groups and drew on the expertise of outside researchers. This task force provided NYSED with guidance on how to most effectively implement the new teacher and principal evaluation system.

Providing effective support to teachers and principals

The State's Network Teams, which are responsible for conducting trainings and disseminating information at the local level, will provide professional development to LEAs and schools on how to most effectively use the evaluation results to plan valuable professional development. In addition, the State released an RFP to provide funding to LEAs to improve the readiness of early career educators in low-performing schools and shortage teaching areas by supporting selective, high-quality induction programs. The State also plans to provide professional development to teachers who teach Advanced Placement (AP) STEM courses in high-need schools and to expand its leadership academies to provide school leaders with professional development.

Lessons learned

When the State began implementation of the new teacher and principal evaluation system, it became apparent that a key factor in the success of the reforms in this area includes the implementation of the system at the LEA level. The State acknowledges that there were, and may continue to be, communication challenges and delays in implementation until the lawsuit filed by the NYSUT is resolved. To this end, according to the State, it ramped up and increased communication to LEAs on the timelines and expectations. Also, to assist with local implementation capacity, the State increased the amount of funding it is providing for tools, professional development, and other resources to LEAs. Specifically, the State plans to develop a value-added model, create additional online resources, and increase in-person training for P–12 educators. Additionally, it proposed to provide training to higher education faculty.

Looking ahead to Year 2

New York's goal is to have highly effective principals and teachers in all schools, particularly high-need schools. To meet this need, the State plans to create incentives to attract highly effective principals and educators (especially those who teach English learners and students with disabilities and those who teach in STEM fields) to work in high-need schools. In addition, the State plans to provide supplemental compensation to retain effective educators in these schools and to hold teacher and principal preparation programs accountable for the performance of their graduates through the use of teacher and student performance data.

¹⁶ According to NYSED, during school year 2011–2012, 20 percent of the overall score will be based on student growth on State assessments, 20 percent on locally selected measures, and 60 percent on multiple measures aligned with the New York State Teaching Standards, including teacher practice rubrics/observations. In school year 2012–2013 and beyond, if a value-added scoring methodology has been approved by the Board of Regents for use with a State assessment that is associated with a given course, it will be the basis for the teacher or principal value-added scores and will count for 25 percent of the educator's score. For more information see <http://engageny.org/resource/new-york-state-teacher-and-principal-evaluation-requirements-in-summary/?au=teachers>.

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.¹⁷

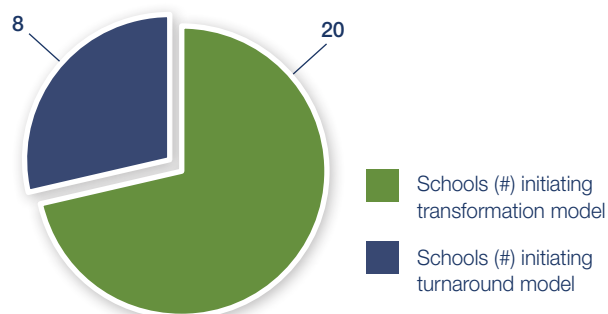
The State has been working aggressively to help its LEAs implement intervention models, in accordance with their Scopes of Work and approved SIG plans. In 2010–2011, New York implemented intervention models in 28 schools across the State. Building on its previous school reform experience, New York applied lessons from the past as it integrated and aligned its existing programs with Race to the Top. Related initiatives include the establishment of a new Office of Innovative Schools and the School Innovation Fund (SIF).

New York implemented a school intervention program that holds its lowest-achieving schools to high standards. State law grants NYSED the authority to identify low-achieving schools as SURR and to mandate that those schools and their LEAs implement reforms.¹⁸ The State has worked to align its Race to the Top work with existing programs and policies in this area. To this end, NYSED created a new division to implement its Race to the Top initiatives in this area: the Office of Innovative Schools. This office collaborates with other NYSED offices and external providers to help schools implement one of four intervention models. The office also collects and distributes research on best practices to LEAs, coordinates with other entities to provide professional development, identifies other partners to work with LEAs on their reform efforts, conducts technical assistance and outreach, and collects data on intervention results.

A variety of programs tailored to achieve Race to the Top goals support school intervention efforts in New York. Through the federal SIG, New York funds the implementation of interventions in the State's Persistently Lowest-Achieving (PLA) schools. The State recently awarded 13 SIG grants to schools from the Albany, Buffalo, Poughkeepsie, New York City, Rochester, Roosevelt, Schenectady, and Syracuse LEAs. Additionally, the State awarded 17 SIG continuation grants to the 2010–2011 cohort. In order to receive SIG funds for their PLA schools, LEAs must demonstrate the capacity to implement

the chosen model. An unsuccessful reform effort can result in the revocation of the school's registration.¹⁹

School Intervention Models Initiated in New York in SY 2010–2011



The SIF, which received its first round of applications in August 2011, is another key aspect of New York's school intervention efforts. This \$40 million fund seeks to identify LEAs and key partner organizations that are jointly committed to transforming struggling schools into high-performing, high-quality organizations. The State awarded five grant awards to eligible LEAs, which it defined as those that serve Tier III SIG schools.²⁰ Recipients of SIF grants are required to partner with an external organization that can help it meet its needs and gaps in capacity and to propose either a new school or engage in whole-school redesign. Regardless of whether LEAs choose to create a new school or redesign an existing one, they are required to choose from several reform paths: College Pathways School Design, Full-Service (wraparound services) Design, Arts and/or Cultural Education School

¹⁷Race 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% 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.

¹⁸Schools Under Registration Review (SURR) are public schools that have been identified for registration review (review of their legal operating status) because of their persistent low performance in ELA or mathematics or for persistently low graduation rates. If identified for registration review by the Commissioner, these schools must implement in a format and according to a timeline approved by the Commissioner interventions that parallel those required by the federal SIG program. If these schools do not demonstrate progress within the time frame established by the Commissioner (typically three years), the Commissioner may ask the Regents to revoke the registration of the school and declare it an unsound educational environment. If the registration of a school is revoked, the Commissioner will develop a plan to protect the educational welfare of the students who had attended that school and direct the Board of Education to implement it.

¹⁹See http://www.p12.nysed.gov/accountability/APA/SURR/SURR_home.html.

²⁰Title I schools that are in improvement, corrective action, or restructuring but that have not been designated as being among the persistently lowest-achieving schools.

Turning Around the Lowest-Achieving Schools

Design, Industry Partnership Design, Virtual, Blended or Online School Design, or Education Partnership Organization/Charter Management Organization Design. These reforms focus on the SIF program's goals of boosting high school graduation rates, as well as rates of college admittance and graduation.²¹

Challenges

As the implementation of the State's Scope of Work and SIG program moves forward, New York has stated it is concerned with issues of capacity at both the SEA and LEA levels. Given the potential for a significant increase in the number of schools identified for intervention coupled with an insufficient human capital pipeline and new support structure, the State will have to invest and aggressively increase its capability to sufficiently intervene in eligible PLA schools.

Lessons learned

Though New York initially planned to assign project management for the continuum of supports for persistently lowest-achieving schools to a contractor, the State instead chose to build its own capacity by managing the activities internally.

Looking ahead to Year 2

The State will continue to implement and support its school intervention initiatives. Specifically, it will work with the recipients of its SIF grants to implement and support their chosen reform paths. As the State planned for Year 2, it decided to hold targeted professional development events for SIG recipients, including superintendents and other district leaders from LEAs with PLA schools, as well as principals of PLA schools, beginning with a two-day conference in October 2011 that focused on setting school culture for transformative results. Throughout Year 2 and beyond, the State plans to include its SIG/PLA district and school representatives in statewide professional development opportunities for Network Teams. State staff have been in the field conducting site visits in order to learn alongside these educators and will be focusing professional development sessions on areas identified. The State believes that this deeper, closer relationship directly with educators and representatives from these schools will be complementary to the broader Network Team services being provided through the BOCES.

Charter Schools

New York increased support for charter schools in key areas. The education reform legislation enacted in 2010 increased the cap on charter schools in the State from 200 to 460 schools. During the summer of 2011, the State also secured \$113 million in federal Charter School Program grant funding—one of only two States in the nation to be awarded funding under the 2011 competitive application process. The State is aligning its goals for this program

with those for Race to the Top. As of September 2011, the Board of Regents had awarded nine new public school charters for schools to open in fall 2012. The process started with 80 prospectuses, from which 36 full applications were invited to move forward in the process. The final approval of the nine applications represents the most selective the Regents have ever been in the history of their charter author.

²¹For more information on the School Innovation Fund, please see: <http://usny.nysed.gov/rttt/rfp/ta-05/home.html>.

Emphasis on Science, Technology, Engineering, and Mathematics

New York issued an RFP in Year 1 that focused on professional development for secondary (grades 7–12) teachers who teach AP courses in STEM fields. These professional development sessions (taught both in a classroom setting and online) will focus on building the capacity of educators in schools identified as “in improvement” to teach College Board-approved AP courses, International

Baccalaureate courses, other honors courses, and college-level courses in the STEM disciplines. NYSED plans for the contract to begin in December 2011. Looking ahead, New York plans to create incentives for outstanding teachers and principals in the STEM fields, teachers of English learners, and teachers of students with disabilities to take assignments in high-need schools.

Progress Updates on Invitational Priorities

Innovations for improving early learning outcomes

In partnership with the Early Childhood Advisory Council, New York is implementing a Quality Rating Improvement System in early childhood education programs that feed into PLAs. In Year 1, New York also revised its pre-kindergarten standards to incorporate the CCSS in ELA and literacy and mathematics, resulting in the draft, The Prekindergarten Foundation for the Common Core. Additionally, the State drafted assessment guidance for early learning. The advisory panels the State has created to help ensure the alignment of State assessment, curriculum, and instruction to college and career readiness will include Pre-K–3 in its overall P–12 scope. Finally, the State is working on incorporating early childhood data into its Educational Data Portal.

School-level conditions for reform, innovation, and learning

The Board of Regents approved regulations relating to credit for online and blended coursework. These regulations took effect in July 2011. Additionally, the State legislature passed legislation that removed the barrier to implementing the Restart model and outlined the terms by which LEAs could contract with nonprofit organizations to take over PLAs.

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 mathematics 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."