



# District of Columbia

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## District of Columbia's Race to the Top Annual Performance Report

[Review the State-reported Year One APR](#)

- Comprehensive Approach to Education Reform**
- Local Educational Agency (LEA) Participation**
- Student Outcomes Data: State Assessment Results**
- Student Outcomes Data: NAEP Results**
- Student Outcomes Data: Closing Achievement Gaps**
- Student Outcomes Data: Graduation Rates and Postsecondary Data**
- College and Career-Ready Standards and Assessments**
- Data Systems to Support Instruction**
- Great Teachers and Leaders**
- Turning Around the Lowest-Achieving Schools**
- Education Funding and Charter Schools**
- Emphasis on Science, Technology, Engineering, and Mathematics (STEM)**
- Progress Updates on Invitational Priorities**
- Year One Budget**

[Download District of Columbia's State-reported Year One Annual Performance Report](#)

The District of Columbia State-reported Year One Annual Performance Report will be posted here when available.

[Download District of Columbia's Year One State-specific Summary Report](#)

The District of Columbia Year One State-specific Summary report will be posted here when available.

[Download Year One State-reported Annual Performance Report for All Race to the Top Grantees](#)

The Year One State-reported Annual Performance Report for all Race to the Top Grantees will be posted here when available.



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This PDF compiles District of Columbia's Year One Race to the Top Annual Performance Report (APR) from [www.rtt-apr.us](http://www.rtt-apr.us) as of January 20, 2012. To learn more about the APR, including definitions and terms used, please visit <http://www.rtt-apr.us/about-apr>. Supporting files provided by the State in its APR are included at the end of this PDF. Please visit [www.rtt-apr.us](http://www.rtt-apr.us) for an accessible version of the content contained in this PDF.

**State-reported information**

**Question:** Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

### District of Columbia's State-reported Progress in Comprehensive Education Reform

**State-reported response:** Washington, DC has made significant progress in implementing a comprehensive approach to education in the four core reform areas since receiving the Race to the Top grant.

**Standards and Assessments**

Race to the Top has collaborated with the Division of Standards, Assessment and Accountability to create an aggressive Common Core Standards Roll-out Plan for the District. Each LEA will implement the Common Core Standards beginning in school year 2011-12. During the spring and summer of 2011, OSSE and Race to the Top participating LEAs provided extensive professional development for their teachers, including those teaching special education. Additionally, OSSE provided guidance to all LEAs so they could provide information on the Common Core Standards to parents through parent meetings and Back-to-School nights using parent guides created by the National PTA.

While there were no changes to the DC CAS test in 2010-11, OSSE has planned for significant changes to the test in 2012 to align it more closely with Common Core Standards in both reading and mathematics. For the 2012 assessment, the reading items will be 100% aligned to the Common Core Standards, while in mathematics, the items will focus on priority standards that will help with the transition to the Common Core. In 2013, the math assessment will be 100% aligned to the common core.

**Data Systems**

Washington, DC awarded \$5,000,000 in Instructional Improvement Systems grants to four lead Local Education Agencies. These lead LEAs with expertise in instructional improvement systems are sharing their technology and expertise with 20 LEAs that are not as far along in their data systems initiatives. This competitive grant is an example of the District's commitment to establishing a culture of collaboration across LEAs. Additionally, all participating LEAs are required to develop and submit a data plan which delineates their ability to use data to inform instruction and to provide individualized professional development linked to evaluations and data-driven instructional practices. All participating LEAs have either hired or identified data leads within their schools to ensure

implementation of data-driven practices in an effort to increase overall student achievement.

### **Great Teachers and Leaders**

DC has developed a number of rigorous metrics and tools for measuring the performance of teachers and schools and informing improvements to instruction. OSSE has developed common criteria for Race to the Top participating LEAs' teacher and leader evaluation systems. OSSE is in the process of managing a process of reviewing these plans to ensure that they meet these criteria. DC has adopted a common schoolwide growth model for use in the 2011-12 school year that is based on 2010-11 DC CAS data. The model results will be used as part of the Public Charter School Board's Performance Management Framework, DC Public Schools' School Score Card, and OSSE will give the data to LEAs to inform their practice. DC has also adopted a common value added model for use in participating LEAs' teacher evaluations.

### **Turning Around the Lowest-Achieving Schools**

Although funding is not scheduled to begin until Year 2 of the Race to the Top grant, Washington, DC has been a leader in implementing initiatives for turning around the lowest-achieving schools. During the reporting period, DCPS our largest LEA, implemented plans for turnarounds in 21 of our most struggling schools, including significant staffing changes at six schools being reconstituted under the No Child Left Behind law. DC Public Schools also has a comprehensive screening process that produces high quality teachers and principals for all of their schools, many of which are low achieving. As it relates to Race to the Top activity, DCPS has defined needs and requirements for SY11-12, established a detailed turnaround plan and timeline for each school slated for turnaround, posted job requisitions for enhanced capacity, and identified potential vendors to support the work.

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## Local Educational Agency (LEA) Participation

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

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing District of Columbia's plan in each of the reform areas

Collapse All

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

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	53	35	30	2
Schools	229	201	194	2
K-12 Students	65,412	65,734	58,888	140
Students in poverty	52,040	47,151	48,264	193
Teachers	5,724	5,598	5,193	15
Principals	190	512	168	1

[View Table Key](#)

**Question:** Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

**State-reported response:** Three LEAs dropped out of Race to the Top at the beginning of the grant, one other LEA dropped out later in the school year, and one LEA closed during the 2010-11 school year.

**Additional information provided by the State:**

The source of student counts is enrollment data. These data do not include Pre-K.

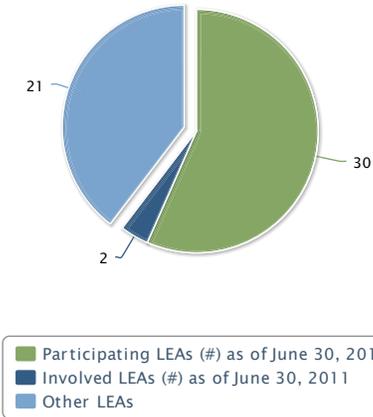
Students in poverty are defined as students eligible for free or reduced price lunch. These data do include Pre-K.

The number of students for one of the involved LEAs is not available, because the 2011-12 school year was the first year of operation for the school.

There are two involved LEAs, but one of them just opened this year, so these numbers reflect only one involved LEA.

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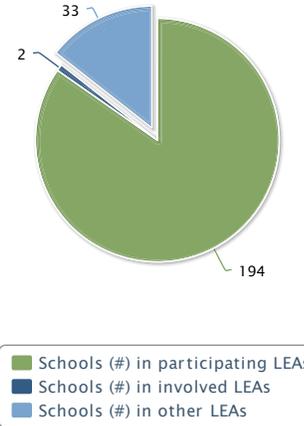
### LEAs Participating in District of Columbia's Race to the Top Plan



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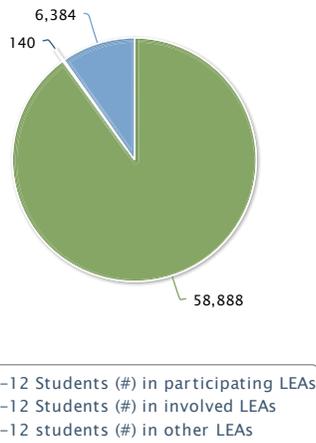
[Click to see the name and NCES ID for each participating LEA](#)

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



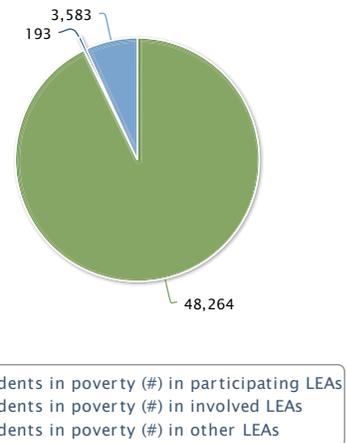
[View Table \(Accessible\)](#)

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



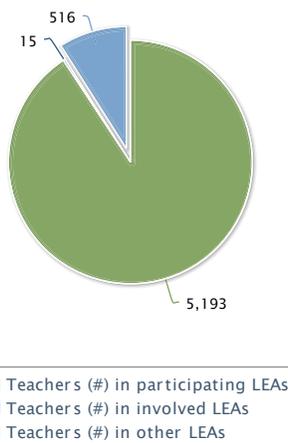
[View Table \(Accessible\)](#)

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



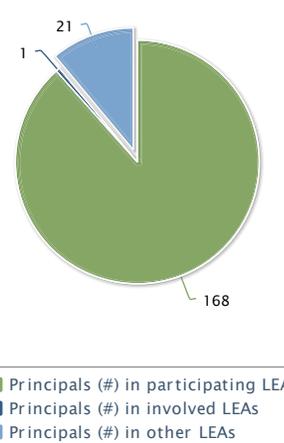
[View Table \(Accessible\)](#)

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



[View Table \(Accessible\)](#)

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



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Term	State's Definition
<b>Teacher</b>	Classroom teachers are staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education, and adult education
<b>Principal</b>	School principals or school directors are staff members who perform activities as the administrative head of a school and to whom have been delegated responsibility for the coordination and administrative direction of the instructional and non-instructional activities of the school

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## The name and NCES ID for each participating LEA

### State-reported information

LEA	NCES ID
APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL	1100054
ARTS & TECHNOLOGY ACADEMY PUBLIC CHARTER SCHOOL	1100001
BRIDGES PUBLIC CHARTER SCHOOL	1100055
CAPITAL CITY PUBLIC CHARTER SCHOOL	1100035
CENTER CITY PUBLIC CHARTER SCHOOL	1100073
CESAR CHAVEZ PUBLIC CHARTER SCHOOL	1100005
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL	1100007
DC BILINGUAL PUBLIC CHARTER SCHOOL	1100042
DC PREPARATORY PUBLIC CHARTER SCHOOL	1100048
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (DCPS)	1100030

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LEA	NCES ID
ELSIE WHITLOW STOKES PUBLIC CHARTER SCHOOL	1100009
EUPHEMIA L. HAYNES PUBLIC CHARTER SCHOOL	1100043
EXCEL ACADEMY PUBLIC CHARTER SCHOOL	1100076
FRIENDSHIP PUBLIC CHARTER SCHOOL	1100008
HOPE COMMUNITY PUBLIC CHARTER SCHOOL	1100051
HOSPITALITY PUBLIC CHARTER SCHOOL	1100010
HOWARD ROAD ACADEMY PUBLIC CHARTER SCHOOL	1100029
HYDE LEADERSHIP ACADEMY PUBLIC CHARTER SCHOOL	1100011
IDEAL ACADEMY PUBLIC CHARTER SCHOOL	1100012
IMAGINE SOUTHEAST PUBLIC CHARTER SCHOOL	1100074

[View Table Key](#)

LEA	NCES ID
INTEGRATED DESIGN ELECTRONICS ACADEMY (IDEA) PUBLIC CHARTER SCHOOL	1100013
KIPP DC PUBLIC CHARTER SCHOOL	1100031
MAYA ANGELOU PUBLIC CHARTER SCHOOL	1100014
MERIDIAN PUBLIC CHARTER SCHOOL	1100015
OPTIONS PUBLIC CHARTER SCHOOL	1100018
PAUL PUBLIC CHARTER SCHOOL	1100039
POTOMAC LIGHTHOUSE ACADEMY PUBLIC CHARTER SCHOOL	1100060
THURGOOD MARSHALL ACADEMY PUBLIC CHARTER SCHOOL	1100034
TREE OF LIFE PUBLIC CHARTER SCHOOL	1100040
WILLIAM E. DOAR JR. PUBLIC CHARTER SCHOOL	1100053

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## Participating LEAs committed to implementing District of Columbia's plan in each of the reform areas

### State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriterion (%)
	Conditional Participating LEAs	Total Participating LEAs	
<b>B. Standards and Assessments</b>			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	30	100
<b>C. Data Systems to Support Instruction</b>			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	30	100
(ii) Professional development on use of data	0	30	100
(iii) Availability and accessibility of data to researchers	0	30	100

<b>D. Great Teachers and Leaders</b>			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	30	100
(ii) Design and implement evaluation systems	0	30	100
(iii) Conduct annual evaluations	0	30	100
(iv)(a) Use evaluations to inform professional development	0	30	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	30	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	0	0
(iv)(d) Use evaluations to inform removal	0	30	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	30	100
(ii) Hard-to-staff subjects and specialty areas	0	30	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	30	100
(ii) Measure effectiveness of professional development	0	0	0
<b>E. Turning Around the Lowest-Achieving Schools</b>			
(E)(2) Turning around the lowest-achieving schools	0	2	6.67

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#### Additional information provided by the State:

(D2)(iv)(c) Charter schools don't award tenure and DCPS no longer awards tenure. Since LEAs are not responsible for awarding certification, they aren't using evaluation data in that way.

(D3) All participating LEAs are focused on increasing teacher effectiveness and recruiting effective teachers for high needs schools, but most of the participating LEAs have only one school or a handful of schools and therefore it is difficult for them to ensure an equitable distribution. OSSE's Charter Schools Teacher Pipeline grant is focused on preparing effective teachers for high needs schools and subject areas. There are 10 LEAs involved in our Pipelines grant for this year and there will be another round of grants awarded in 2012.

In addition, DC Public Schools, as the largest LEA, does work to ensure an equitable distribution of teachers by recruiting and preparing effective teachers for high needs schools and rewarding highly effective teachers that teach in high needs schools. DCPS also has a performance-based compensation system called IMPACT plus that provides financial rewards to highly effective teachers and other school staff. Teachers who receive highly effective ratings on DCPS' IMPACT evaluation system are eligible for an annual bonus and an increase in base pay. Teachers who teach in schools with a free and reduced price lunch rate of 60% or higher receive a higher bonus and a greater increase in base pay than teachers who teach in low poverty schools.

(D5)ii LEAs have committed to providing individualized professional development and ensuring that evaluation information informs professional development. They have not committed to evaluating the effectiveness of professional development.

(E) DCPS and Options are the only LEAs involved in turning around the lowest achieving schools because the Public Charter School Board has committed to closing the Persistently Lowest Achieving Schools.

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#### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
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- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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## Local Educational Agency (LEA) Participation

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State-reported APR: Year One

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## Student Outcomes Data: State Assessment Results

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[English language arts \(ELA\) assessment results](#)

[Mathematics assessment results](#)

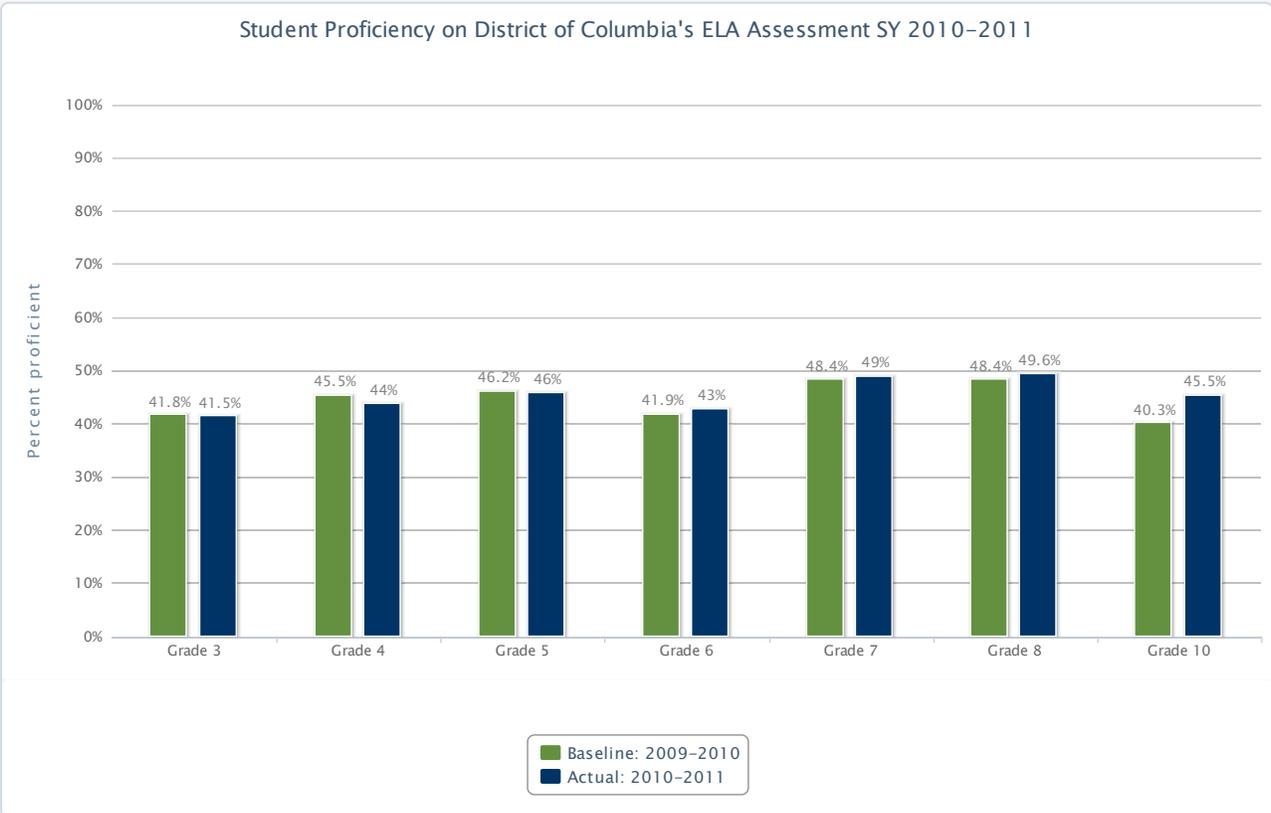
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### English language arts (ELA) assessment results

State-reported information

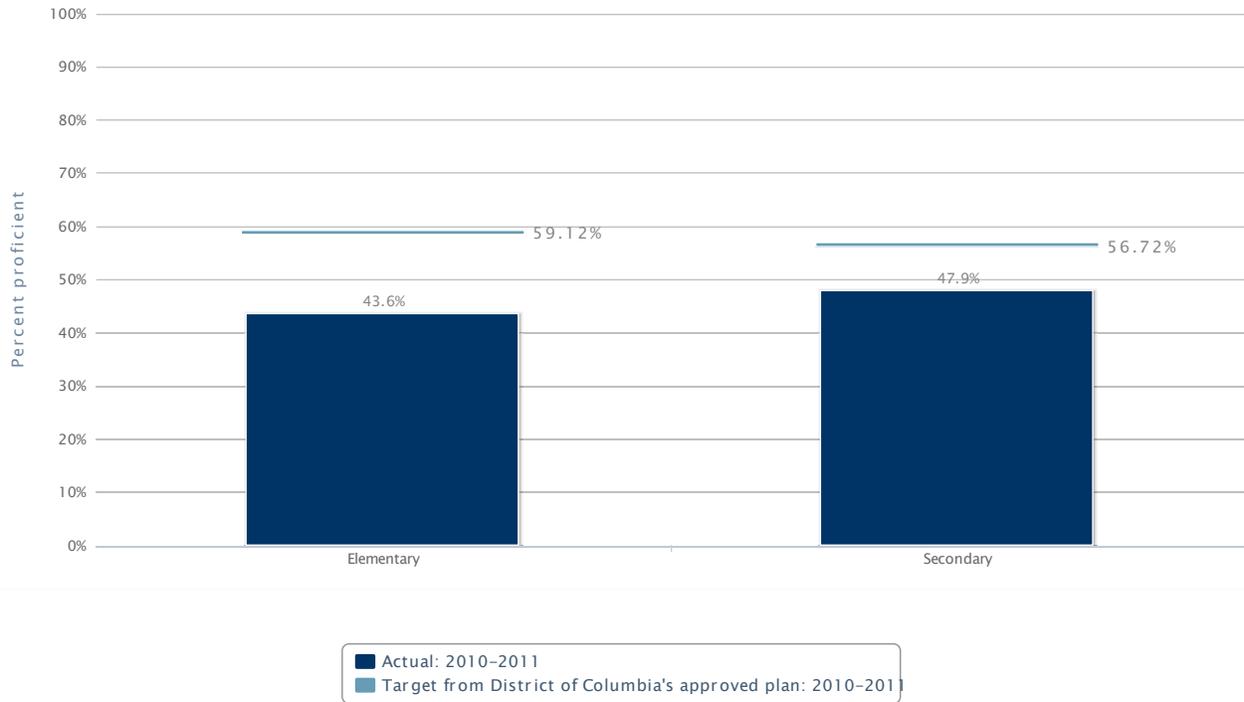
#### Results of District of Columbia's ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: [October 26, 2011](#)



[View Table \(Accessible\)](#)

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



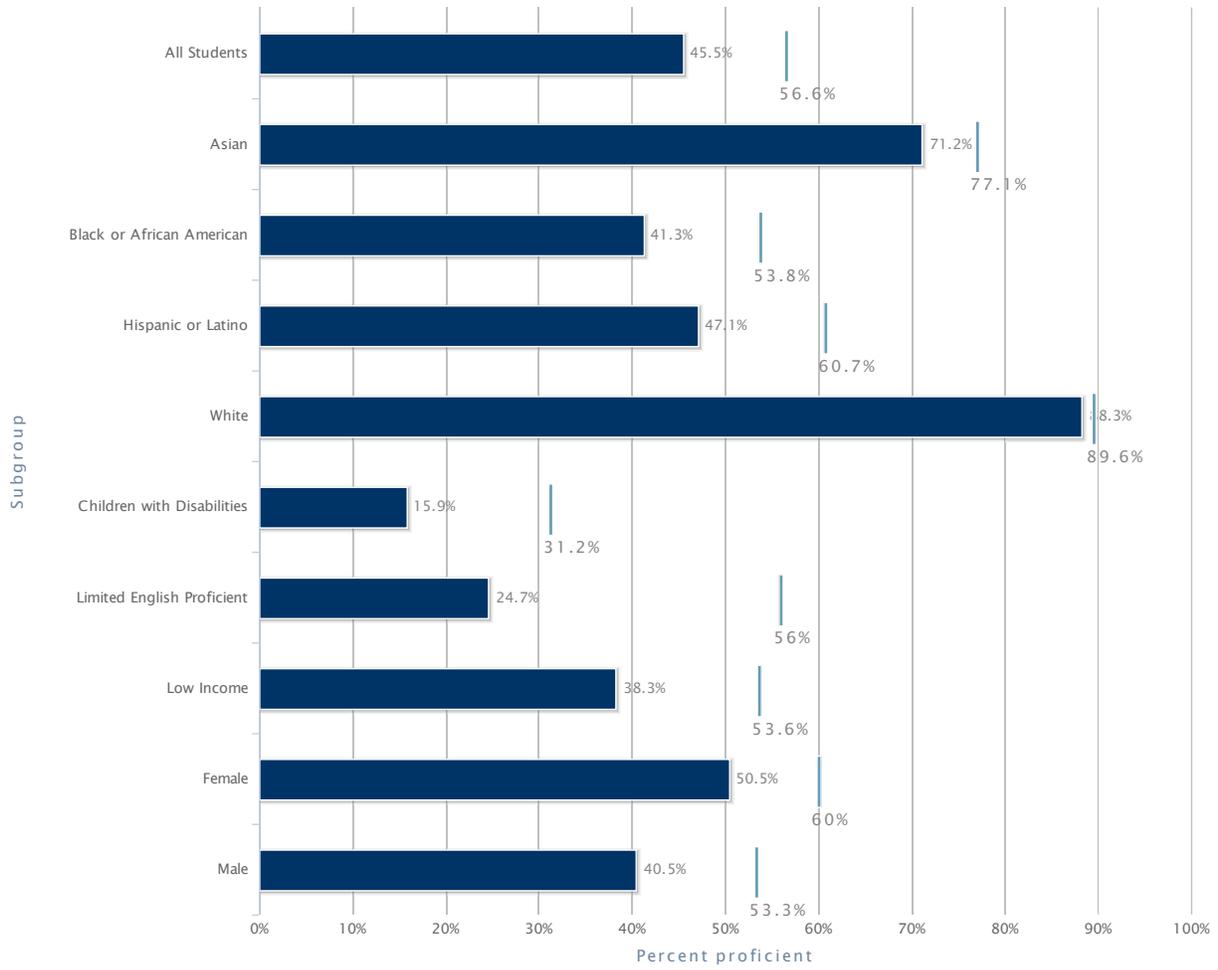
[View Table \(Accessible\)](#)

Student proficiency on District of Columbia's ELA assessment SY 2010-2011. Preliminary data reported as of October 26, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Grade 3	41.8%	41.5%	N/A
Grade 4	45.5%	44%	N/A
Grade 5	46.2%	46%	N/A
Grade 6	41.9%	43%	N/A
Grade 7	48.4%	49%	N/A
Grade 8	48.4%	49.6%	N/A
Grade 10	40.3%	45.5%	N/A
Elementary	- -	43.6%	59.12%
Secondary	- -	47.9%	56.72%

[View Table Key](#)

**NOTE:** Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

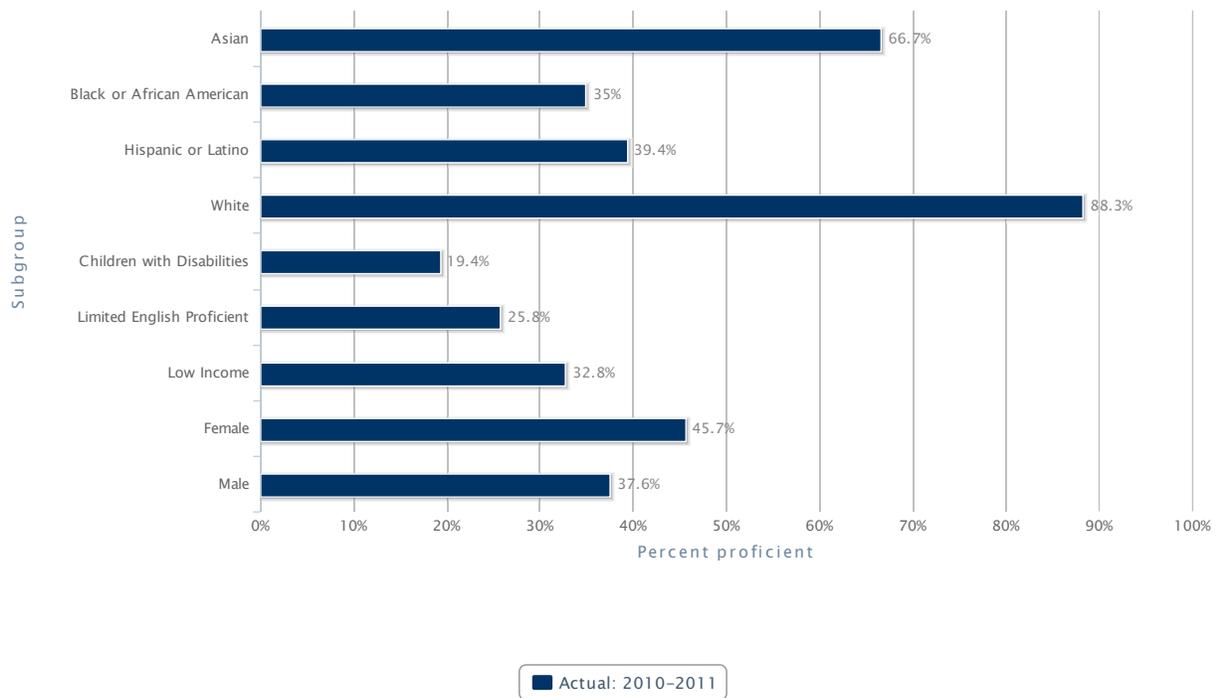
## Overall Proficiency on District of Columbia's ELA Assessment SY 2010–2011



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

[View Table \(Accessible\)](#)

### Grade 3 Proficiency on District of Columbia's ELA Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
All Students	45.5%	56.6%
American Indian or Alaska Native	- -	N/A
Asian	71.2%	77.1%
Black or African American	41.3%	53.8%
Hispanic or Latino	47.1%	60.7%
Native Hawaiian or Other Pacific Islander	- -	N/A
White	88.3%	89.6%
Two or More Races	- -	N/A
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%
Children without Disabilities	51.8%	62.3%
Not Limited English Proficient	47%	56.7%
Not Low Income	61.5%	63.6%

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	44.7%
American Indian or Alaska Native	50%
Asian or Pacific Islander	75.2%
Black, non-Hispanic	41%
Hispanic	44.5%
White, non-Hispanic	89.5%
Children with Disabilities	15.4%
Limited English Proficient	23.9%
Low Income	38%
Female	49.2%
Male	40.2%
Children without Disabilities	50.8%
Not Limited English Proficient	46.1%
Not Low Income	60.3%

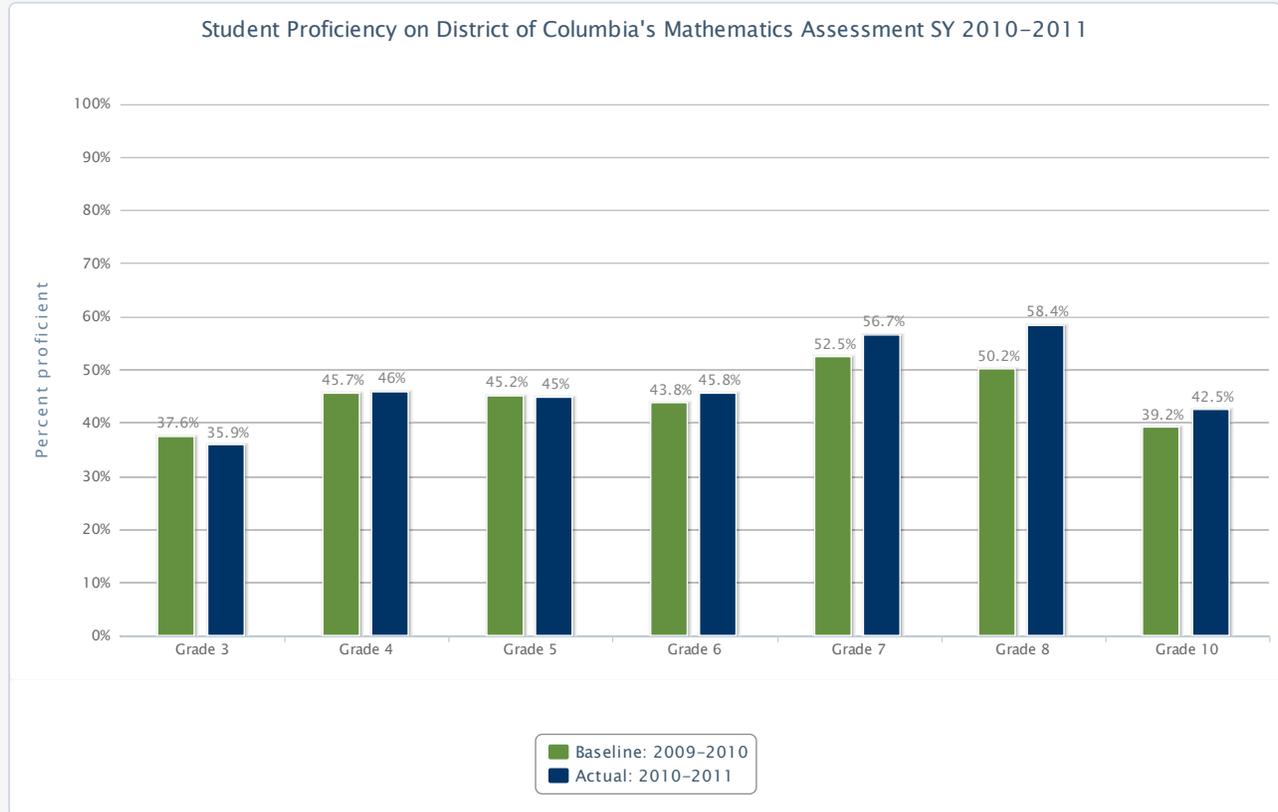
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Mathematics assessment results

State-reported information

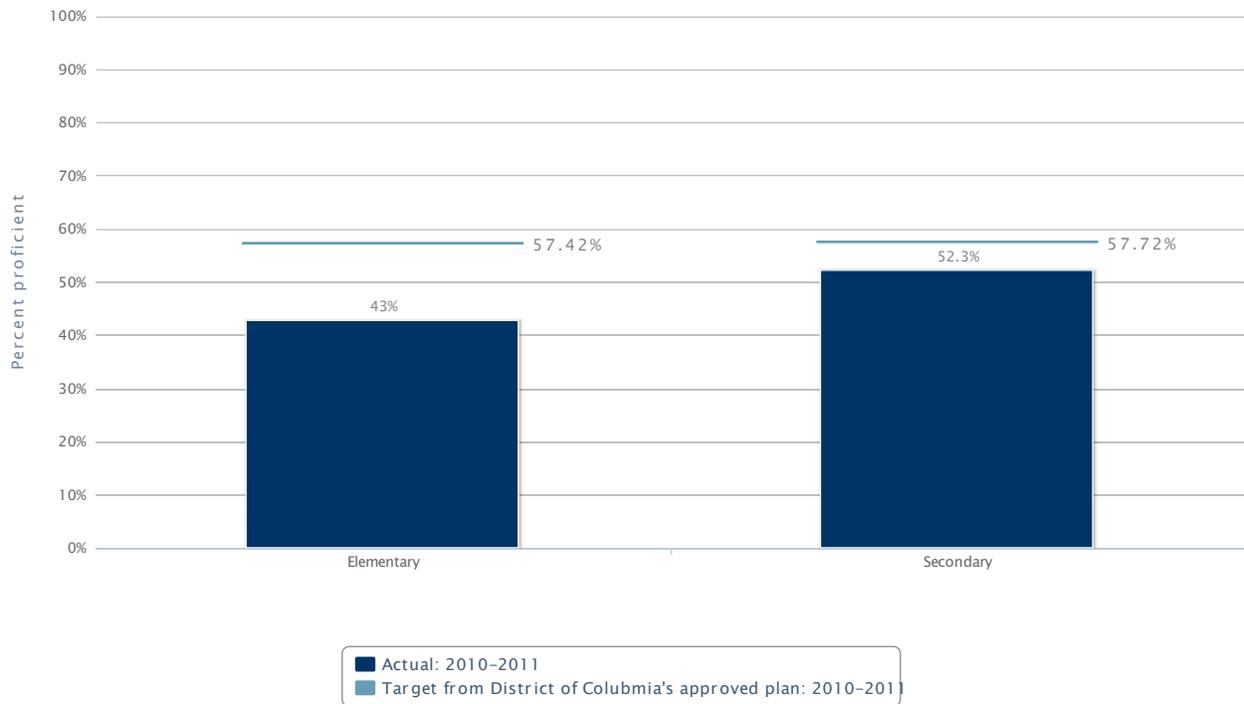
Results of District of Columbia's mathematics assessment under the Elementary and Secondary Education Act (ESEA)

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



[View Table \(Accessible\)](#)

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



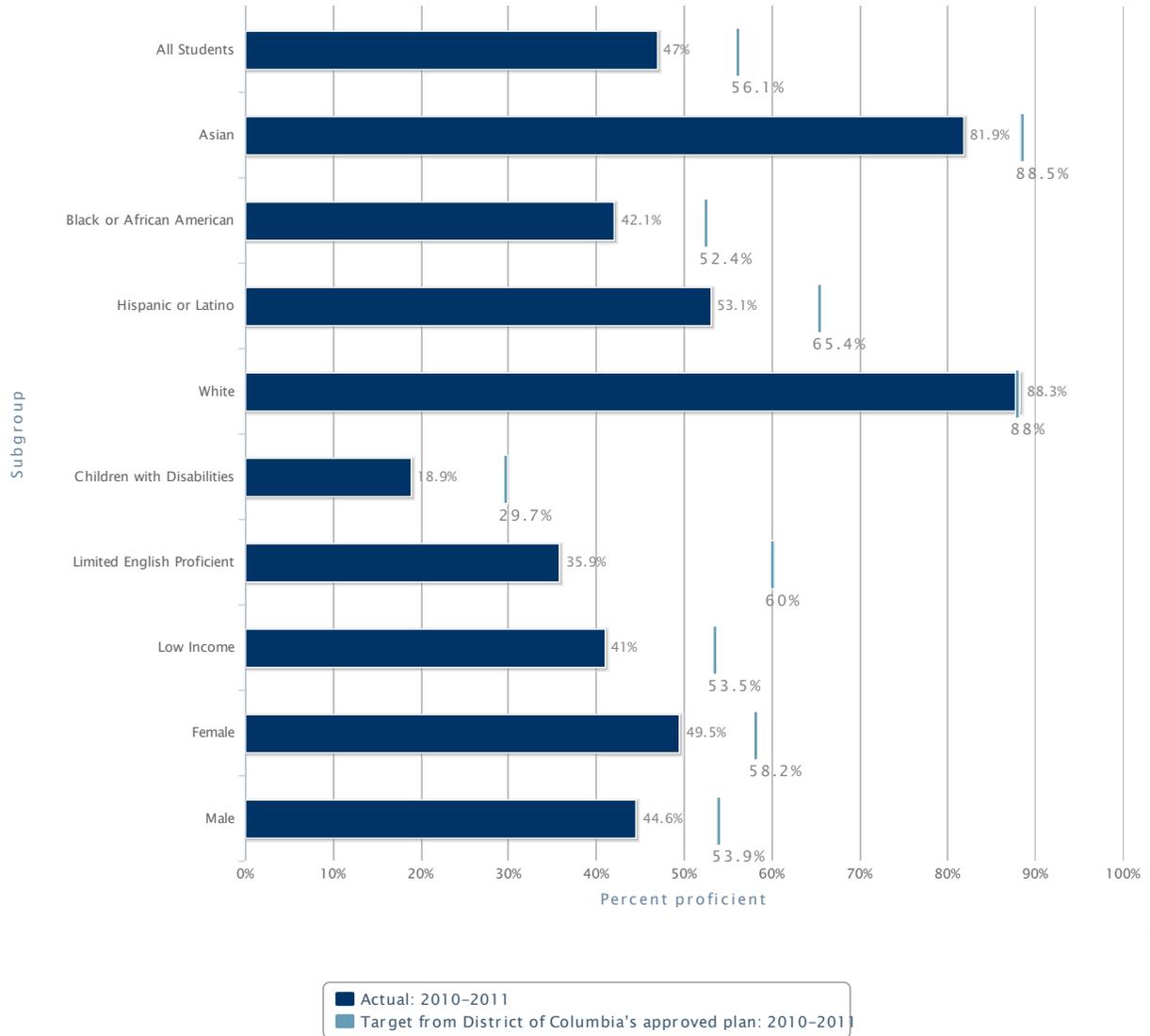
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Student proficiency on District of Columbia's mathematics assessment SY 2010-2011. Preliminary data reported as of October 26, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Grade 3	37.6%	35.9%	N/A
Grade 4	45.7%	46%	N/A
Grade 5	45.2%	45%	N/A
Grade 6	43.8%	45.8%	N/A
Grade 7	52.5%	56.7%	N/A
Grade 8	50.2%	58.4%	N/A
Grade 10	39.2%	42.5%	N/A
Elementary	- -	43%	57.42%
Secondary	- -	52.3%	57.72%

[View Table Key](#)

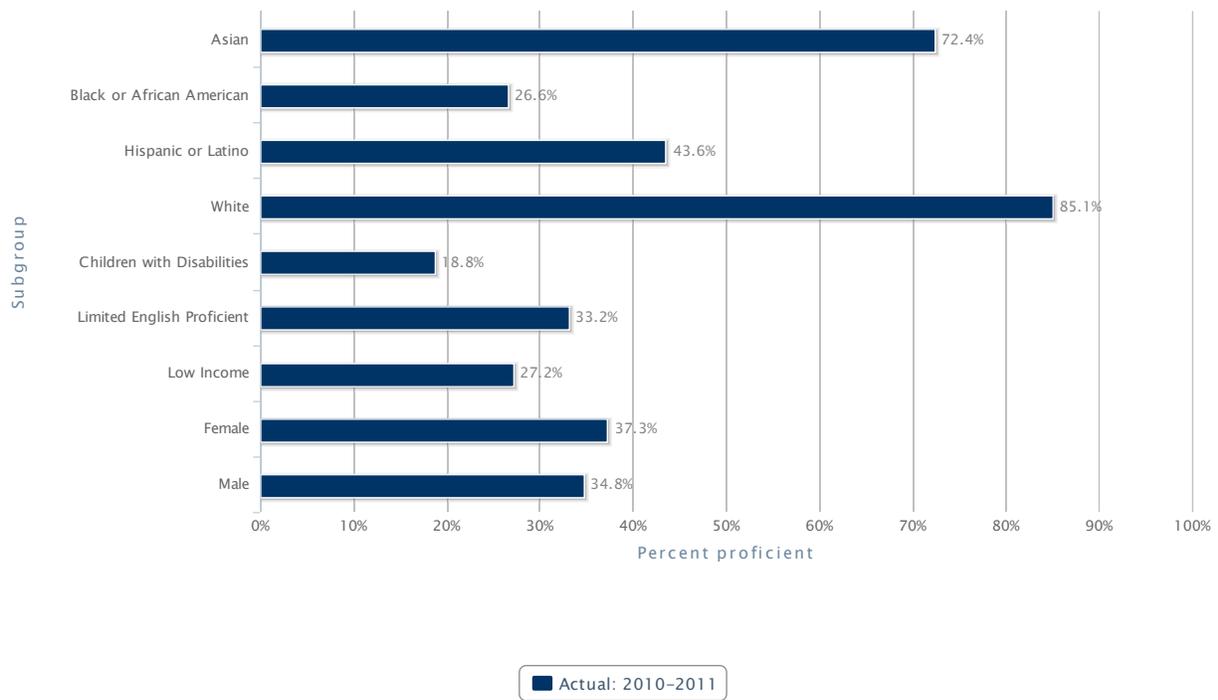
**NOTE:** Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

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



[View Table \(Accessible\)](#)

### Grade 3 Proficiency on District of Columbia's Mathematics Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
All Students	47%	56.1%
American Indian or Alaska Native	- -	N/A
Asian	81.9%	88.5%
Black or African American	42.1%	52.4%
Hispanic or Latino	53.1%	65.4%
Native Hawaiian or Other Pacific Islander	- -	N/A
White	88.3%	88%
Two or More Races	- -	N/A
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%
Children without Disabilities	53%	61.9%
Not Limited English Proficient	47.9%	55.6%
Not Low Income	60.6%	62%

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	44.8%
American Indian or Alaska Native	50%
Asian or Pacific Islander	81.6%
Black, non-Hispanic	40.6%
Hispanic	48.4%
White, non-Hispanic	88.2%
Children with Disabilities	17.6%
Limited English Proficient	31.3%
Low Income	39%
Female	46.4%
Male	43.3%
Children without Disabilities	50.5%
Not Limited English Proficient	45.8%
Not Low Income	58.4%

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#### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
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## Student Outcomes Data: State Assessment Results

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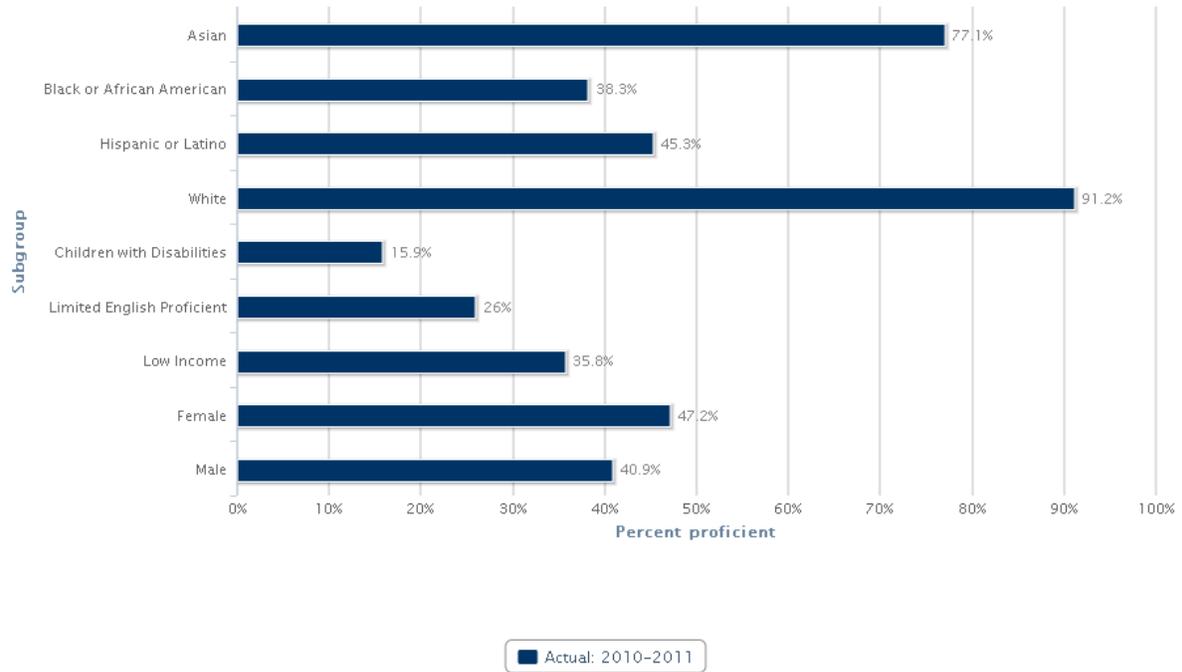
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Grade 4 Proficiency on District of Columbia's ELA Assessment SY 2010-2011



Grade 3

**Grade 4**

Grade 5

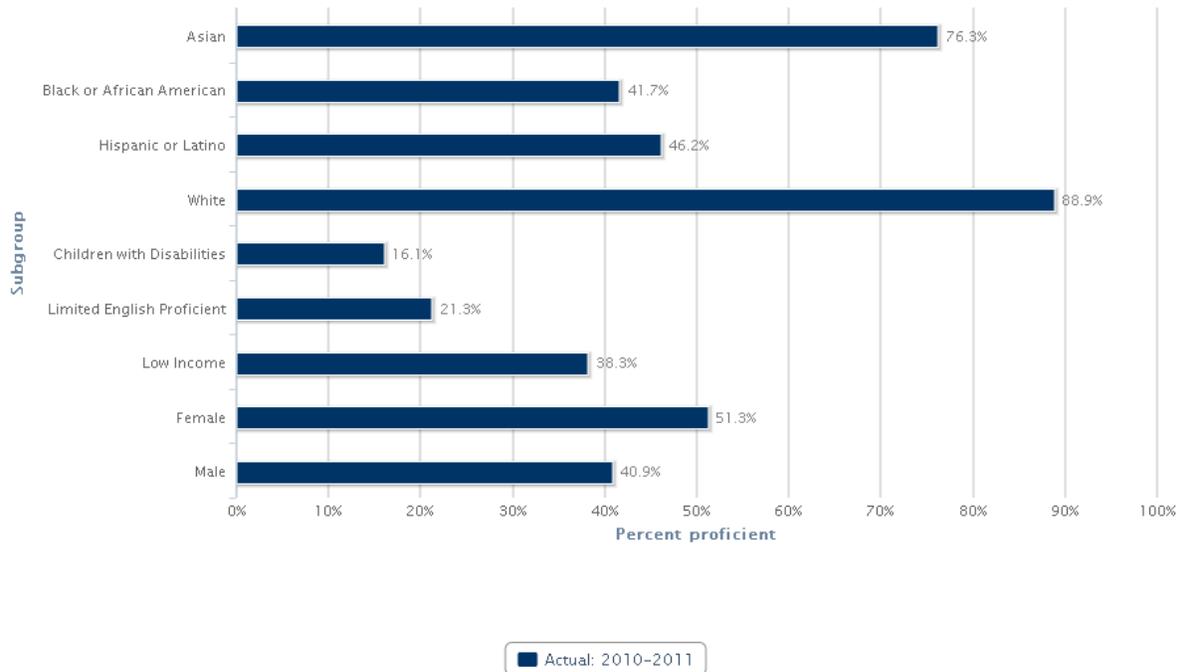
Grade 6

Grade 7

Grade 8

Grade 10

Grade 5 Proficiency on District of Columbia's ELA Assessment SY 2010-2011



Grade 3

Grade 4

**Grade 5**

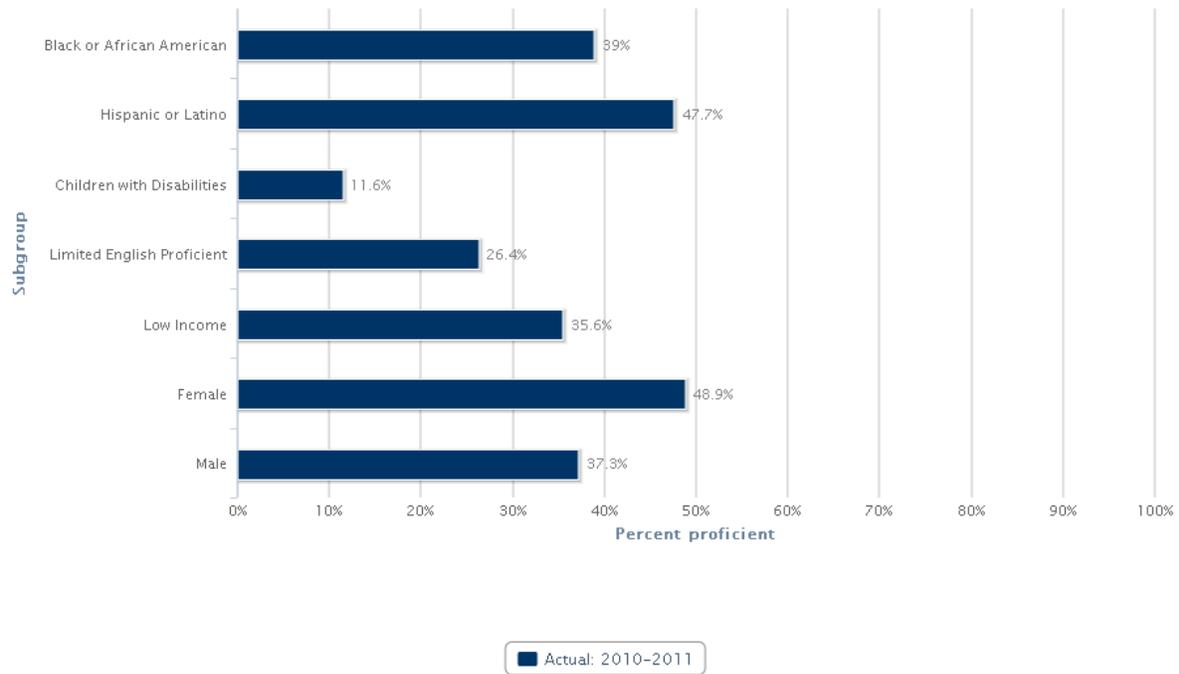
Grade 6

Grade 7

Grade 8

Grade 10

### Grade 6 Proficiency on District of Columbia's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

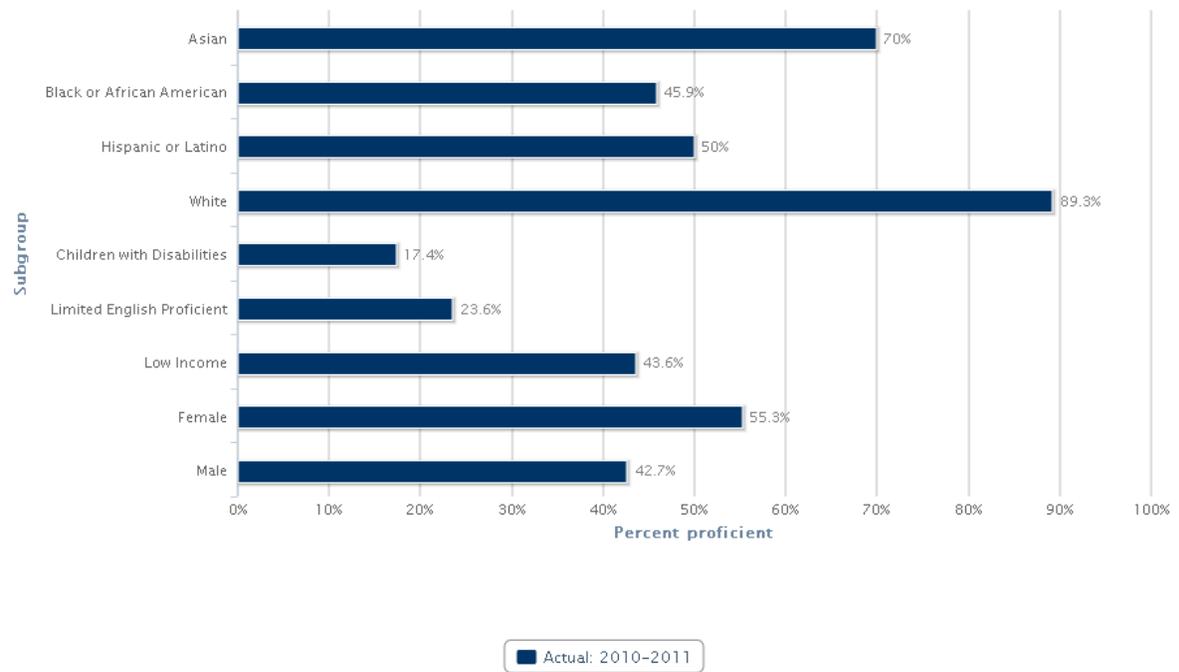
Grade 6

Grade 7

Grade 8

Grade 10

### Grade 7 Proficiency on District of Columbia's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

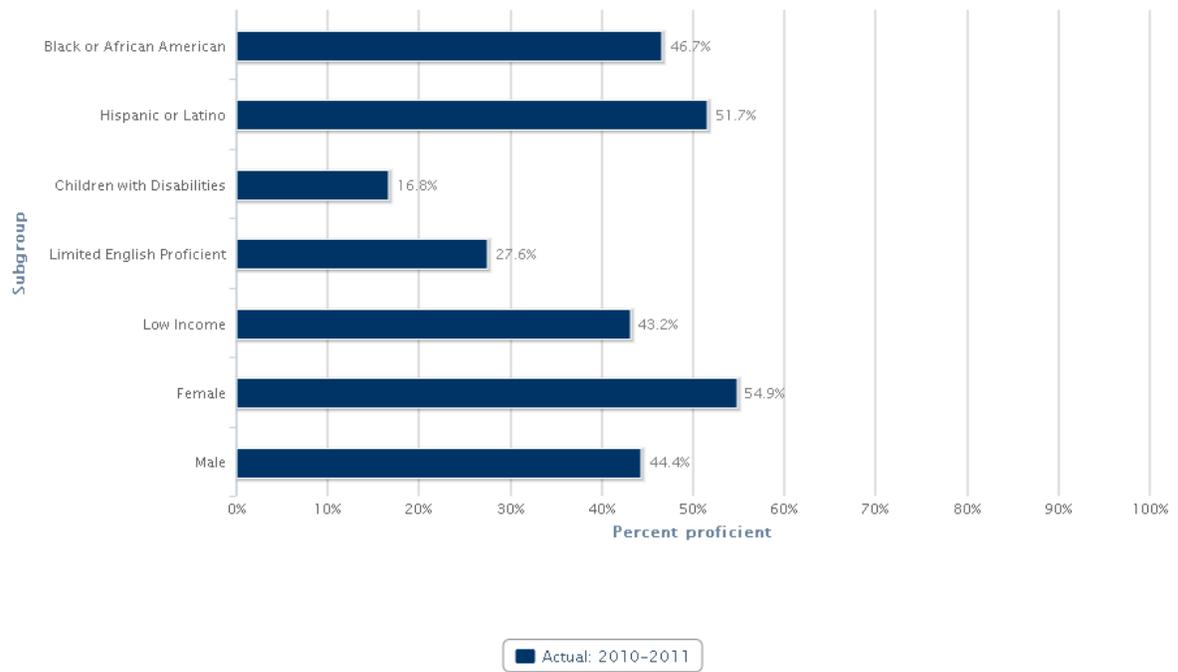
Grade 6

Grade 7

Grade 8

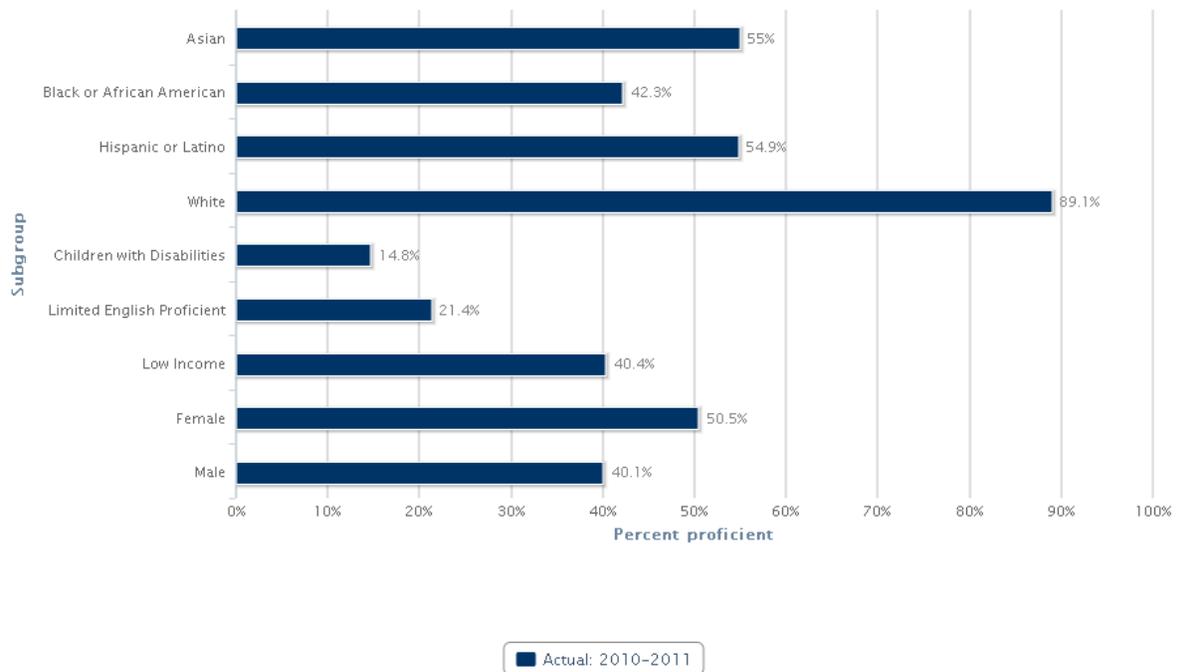
Grade 10

### Grade 8 Proficiency on District of Columbia's ELA Assessment SY 2010-2011



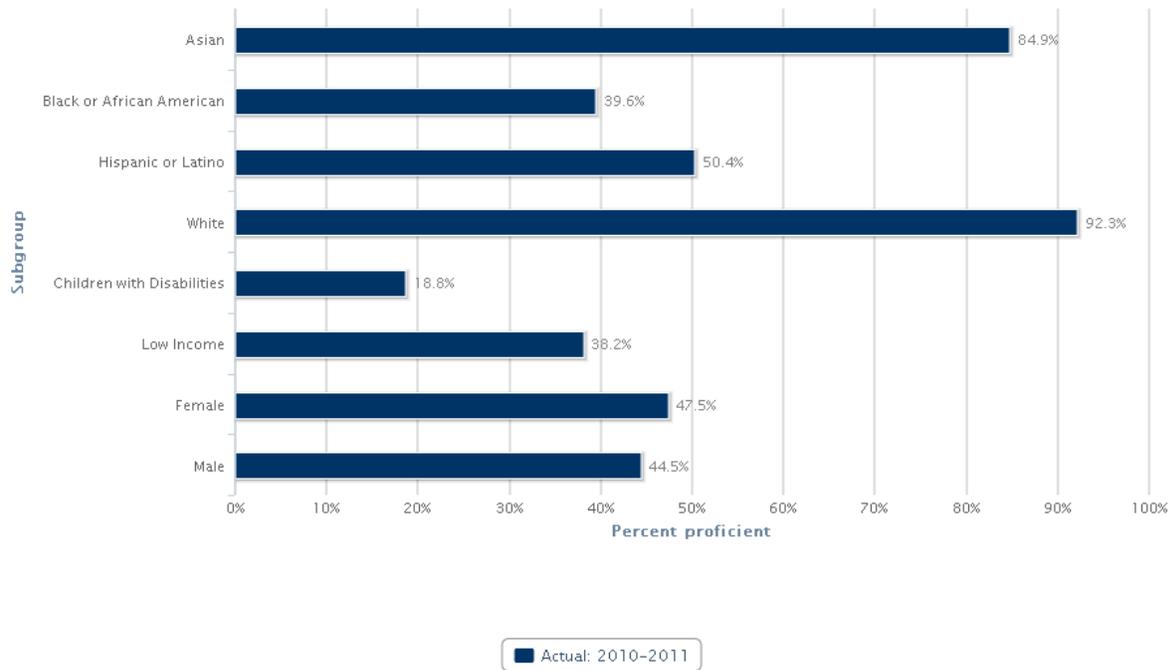
Grade 3    Grade 4    Grade 5    Grade 6    Grade 7    **Grade 8**    Grade 10

### Grade 10 Proficiency on District of Columbia's ELA Assessment SY 2010-2011



Grade 3    Grade 4    Grade 5    Grade 6    Grade 7    Grade 8    **Grade 10**

Grade 4 Proficiency on District of Columbia's Mathematics Assessment SY 2010–2011



Grade 3

**Grade 4**

Grade 5

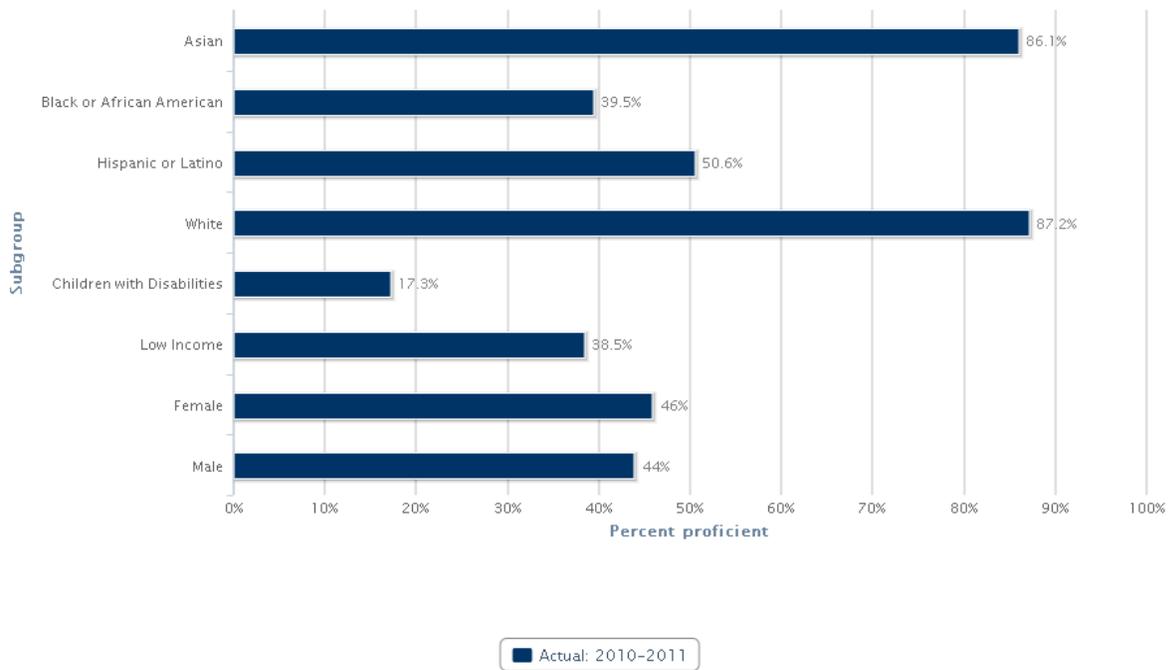
Grade 6

Grade 7

Grade 8

Grade 10

Grade 5 Proficiency on District of Columbia's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

**Grade 5**

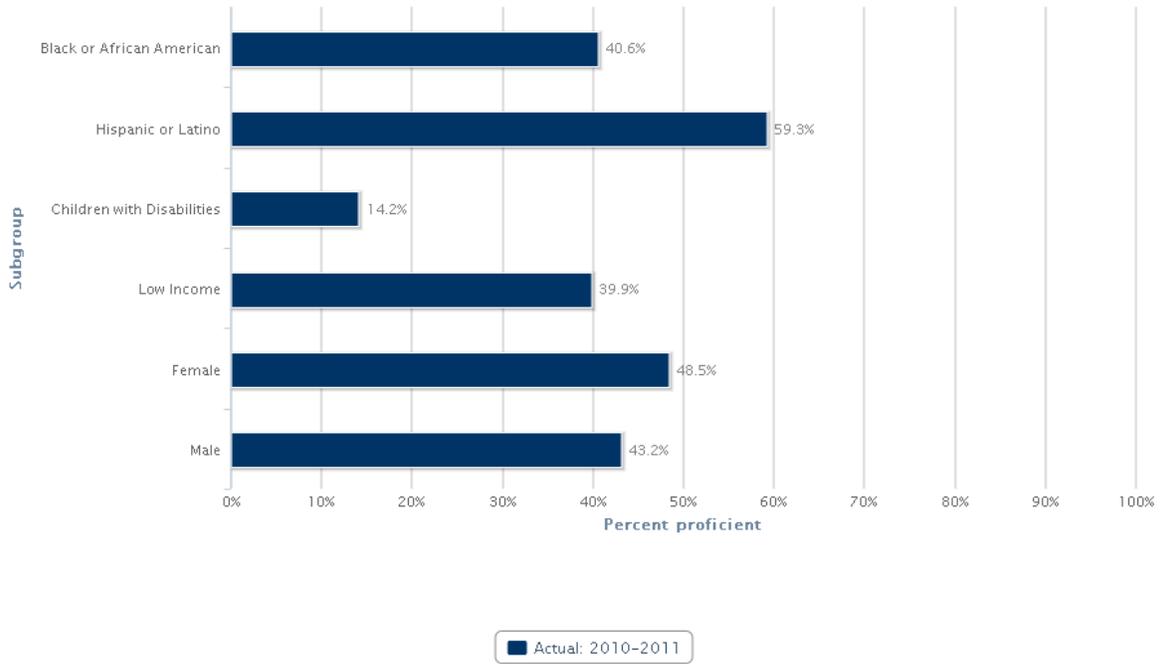
Grade 6

Grade 7

Grade 8

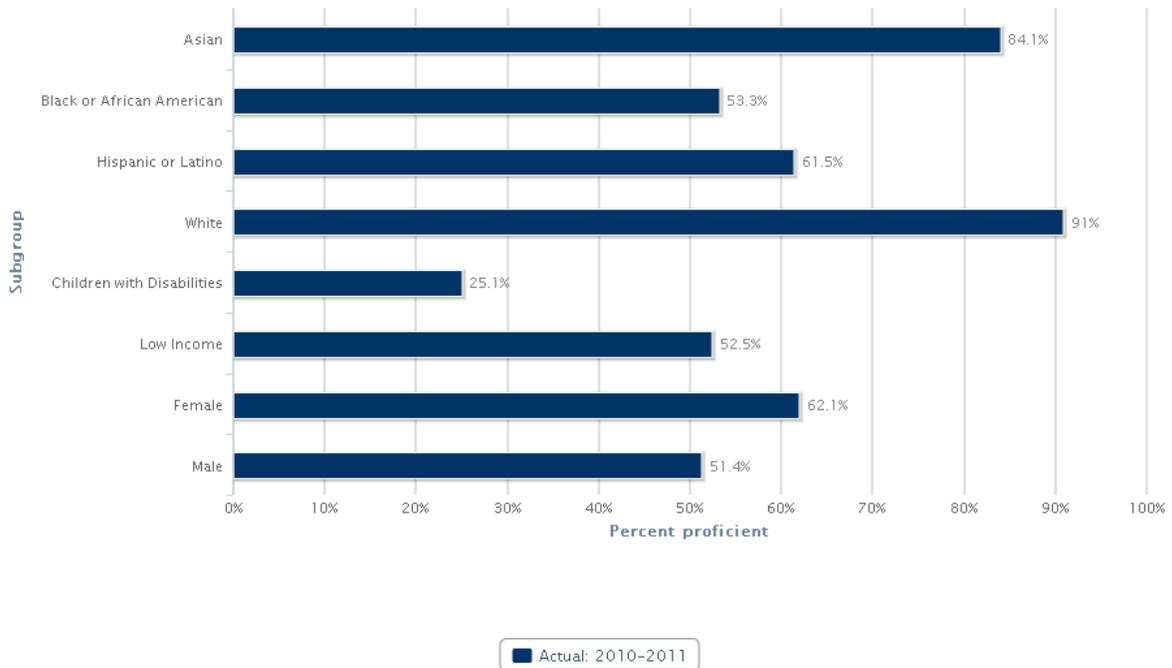
Grade 10

### Grade 6 Proficiency on District of Columbia's Mathematics Assessment SY 2010-2011



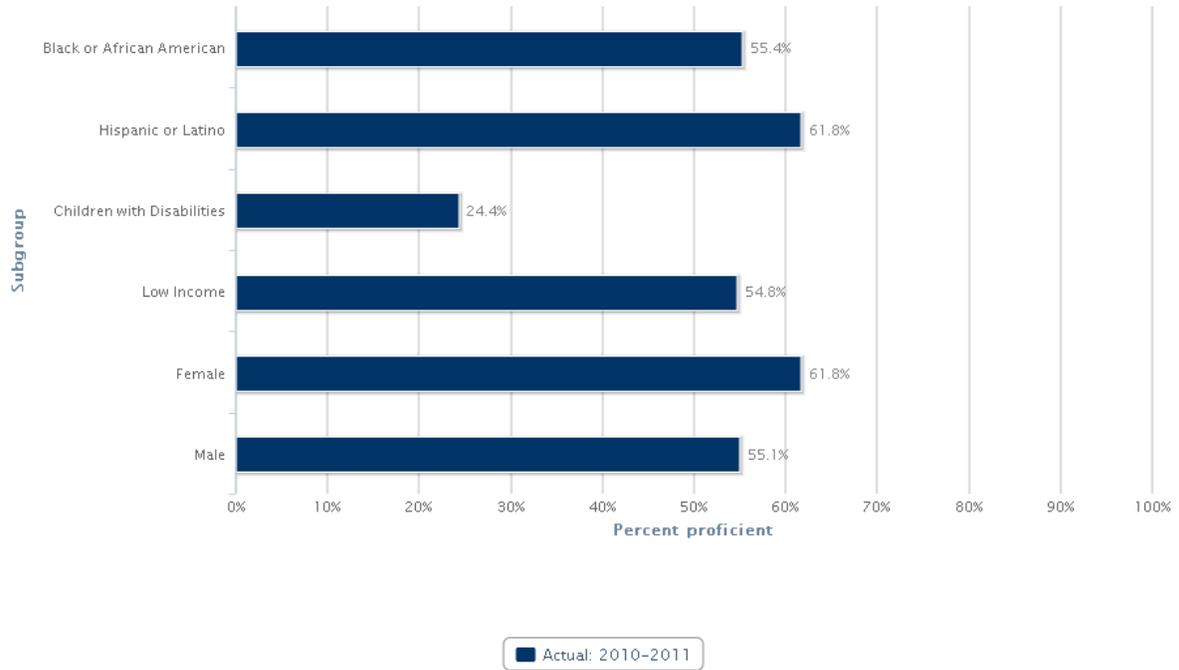
Grade 3    Grade 4    Grade 5    **Grade 6**    Grade 7    Grade 8    Grade 10

### Grade 7 Proficiency on District of Columbia's Mathematics Assessment SY 2010-2011



Grade 3    Grade 4    Grade 5    Grade 6    **Grade 7**    Grade 8    Grade 10

### Grade 8 Proficiency on District of Columbia's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

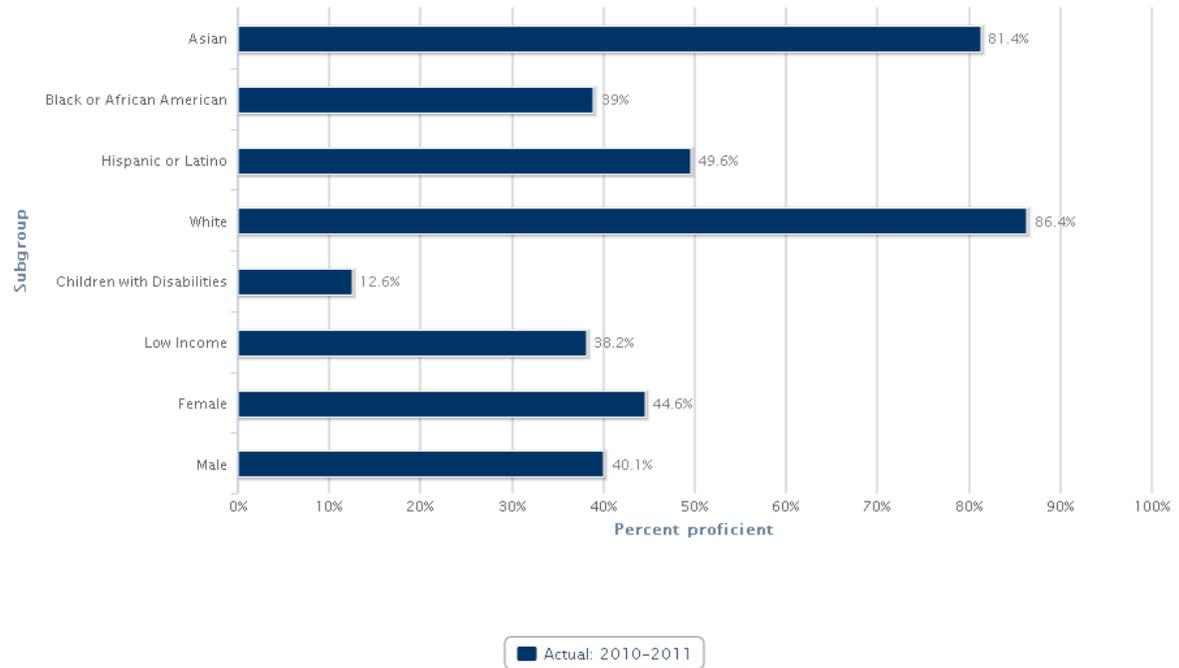
Grade 6

Grade 7

**Grade 8**

Grade 10

### Grade 10 Proficiency on District of Columbia's Mathematics Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

**Grade 10**



# District of Columbia

Standard Version

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## Student Outcomes Data: NAEP Results

NAEP reading results

NAEP mathematics results

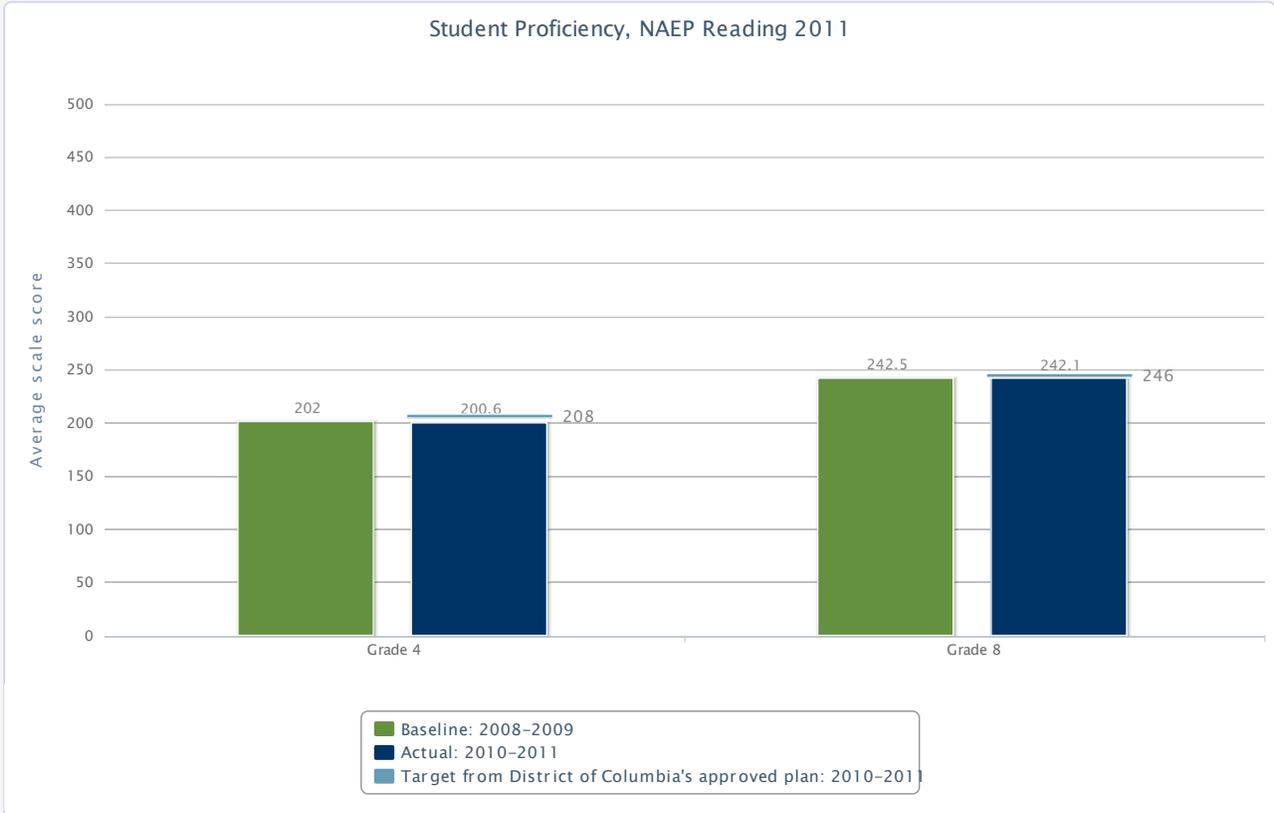
Collapse All

### NAEP reading results

#### Department-reported information

**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

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



[View Table \(Accessible\)](#)

**NOTE:**

**Scale Score:**

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.

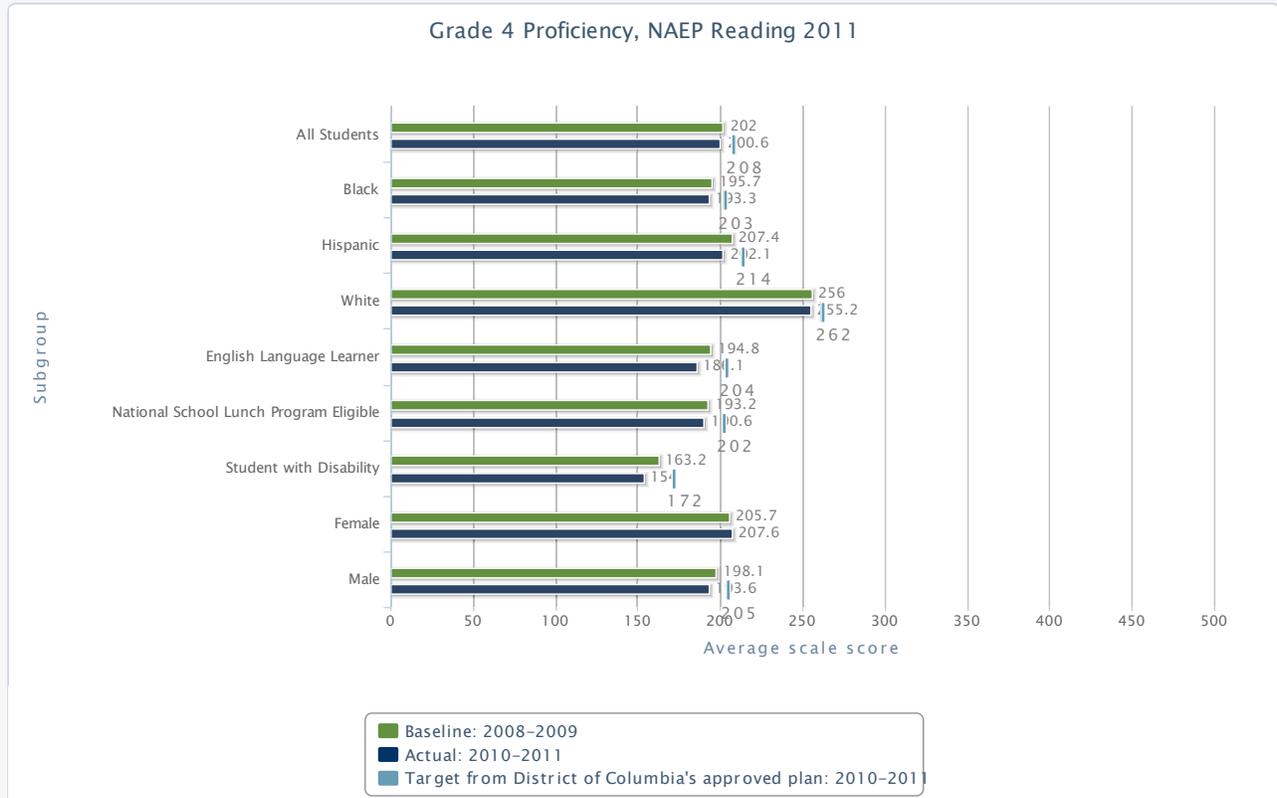
**Percentages:**

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

Close

Student proficiency on NAEP reading	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from District of Columbia's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
<b>Grade 4</b>	202	200.6	208	16.8%	18.8%
<b>Grade 8</b>	242.5	242.1	246	13.7%	16.1%

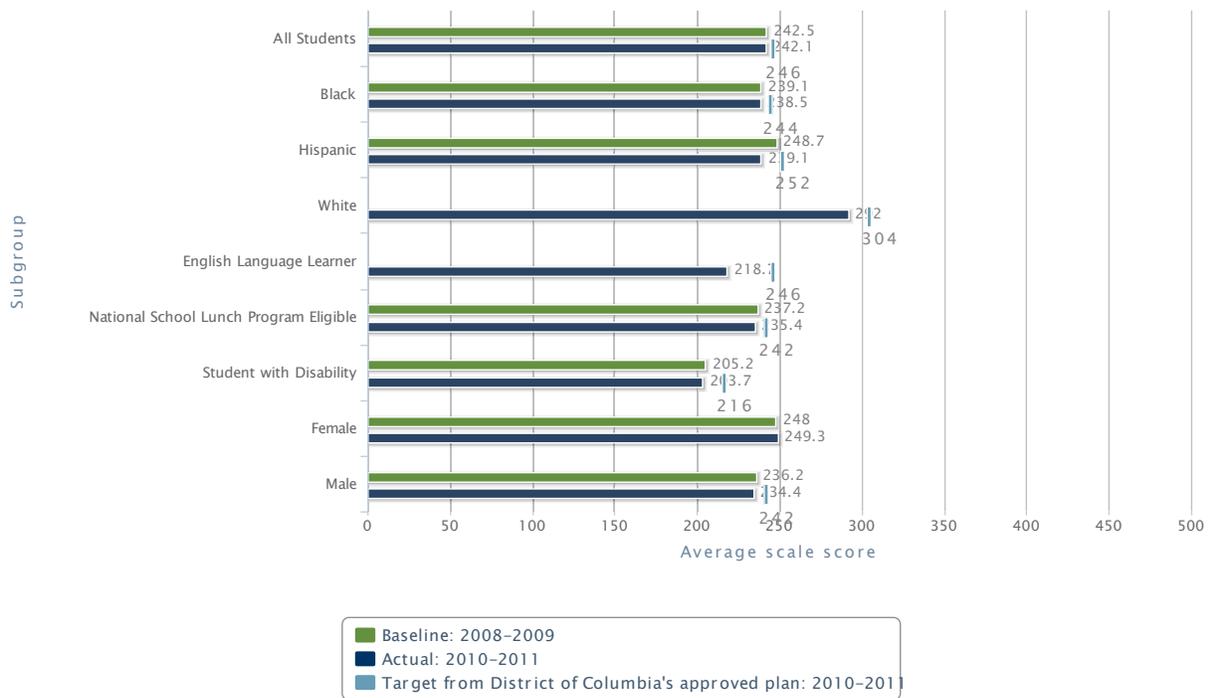
[View Table Key](#)



Scale Score | Percentages

[View Table \(Accessible\)](#)

### Grade 8 Proficiency, NAEP Reading 2011



Scale Score | Percentages

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from District of Columbia's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	<n	<n	N/A	<n	<n
Black	195.7	193.3	203	10.8%	11.7%
Hispanic	207.4	202.1	214	17.3%	19.1%
White	256	255.2	262	74.6%	74.1%
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	194.8	186.1	204	6.3%	5.2%
National School Lunch Program Eligible	193.2	190.6	202	8.9%	9.7%
Student with Disability	163.2	154	172	6%	1.9%
Female	205.7	207.6	N/A	17.9%	21.8%
Male	198.1	193.6	205	15.6%	15.7%

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from District of Columbia's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n

Asian/Pacific Islander	<n	<n	N/A	<n	<n
Black	239.1	238.5	244	10.1%	12.2%
Hispanic	248.7	239.1	252	20.8%	16.3%
White	<n	292	304	<n	65.9%
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	<n	218.7	246	<n	3.7%
National School Lunch Program Eligible	237.2	235.4	242	8.9%	10.3%
Student with Disability	205.2	203.7	216	2%	1.7%
Female	248	249.3	N/A	16.4%	20%
Male	236.2	234.4	242	10.5%	11.9%

View Table Key

Close Subgroup Graphs

Back to the Top

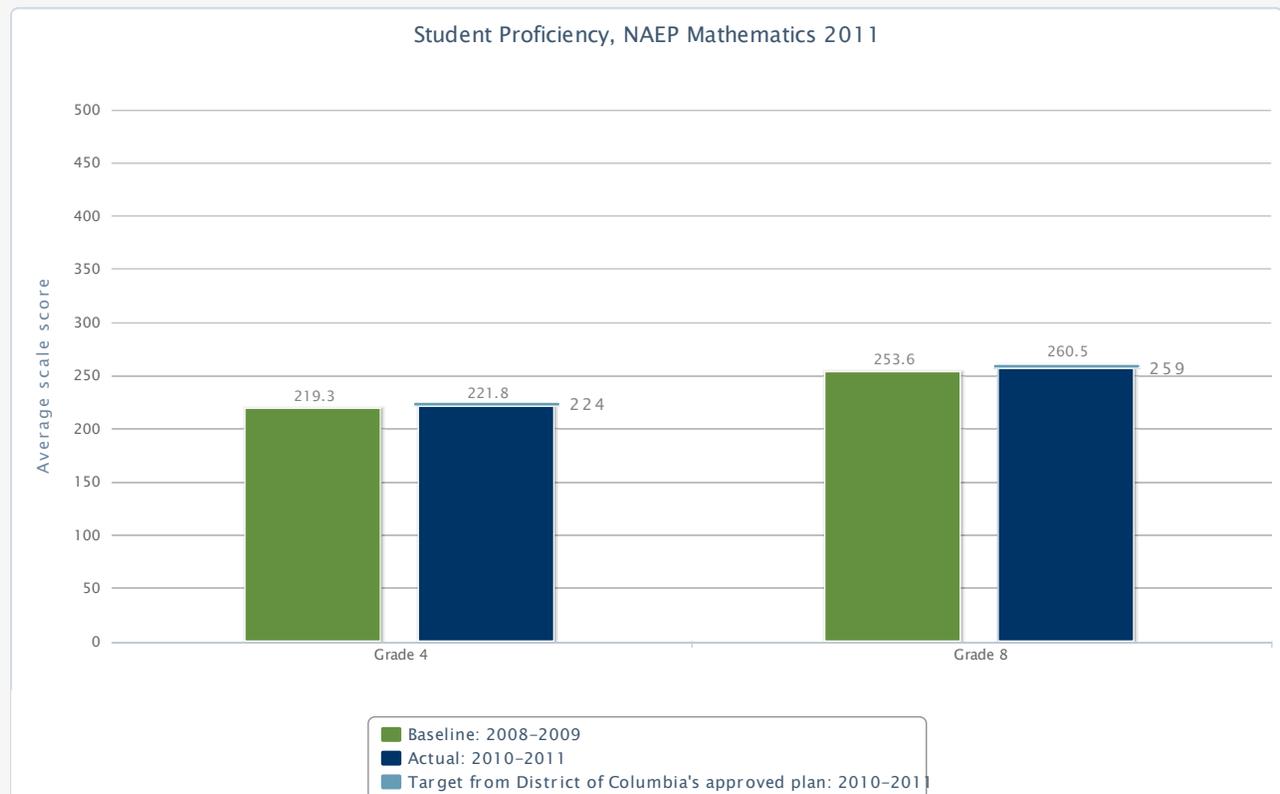
## NAEP mathematics results

### Department-reported information

**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

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

ore



[View Table \(Accessible\)](#)

**NOTE:**

Scale Score:

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.

Percentages:

The percentage of District of Columbia's grade 4 students who were at or above Proficient in mathematics in 2011 was significantly higher ( $p < .05$ ) than in 2009.

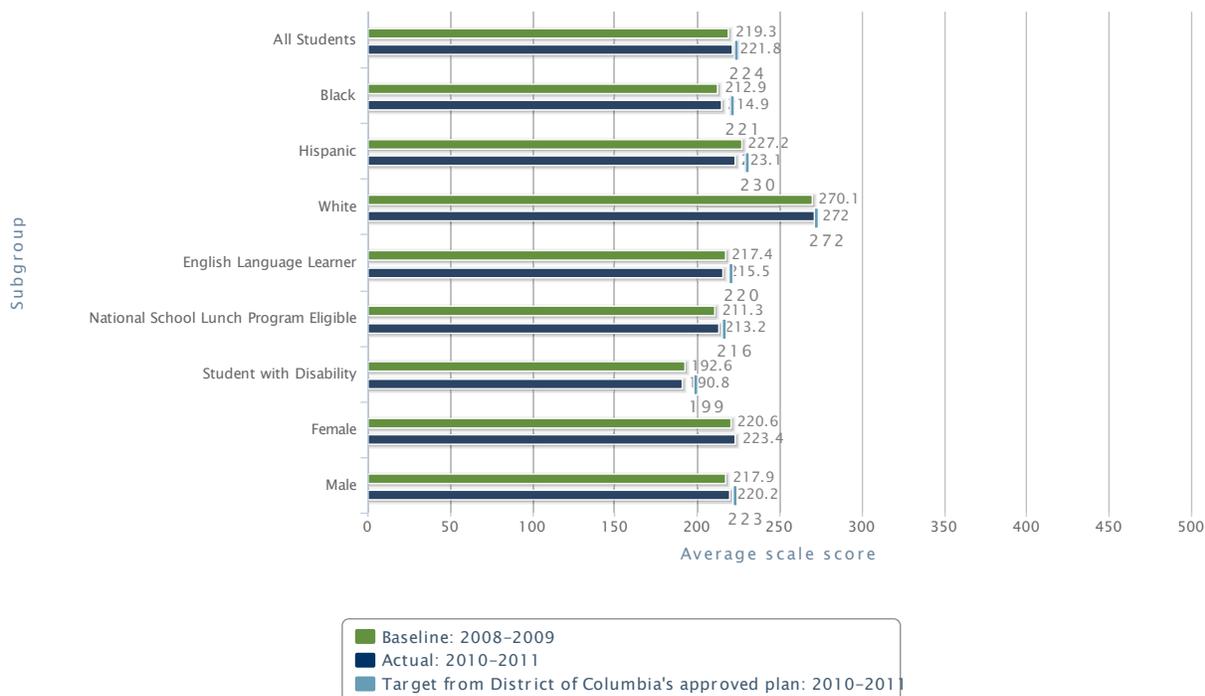
The percentage of District of Columbia's grade 8 students who were at or above Proficient in mathematics in 2011 was significantly higher ( $p < .05$ ) than in 2009.

Close

Student proficiency on NAEP reading	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from District of Columbia's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
Grade 4	219.3	221.8	224	17%	21.6%
Grade 8	253.6	260.5	259	11.2%	17%

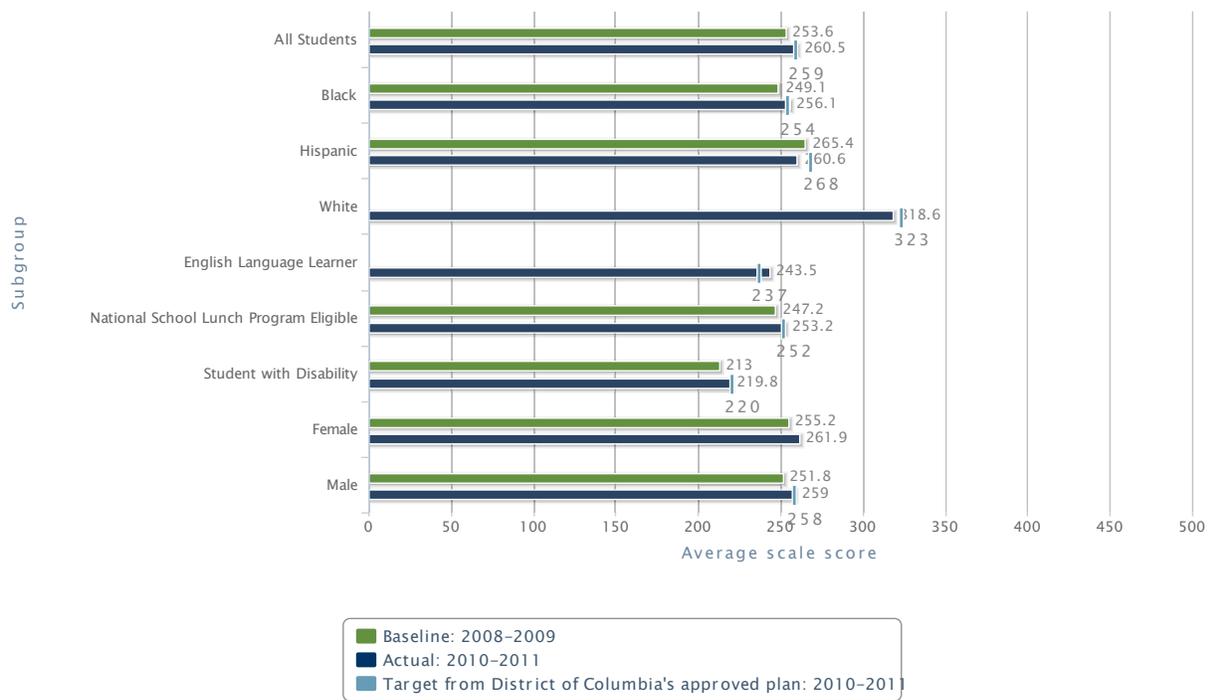
[View Table Key](#)

Grade 4 Proficiency, NAEP Mathematics 2011



[View Table \(Accessible\)](#)

### Grade 8 Proficiency, NAEP Mathematics 2011



Scale Score | Percentages

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from District of Columbia's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	<n	<n	N/A	<n	<n
Black	212.9	214.9	221	9.5%	13.2%
Hispanic	227.2	223.1	230	23.9%	21.1%
White	270.1	272	272	81.4%	84.3%
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	217.4	215.5	220	14.9%	13.6%
National School Lunch Program Eligible	211.3	213.2	216	8.2%	12.1%
Student with Disability	192.6	190.8	199	3.5%	5%
Female	220.6	223.4	N/A	16.5%	21.9%
Male	217.9	220.2	223	17.5%	21.2%

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from District of Columbia's approved plan (scale score): SY 2010-2011	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n

<b>Asian/Pacific Islander</b>	<n	<n	N/A	<n	<n
<b>Black</b>	249.1	256.1	254	7.5%	12.8%
<b>Hispanic</b>	265.4	260.6	268	17.6%	16.8%
<b>White</b>	<n	318.6	323	<n	75.6%
<b>Two or More Races</b>	<n	<n	N/A	<n	<n
<b>English Language Learner</b>	<n	243.5	237	<n	6.8%
<b>National School Lunch Program Eligible</b>	247.2	253.2	252	6.7%	10.7%
<b>Student with Disability</b>	213	219.8	220	0.9%	2.6%
<b>Female</b>	255.2	261.9	N/A	10.8%	16.9%
<b>Male</b>	251.8	259	258	11.7%	17.2%

[View Table Key](#)

[Close Subgroup Graphs](#)

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### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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## Student Outcomes Data: NAEP Results

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[Select a State »](#)

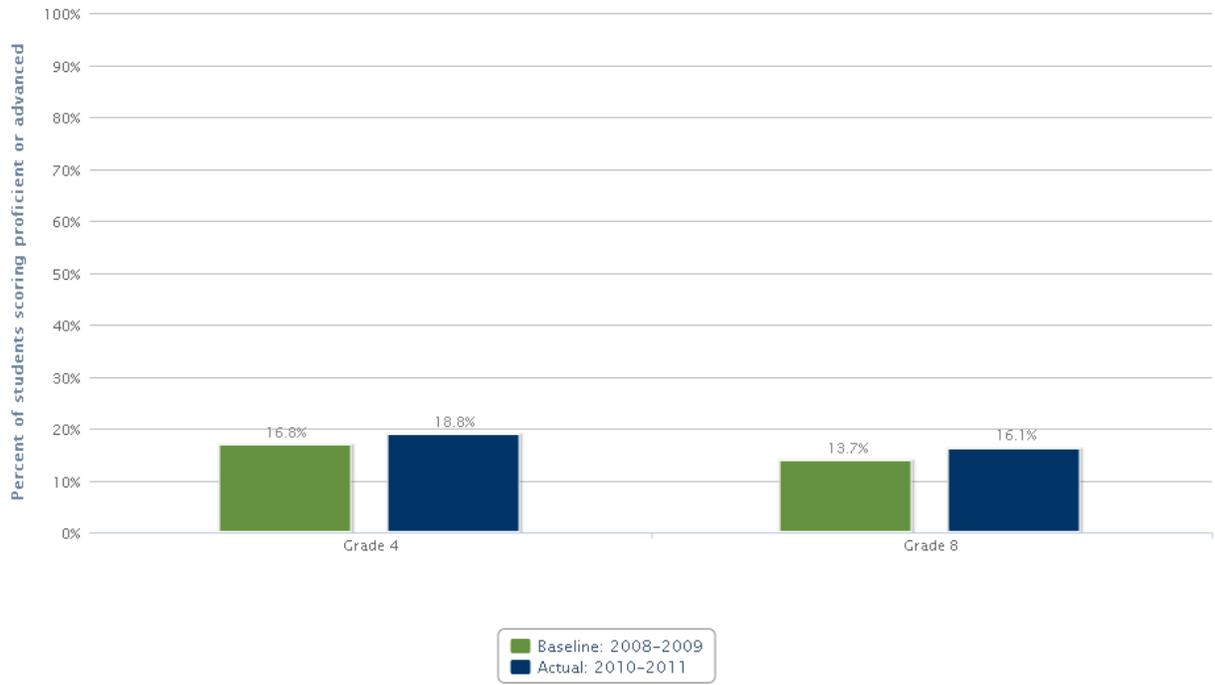
[Contact »](#)

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[About the APR »](#)

[Recovery.gov »](#)

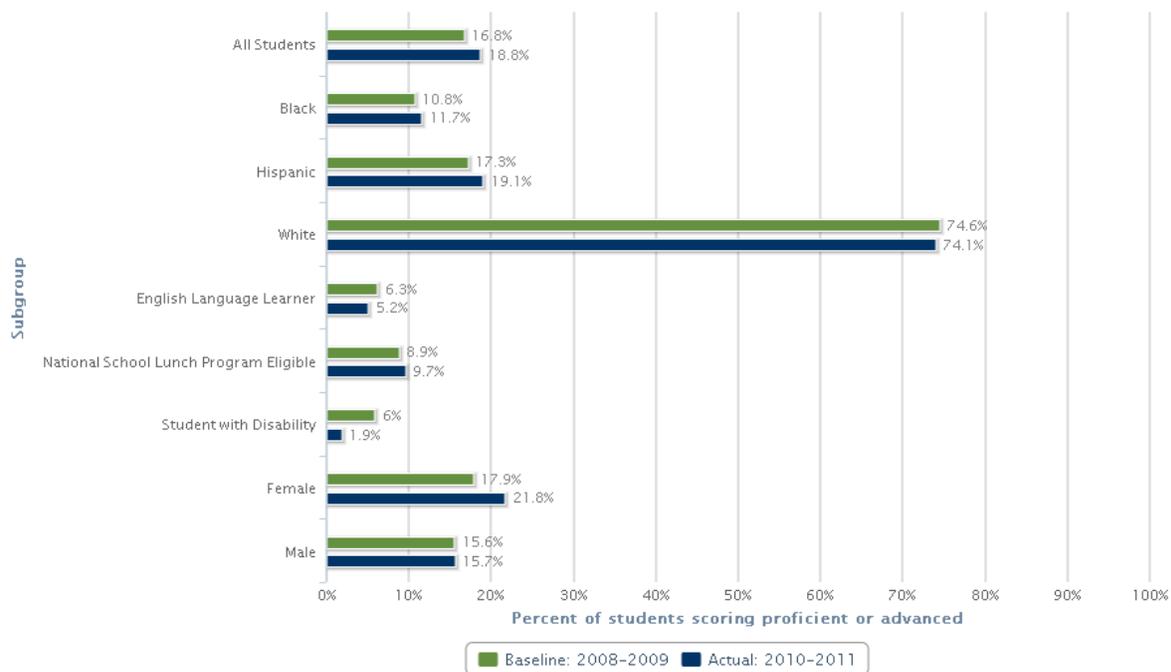
### Student Proficiency, NAEP Reading 2011



Scale Score

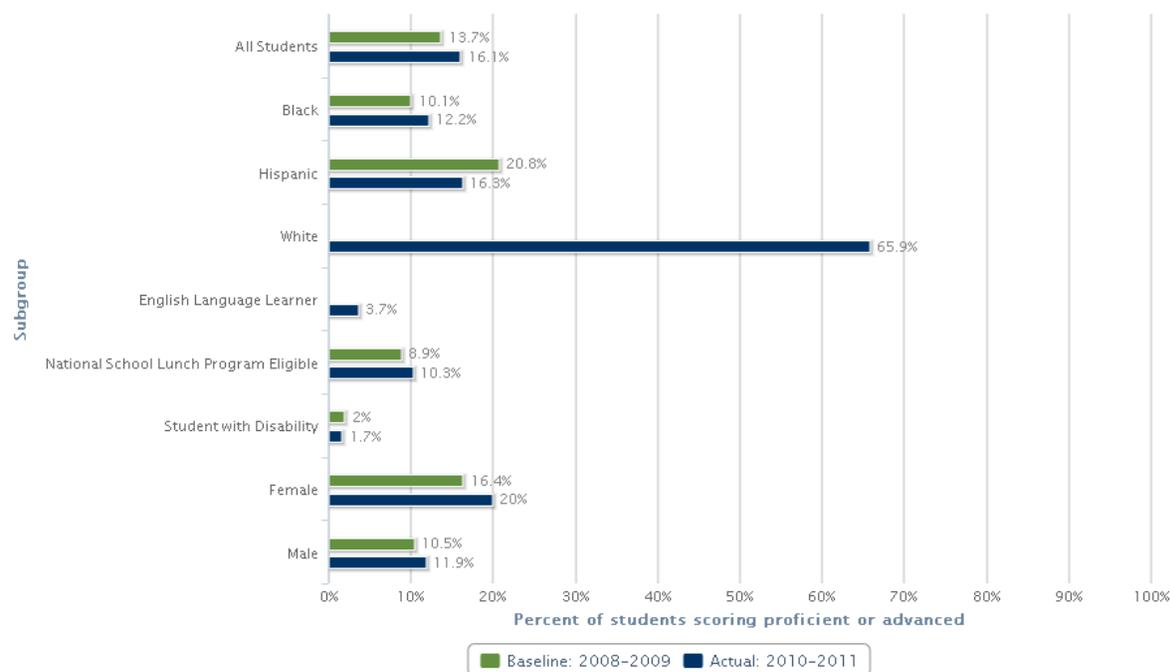
Percentages

### Grade 4 Proficiency, NAEP Reading 2011



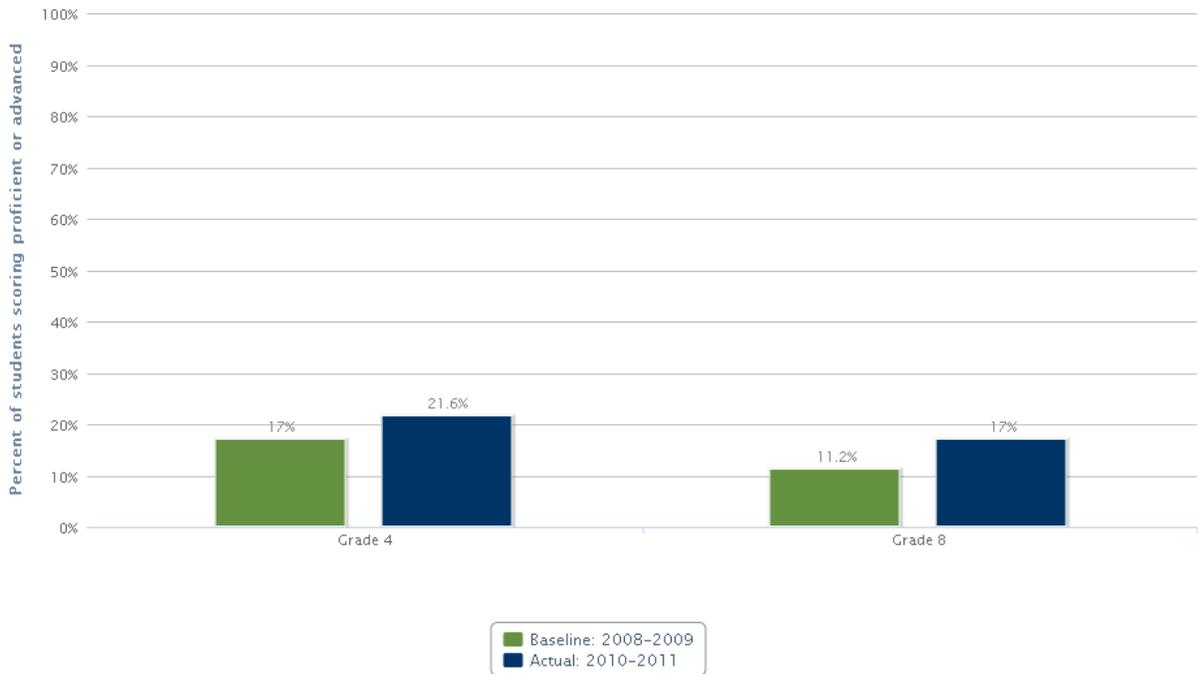
Scale Score Percentages

### Grade 8 Proficiency, NAEP Reading 2011



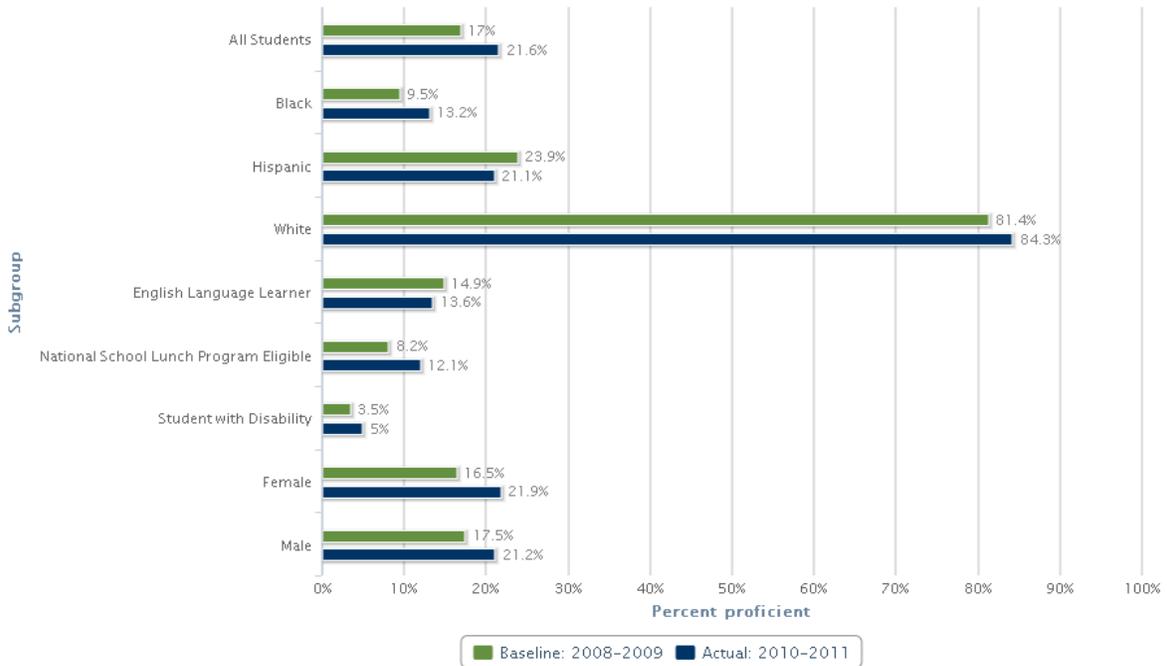
Scale Score Percentages

### Student Proficiency, NAEP Mathematics 2011



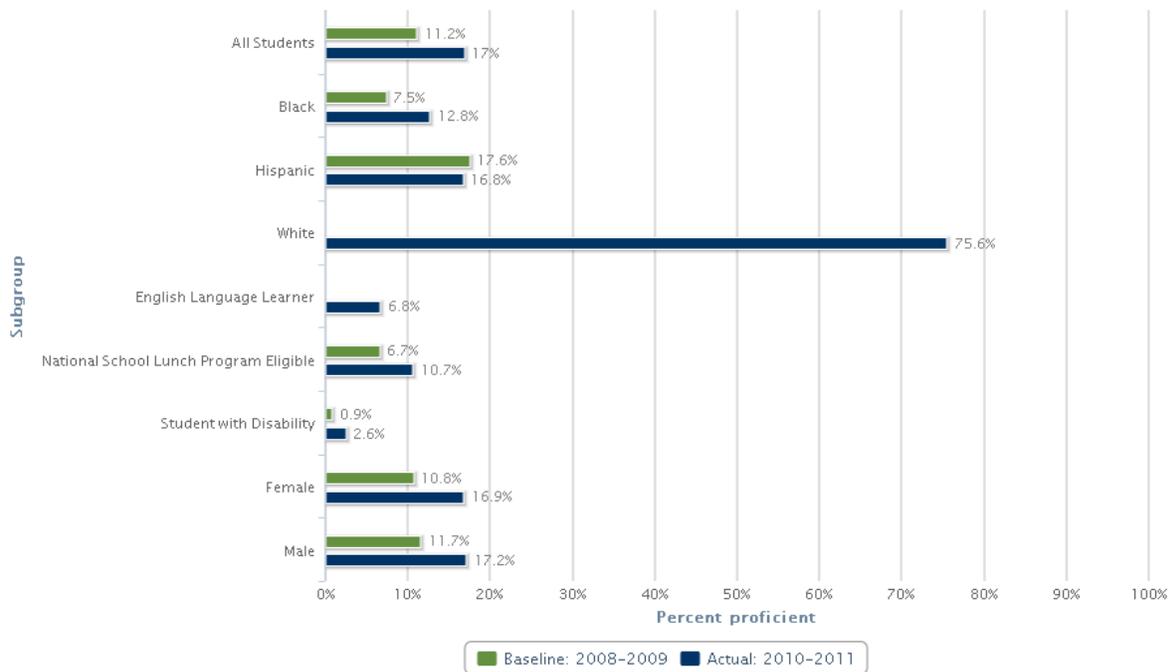
Scale Score Percentages

### Grade 4 Proficiency, NAEP Mathematics 2011



Scale Score Percentages

### Grade 8 Proficiency, NAEP Mathematics 2011



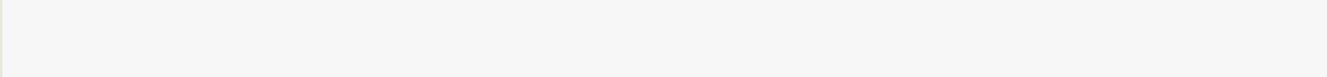
Scale Score Percentages



# District of Columbia

Standard Version

Accessible Version



## Student Outcomes Data: Closing Achievement Gaps

Results in closing the achievement gap on District of Columbia's ELA assessment

Results in closing the achievement gap on District of Columbia's mathematics assessment

Results in closing the achievement gap on NAEP reading

Results in closing the achievement gap on NAEP mathematics

Collapse All

### Results in closing the achievement gap on District of Columbia's ELA assessment

State-reported information

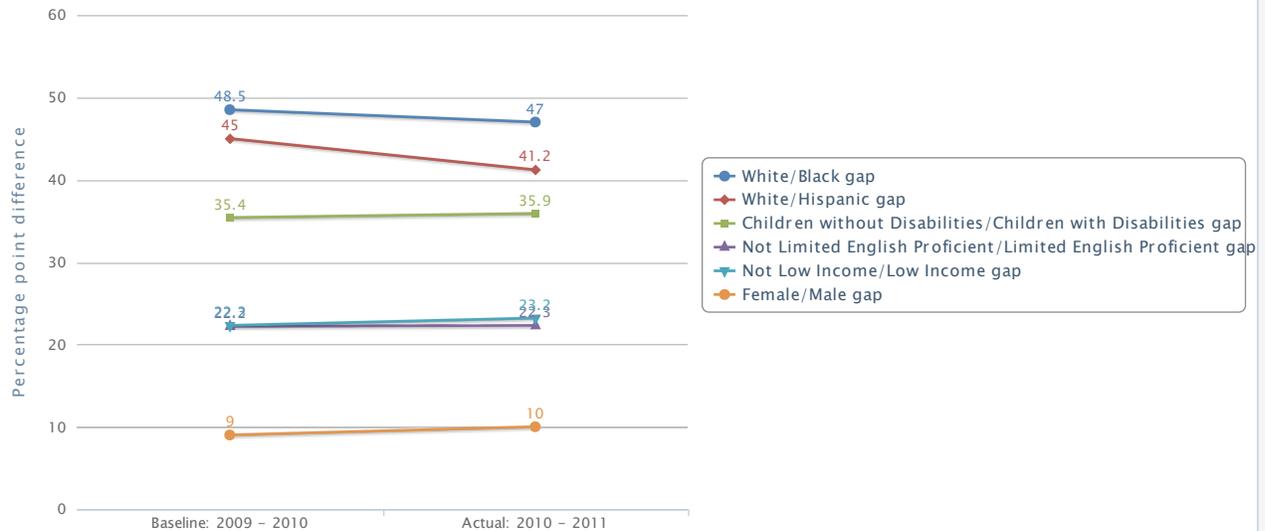
Preliminary SY 2010-2011 data reported as of: [October 26, 2011](#)

**NOTE:** Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

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

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

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



**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on District of Columbia's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 26, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
<b>White/Black gap</b>	48.5	47	35.8
<b>White/Hispanic gap</b>	45	41.2	28.8
<b>Children without Disabilities/Children with Disabilities gap</b>	35.4	35.9	31.1
<b>Not Limited English Proficient/Limited English Proficient gap</b>	22.2	22.3	0.7
<b>Not Low Income/Low Income gap</b>	22.3	23.2	9.9
<b>Female/Male gap</b>	9	10	6.8

[View Table Key](#)

[Expand to See Graphs by Gap Types](#)

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### Results in closing the achievement gap on District of Columbia's mathematics assessment

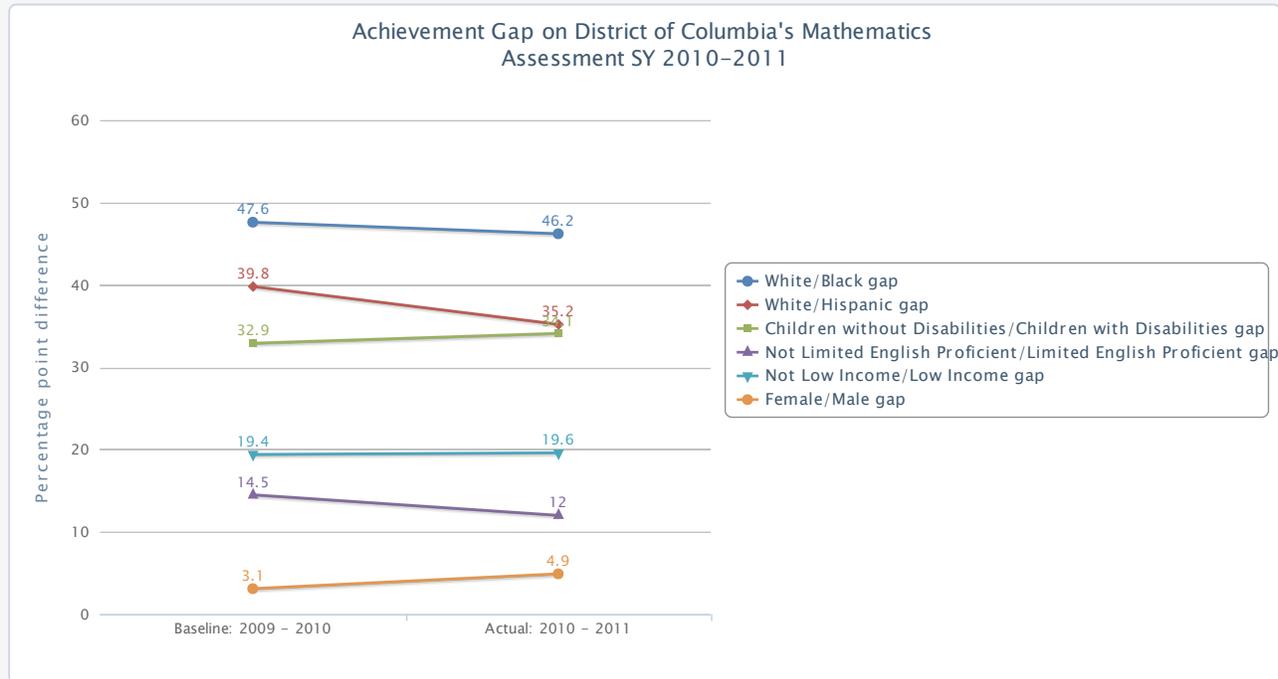
State-reported information

Preliminary SY 2010-2011 data reported as of: [October 26, 2011](#)

**NOTE:** Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

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

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on District of Columbia's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 26, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
<b>White/Black gap</b>	47.6	46.2	40.5
<b>White/Hispanic gap</b>	39.8	35.2	27.5
<b>Children without Disabilities/Children with Disabilities gap</b>	32.9	34.1	33.2
<b>Not Limited English Proficient/Limited English Proficient gap</b>	14.5	12	6
<b>Not Low Income/Low Income gap</b>	19.4	19.6	12
<b>Female/Male gap</b>	3.1	4.9	5.8

[View Table Key](#)

[Expand to See Graphs by Gap Types](#)

[Back to the Top](#)

## Results in closing the achievement gap on NAEP reading

**Department-reported information**

**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

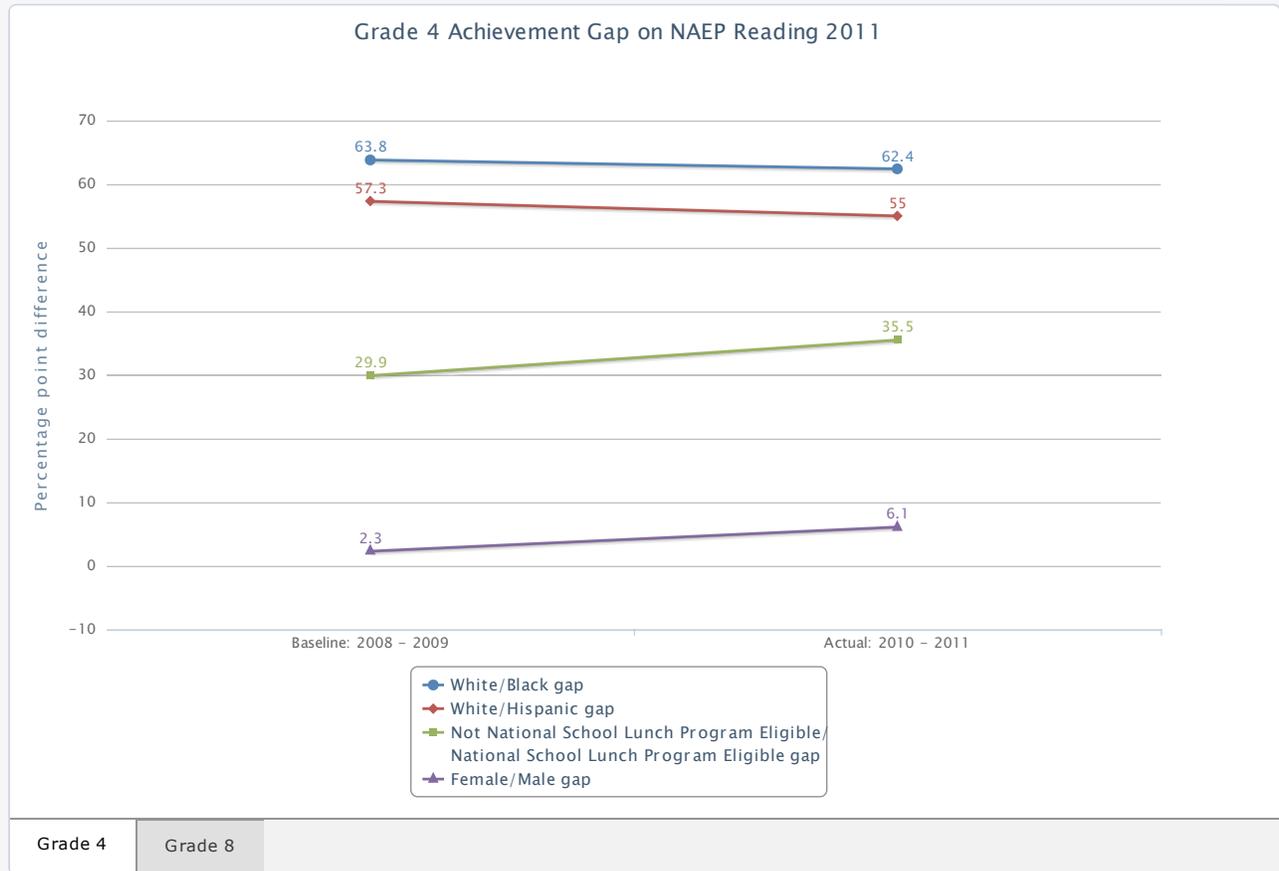
District of Columbia's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-

performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White/ Black gap	63.8	62.4	57
White/ Hispanic gap	57.3	55	46
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap	29.9	35.5	24
Female/ Male gap	2.3	6.1	5

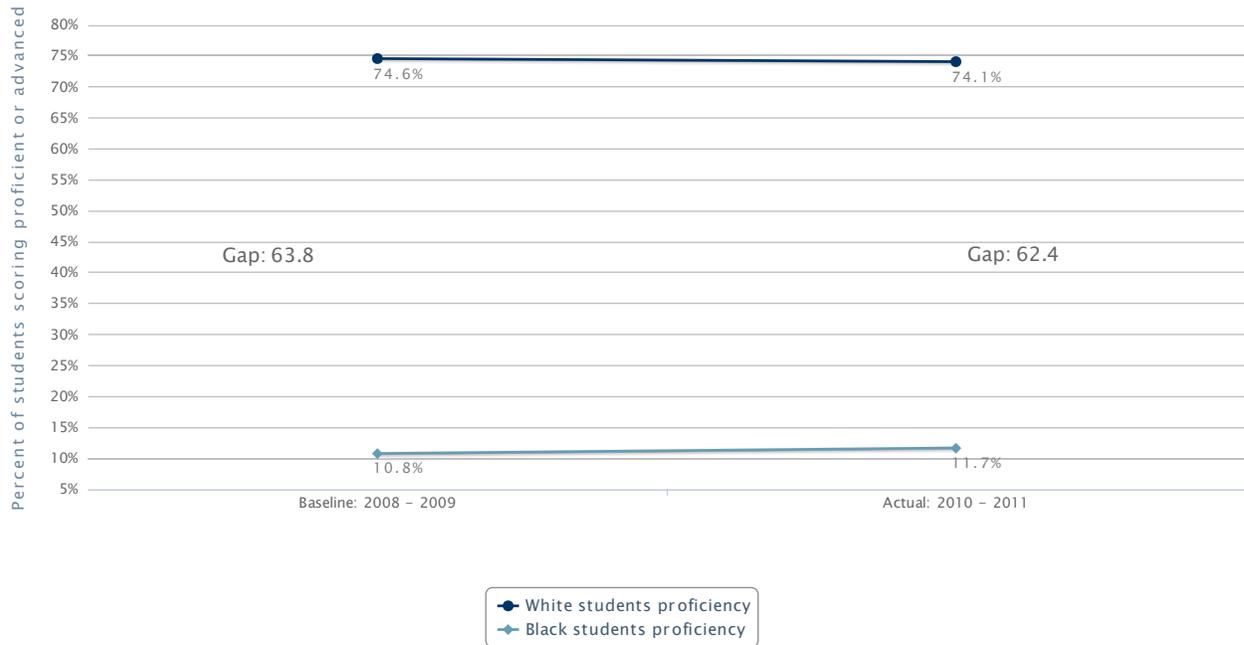
[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White/ Black gap	<n	53.7	60
White/ Hispanic gap	<n	49.6	52
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap	16.6	20.2	15
Female/ Male gap	5.9	8.1	7

View Table Key

**Achievement Gaps: NAEP Reading 2011**

**Grade 4 White/Black Gap on NAEP Reading 2011**



Gap 1    Gap 2    Gap 3    Gap 4    Gap 5    Gap 6

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White students proficiency	74.6%	74.1%	N/A	<n	65.9%	N/A
Black Students proficiency	10.8%	11.7%	N/A	10.1%	12.2%	N/A
White/Black gap (percentage point difference)	63.8	62.4	57	<n	53.7	60

View Table Key

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White students proficiency	74.6%	74.1%	N/A	<n	65.9%	N/A
Hispanic Students proficiency	17.3%	19.1%	N/A	20.8%	16.3%	N/A
White/Hispanic gap (percentage point difference)	57.3	55	46	<n	49.6	52

[View Table Key](#)

Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Not National School Lunch Program Eligible students proficiency	38.8%	45.2%	N/A	25.5%	30.5%	N/A
National School Lunch Program Eligible students proficiency	8.9%	9.7%	N/A	8.9%	10.3%	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap (percentage point difference)	29.9	35.5	24	16.6	20.2	15

[View Table Key](#)

Female/Male Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Female students proficiency	17.9%	21.8%	N/A	16.4%	20%	N/A
Female students proficiency	15.6%	15.7%	N/A	10.5%	11.9%	N/A
Female/Male gap (percentage point difference)	2.3	6.1	5	5.9	8.1	7

[View Table Key](#)

Close Graphs by Gap Types

[Back to the Top](#)

## Results in closing the achievement gap on NAEP mathematics

Department-reported information

**NOTE:** NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

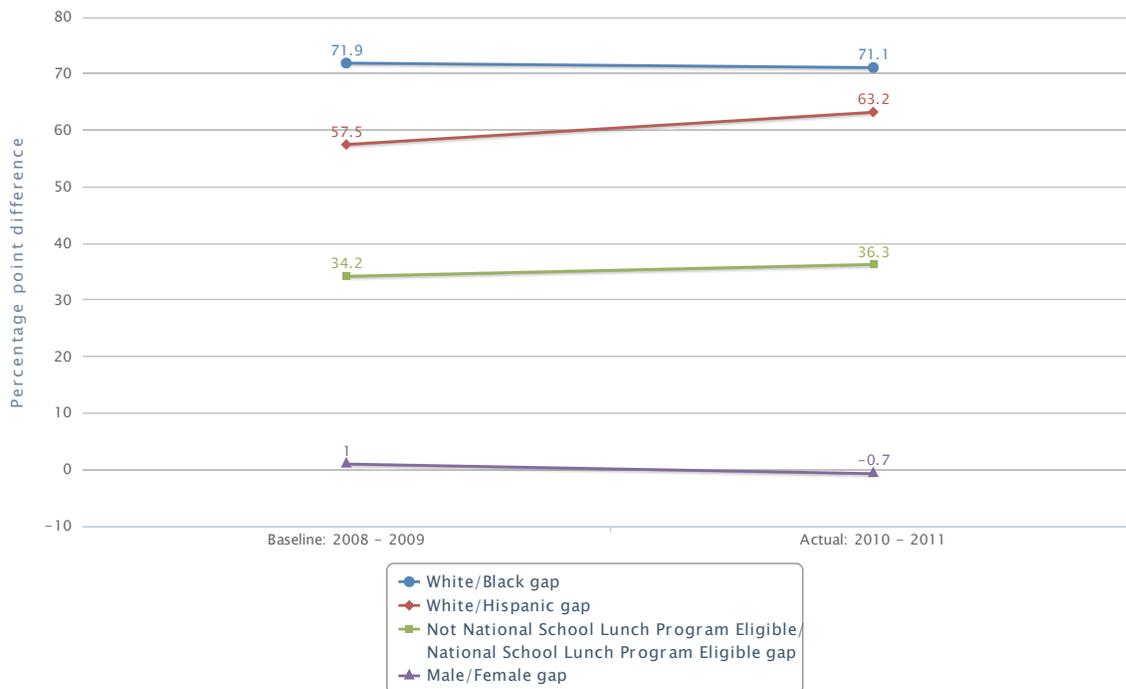
District of Columbia's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

### Grade 4 Achievement Gap on NAEP Mathematics 2011



Grade 4

Grade 8

**NOTE:** To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

#### Grade 4 Achievement Gap

Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White/Black gap	71.9	71.1	51
White/Hispanic gap	57.5	63.2	42
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	34.2	36.3	27
Male/Female gap	1	-0.7	2

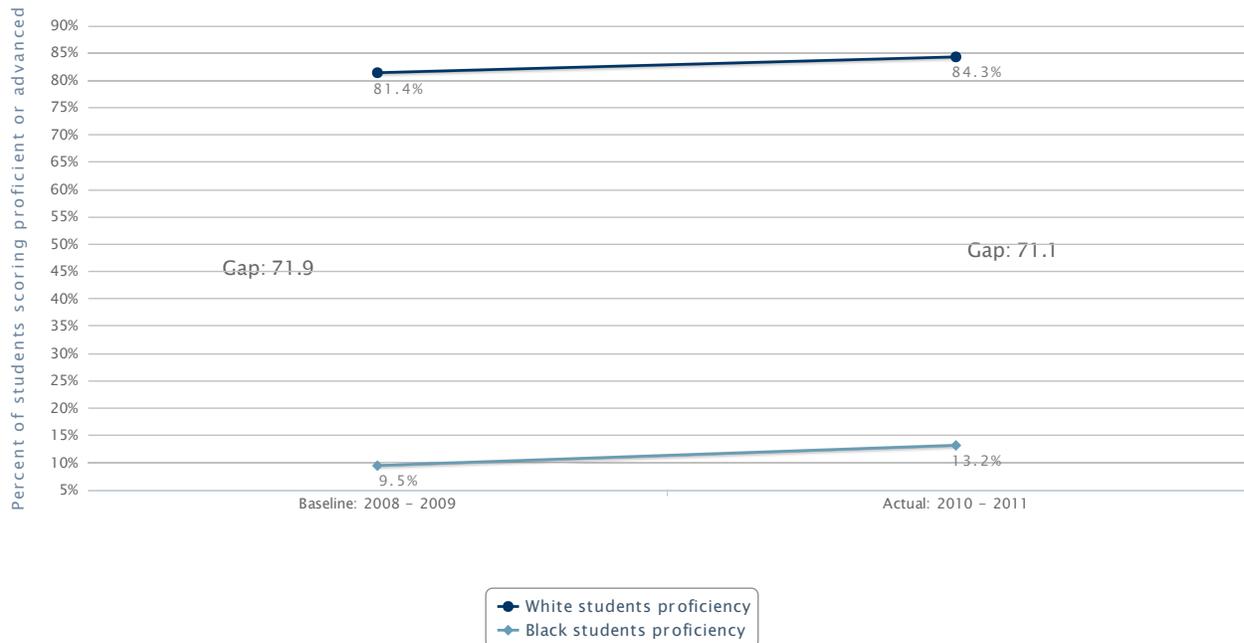
[View Table Key](#)

#### Grade 8 Achievement Gap

Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White/Black gap	<n	62.8	69
White/Hispanic gap	<n	58.8	55
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	17.2	21.9	23
Male/Female gap	0.9	0.3	2

[View Table Key](#)

### Grade 4 White/Black Gap on NAEP Mathematics 2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6
-------	-------	-------	-------	-------	-------

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White students proficiency	81.4%	84.3%	N/A	<n	75.6%	N/A
Black students proficiency	9.5%	13.2%	N/A	7.5%	12.8%	N/A
White/Black gap (percentage point difference)	71.9	71.1	51	<n	62.8	69

[View Table Key](#)

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
White Students proficiency	81.4%	84.3%	N/A	<n	75.6%	N/A
Hispanic students proficiency	23.9%	21.1%	N/A	17.6%	16.8%	N/A
White/Hispanic gap (percentage point difference)	57.5	63.2	42	<n	58.8	55

[View Table Key](#)

**Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap**

Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Not National School Lunch Program Eligible students proficiency	42.4%	48.4%	N/A	23.9%	32.6%	N/A
National School Lunch Program Eligible students proficiency	8.2%	12.1%	N/A	6.7%	10.7%	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap (percentage point difference)	34.2	36.3	27	17.2	21.9	23

[View Table Key](#)

Male/Female Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Male students proficiency	17.5%	21.2%	N/A	11.7%	17.2%	N/A
Female students proficiency	16.5%	21.9%	N/A	10.8%	16.9%	N/A
Male/Female gap (percentage point difference)	1	-0.7	2	0.9	0.3	2

[View Table Key](#)

[Close Graphs by Gap Types](#)

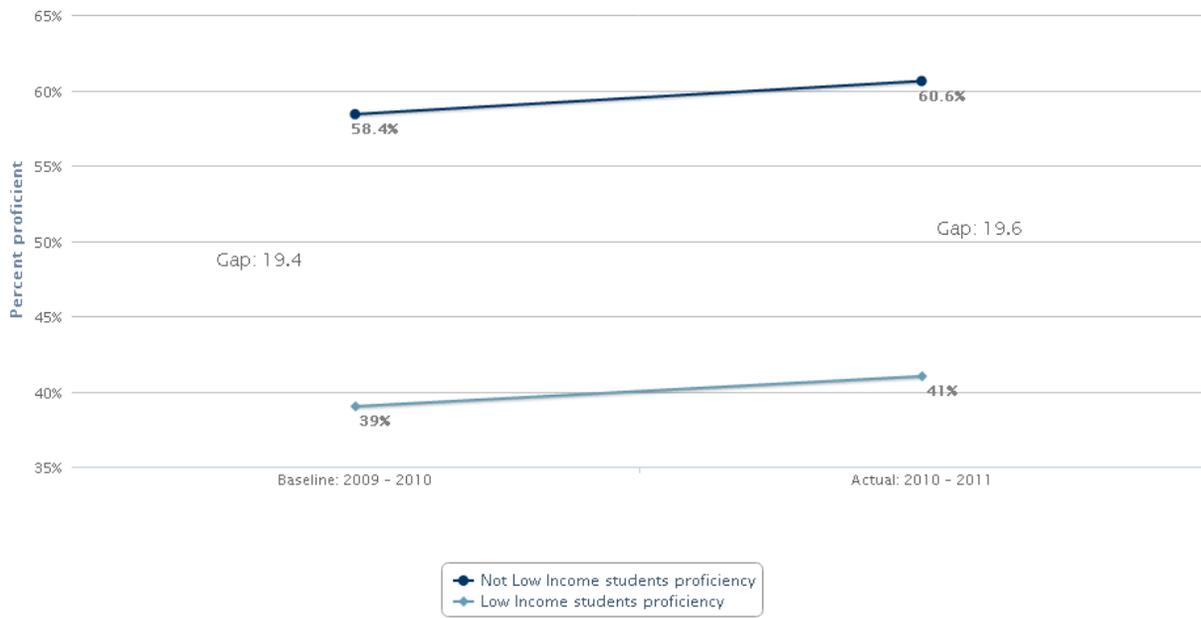
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#### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

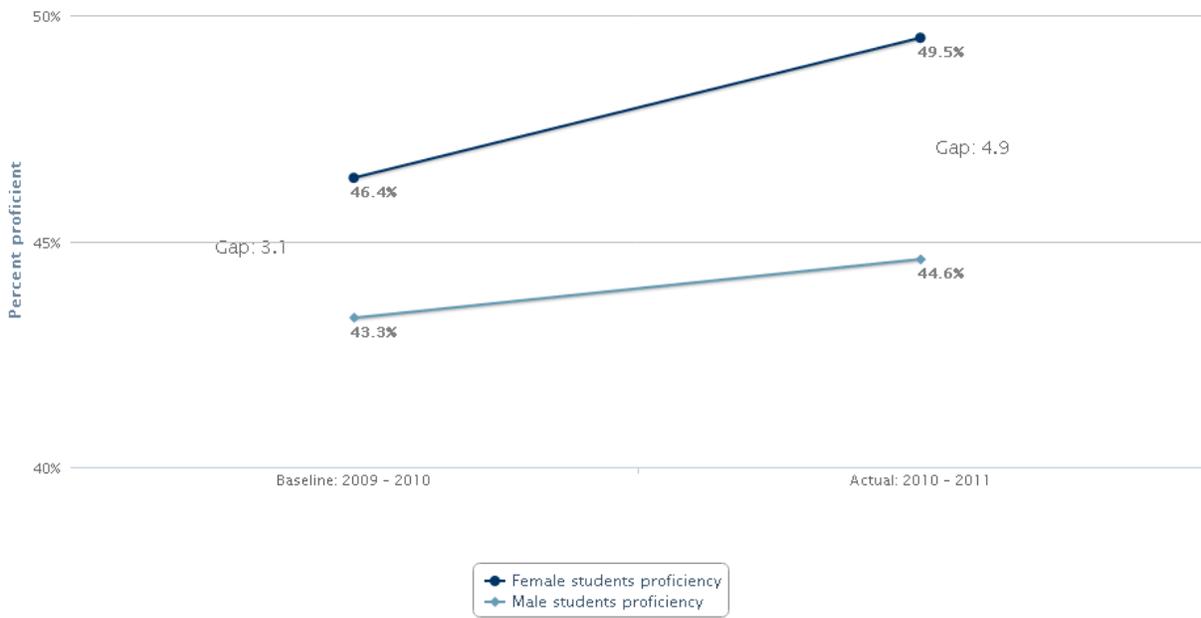
[Back to the Top](#)

Not Low Income/Low Income Gap on District of Columbia's Mathematics Assessment SY 2010–2011



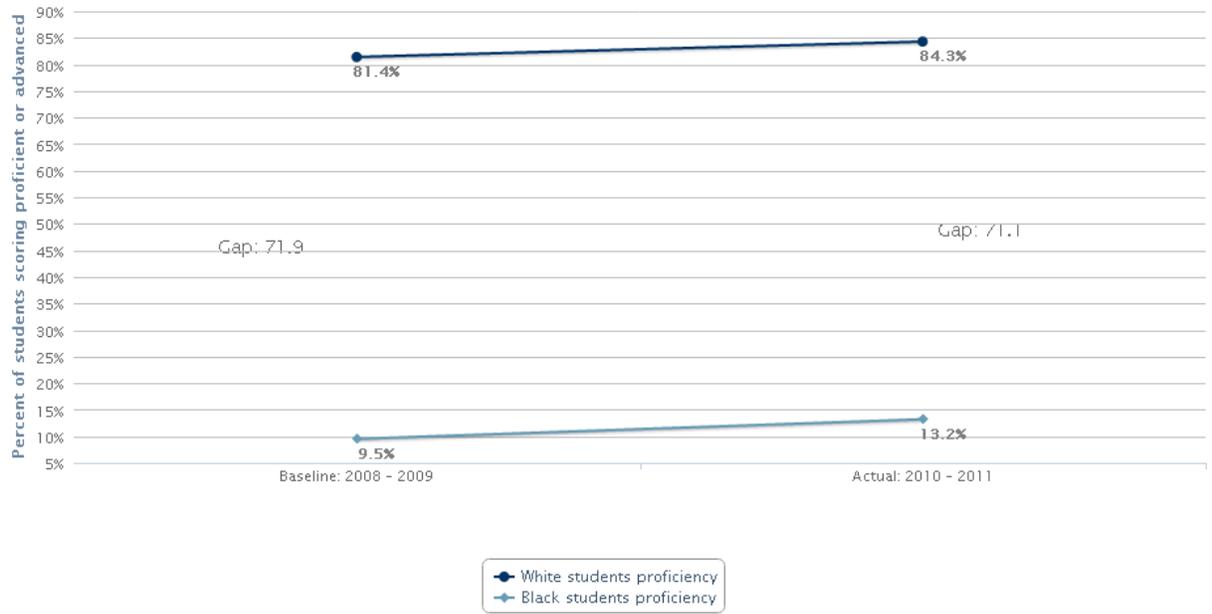
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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Female/Male Gap on District of Columbia's Mathematics Assessment SY 2010–2011



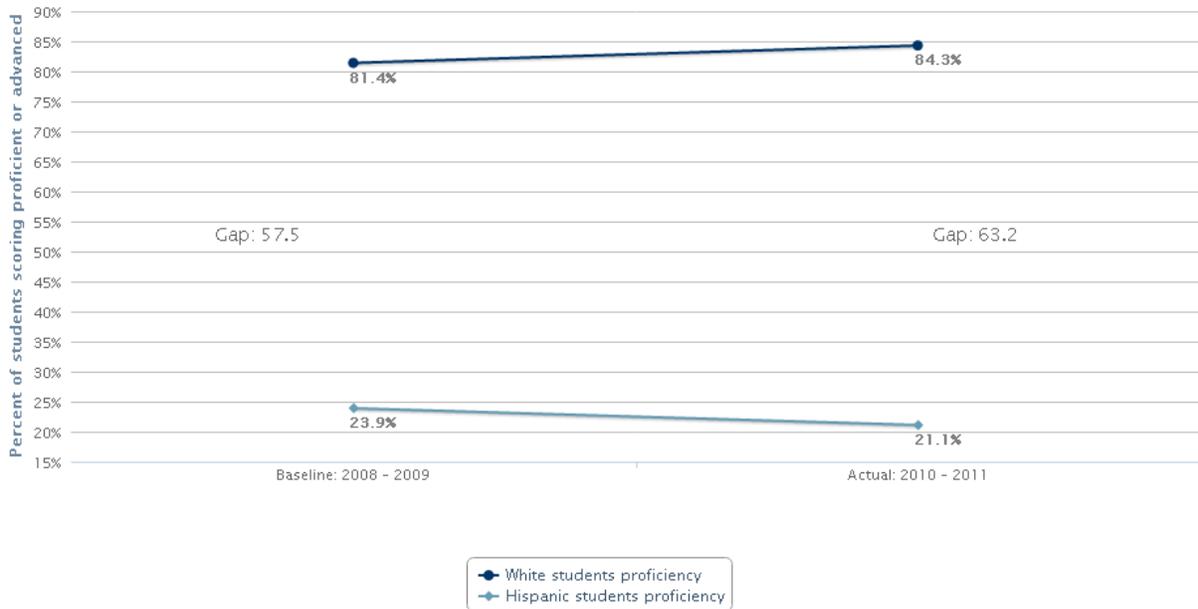
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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### Grade 4 White/Black Gap on NAEP Mathematics 2011



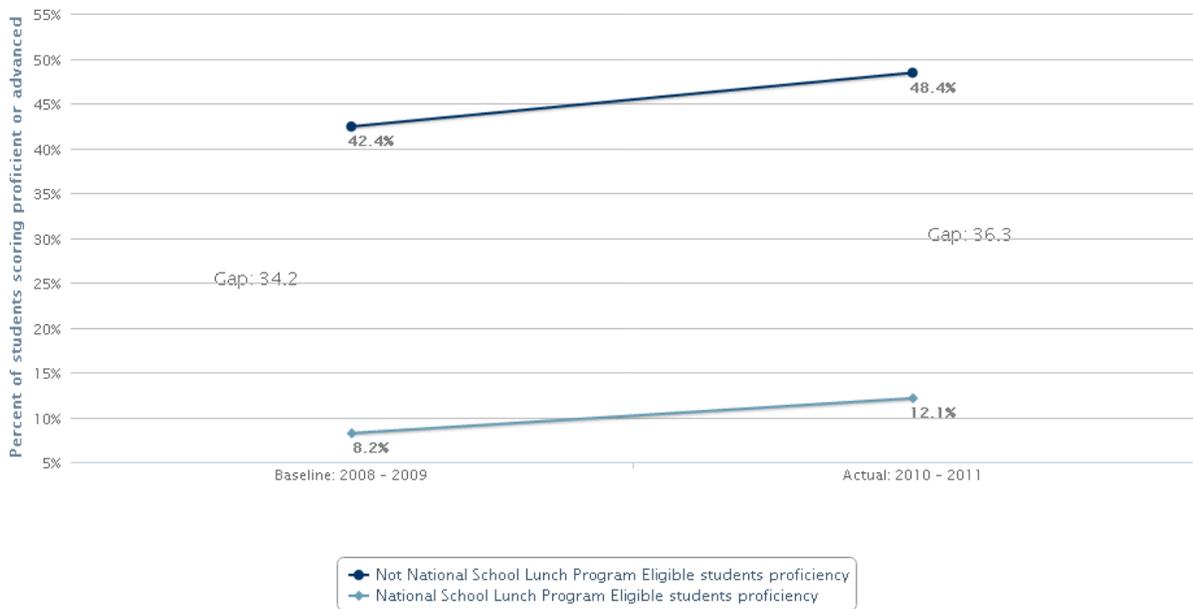
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6
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Grade 4 White/Hispanic Gap on NAEP Mathematics 2011



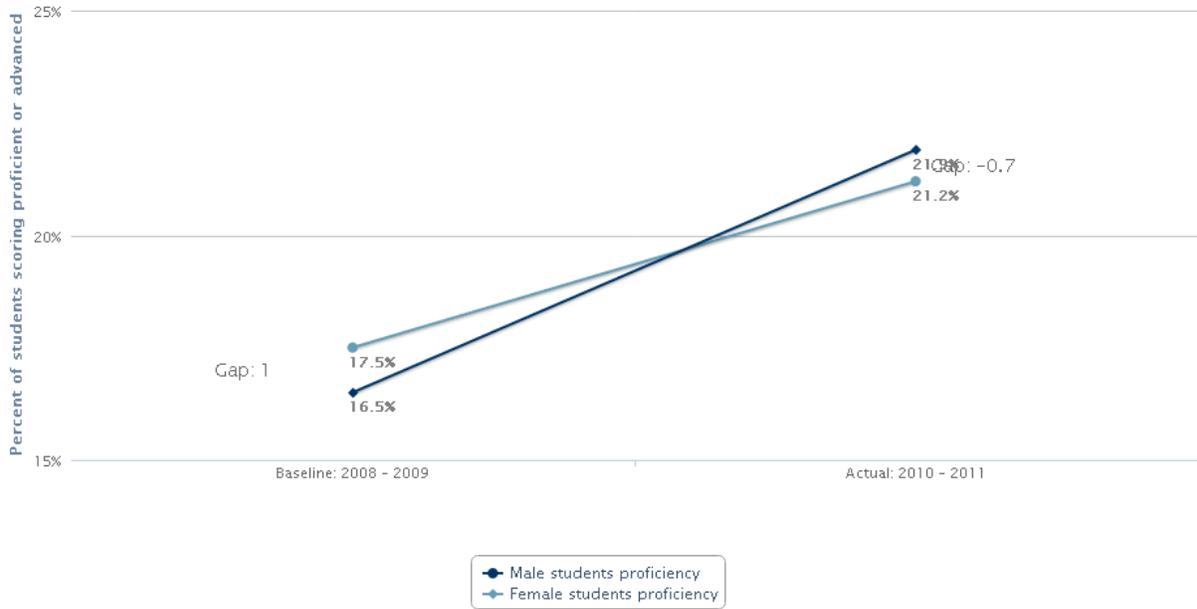
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6
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Grade 4 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Mathematics 2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6
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Grade 4 Male/Female Gap on NAEP Mathematics 2011



Gap 1

Gap 2

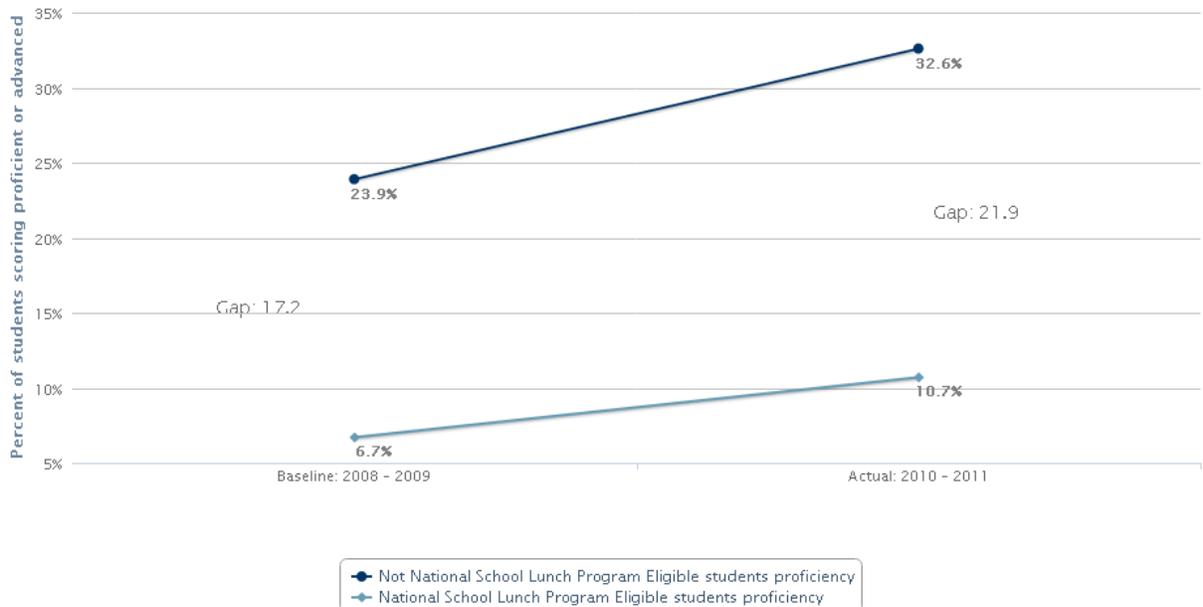
Gap 3

Gap 4

Gap 5

Gap 6

Grade 8 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Mathematics 2011



Gap 1

Gap 2

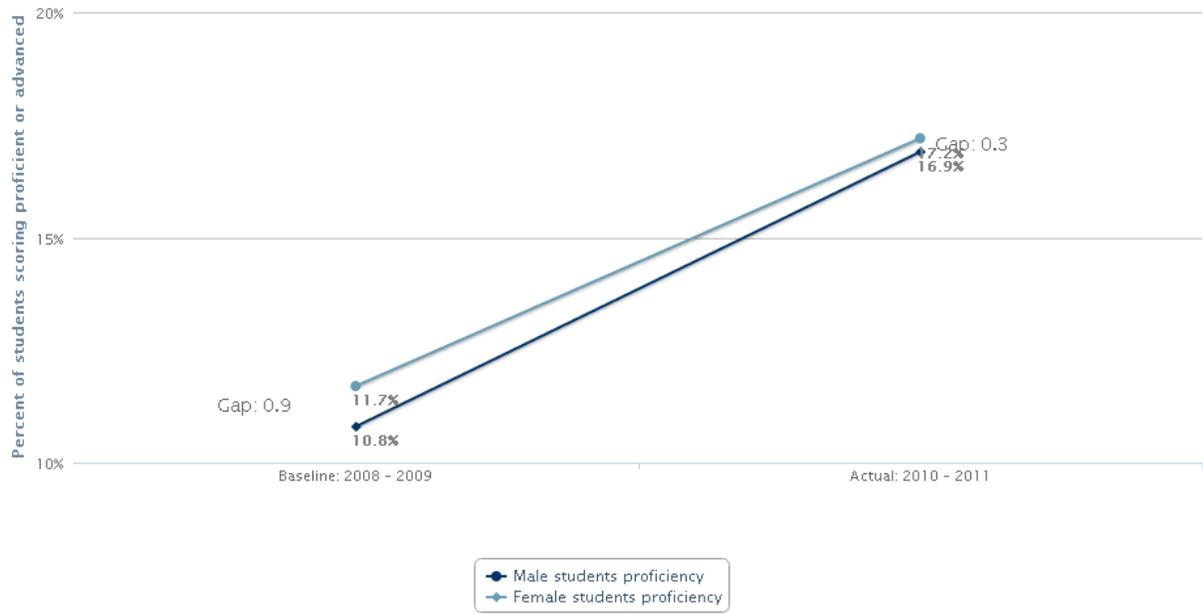
Gap 3

Gap 4

Gap 5

Gap 6

### Grade 8 Male/Female Gap on NAEP Mathematics 2011



Gap 1

Gap 2

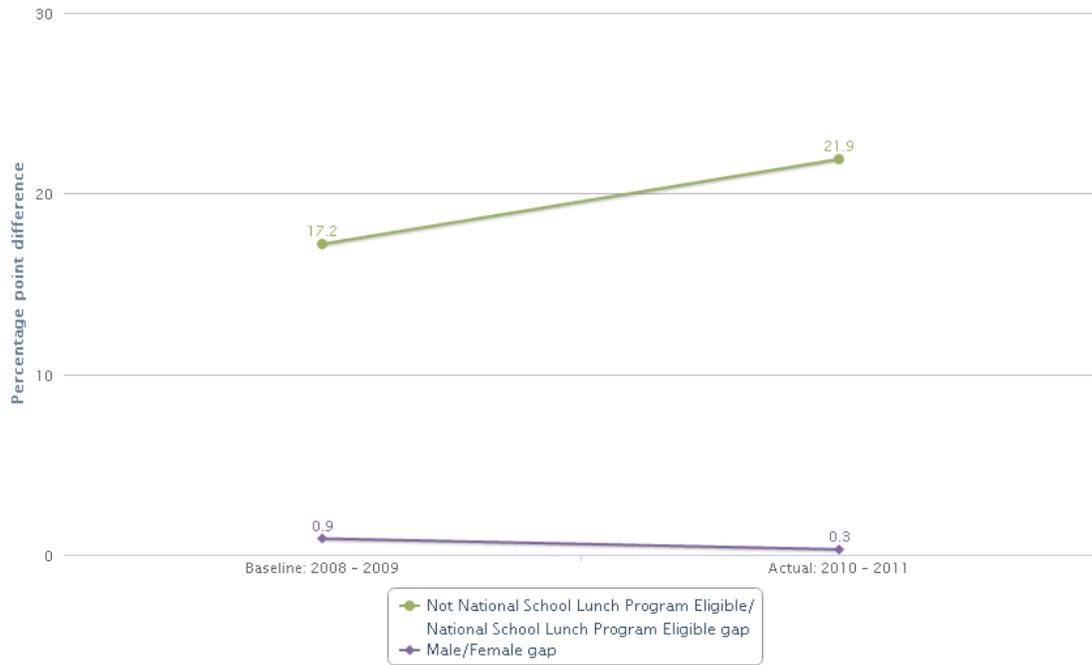
Gap 3

Gap 4

Gap 5

Gap 6

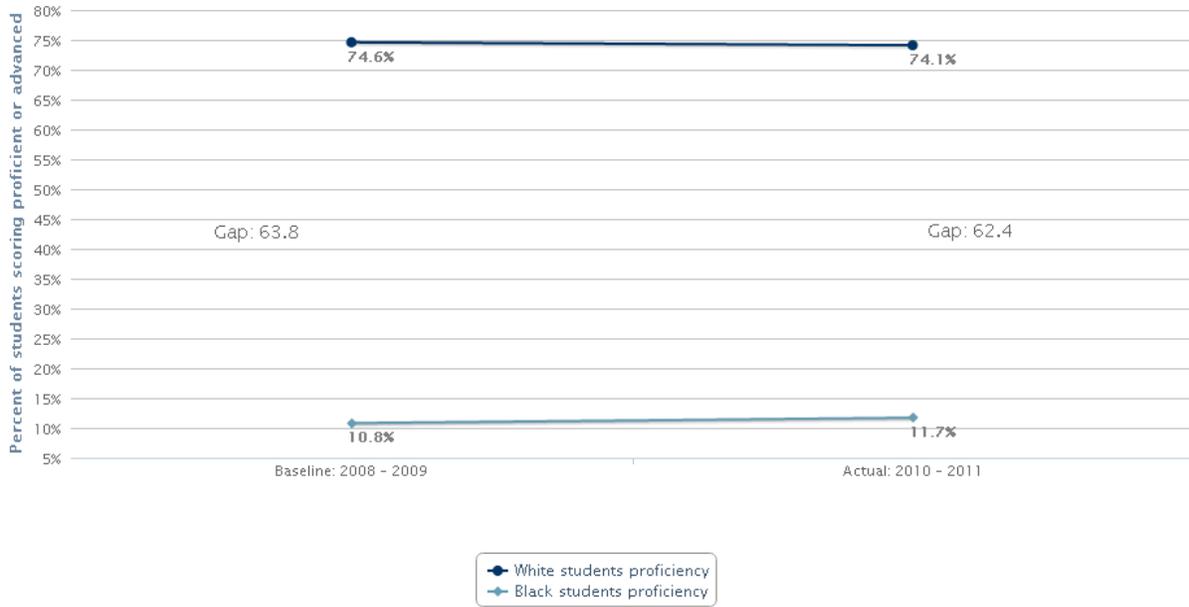
### Grade 8 Achievement Gap on NAEP Mathematics 2011



Grade 4

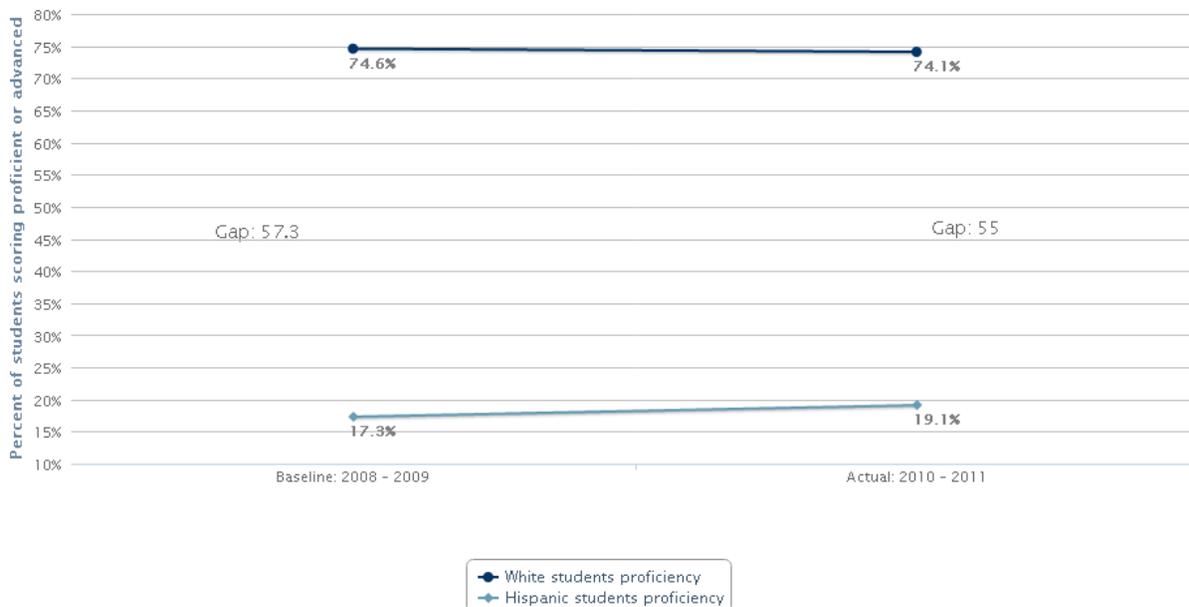
Grade 8

Grade 4 White/Black Gap on NAEP Reading 2011



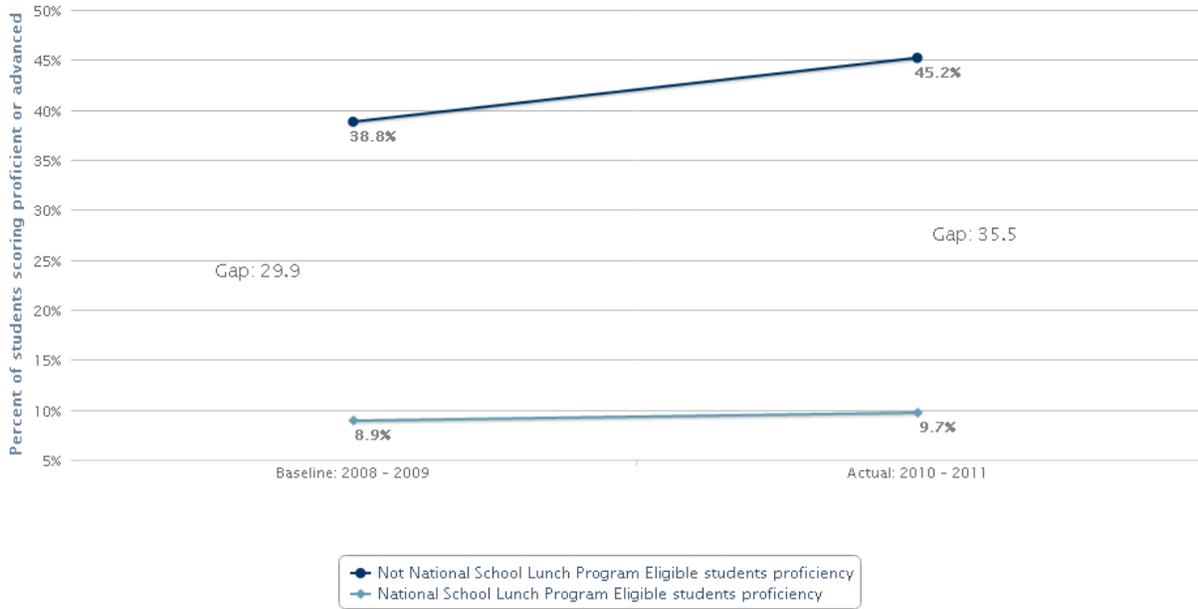
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6
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Grade 4 White/Hispanic Gap on NAEP Reading 2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6
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### Grade 4 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Reading 2011



Gap 1

Gap 2

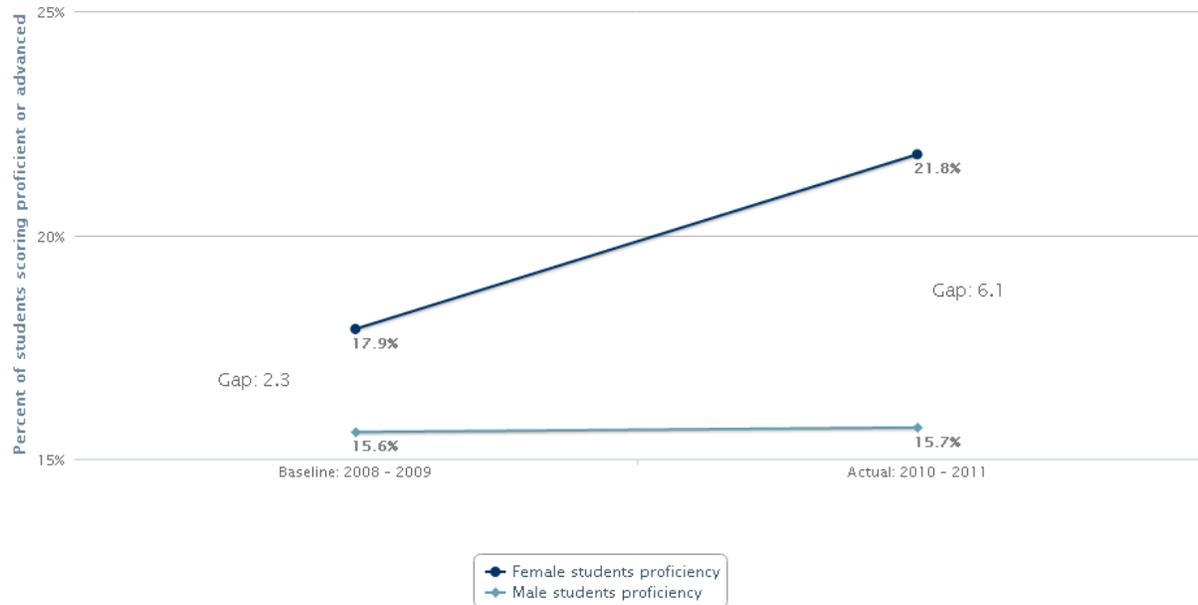
Gap 3

Gap 4

Gap 5

Gap 6

### Grade 4 Female/Male Gap on NAEP Reading 2011



Gap 1

Gap 2

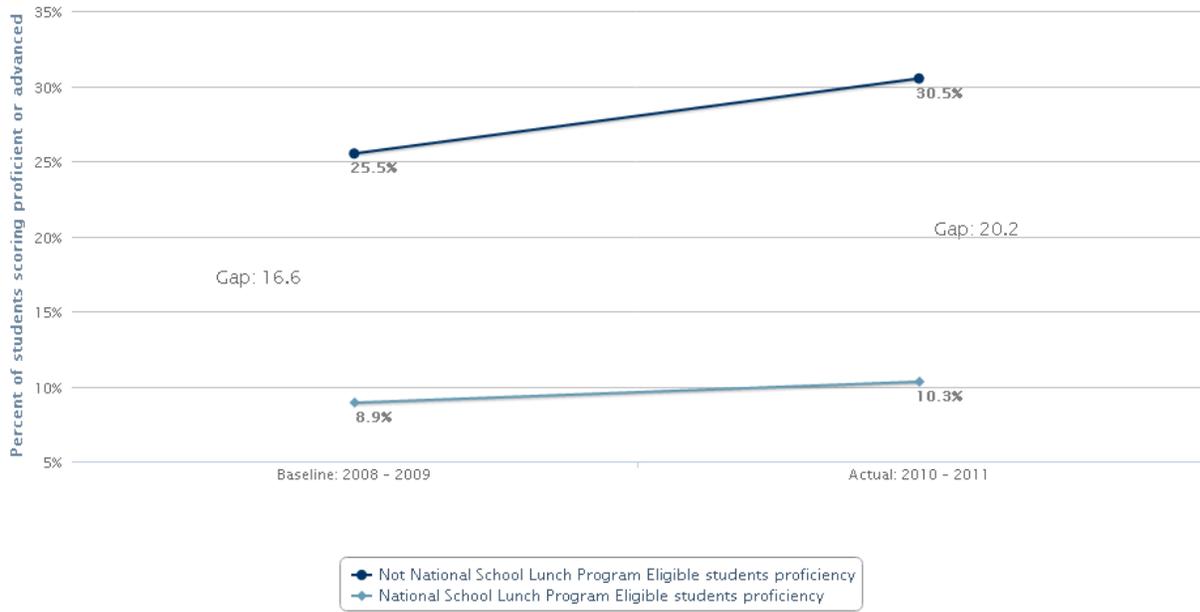
Gap 3

Gap 4

Gap 5

Gap 6

### Grade 8 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Reading 2011



Gap 1

Gap 2

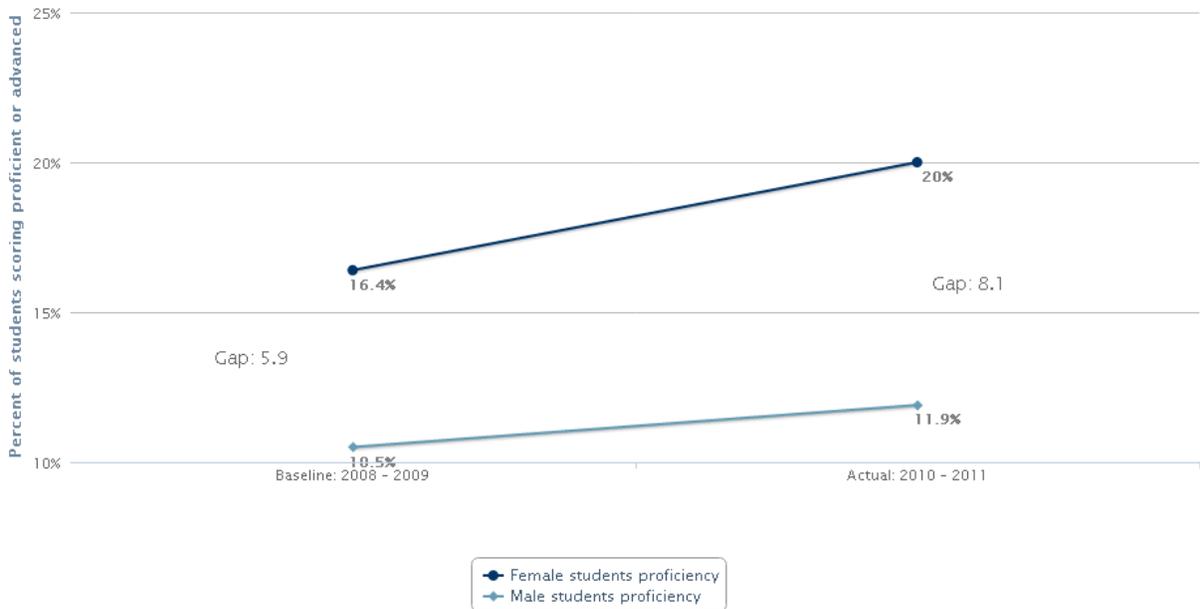
Gap 3

Gap 4

Gap 5

Gap 6

### Grade 8 Female/Male Gap on NAEP Reading 2011



Gap 1

Gap 2

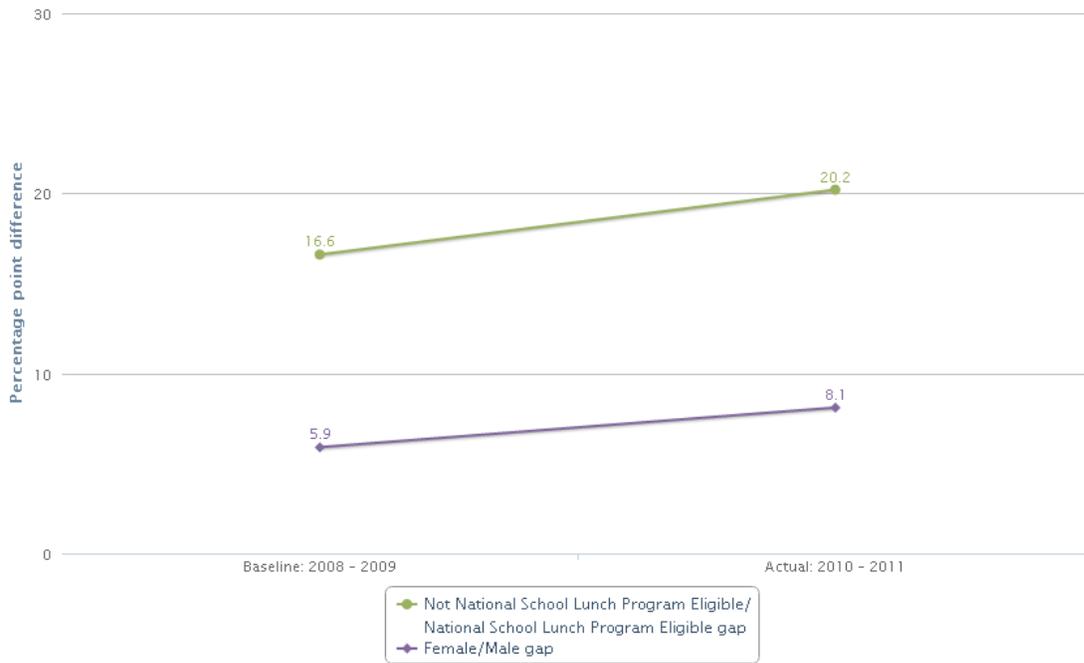
Gap 3

Gap 4

Gap 5

Gap 6

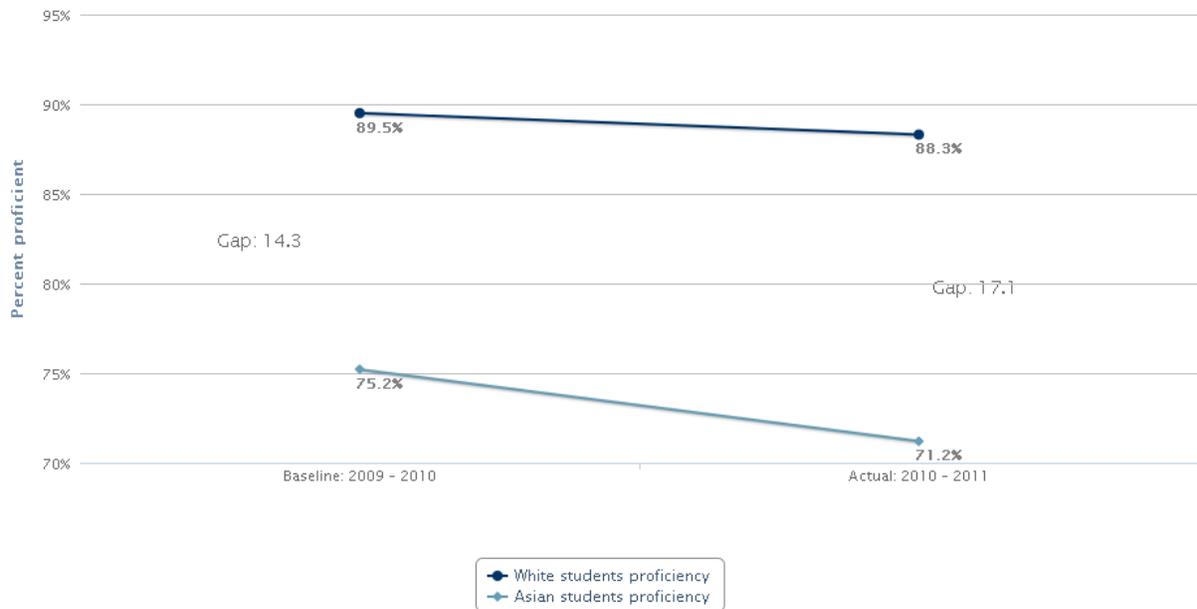
Grade 8 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

White/Asian Gap on District of Columbia's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

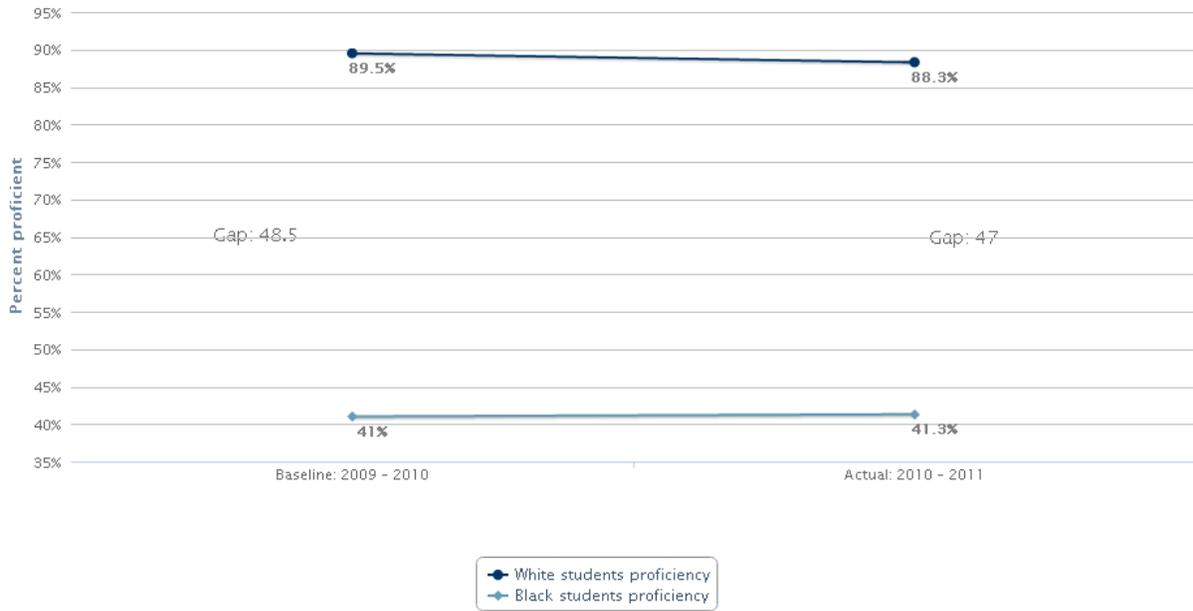
Gap 4

Gap 5

Gap 6

Gap 7

White/Black Gap on District of Columbia's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

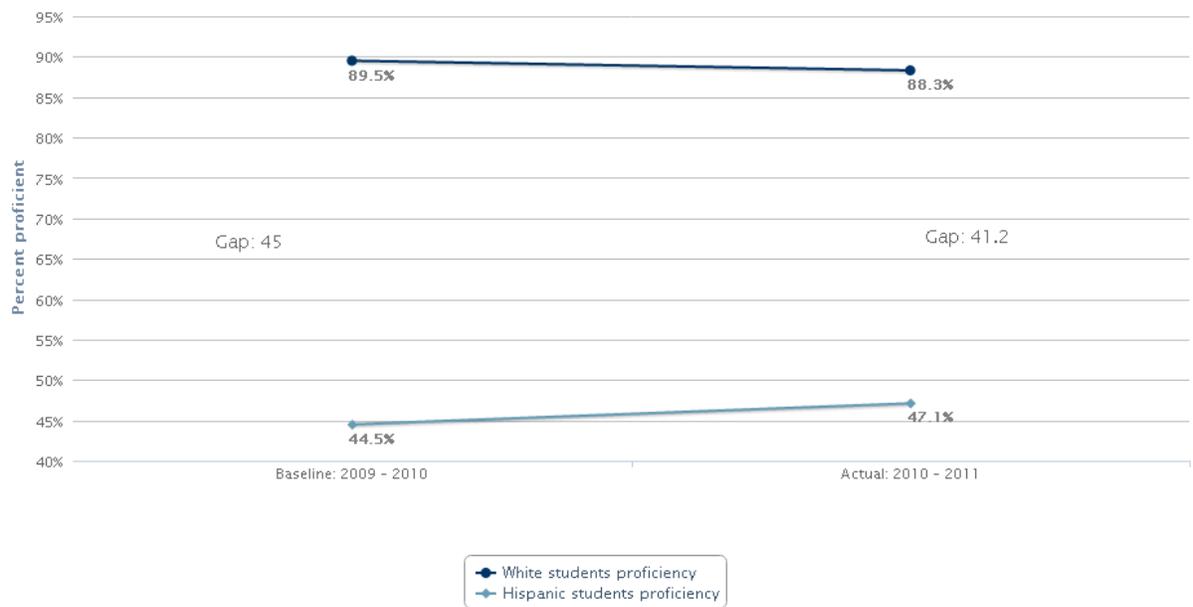
Gap 4

Gap 5

Gap 6

Gap 7

White/Hispanic Gap on District of Columbia's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

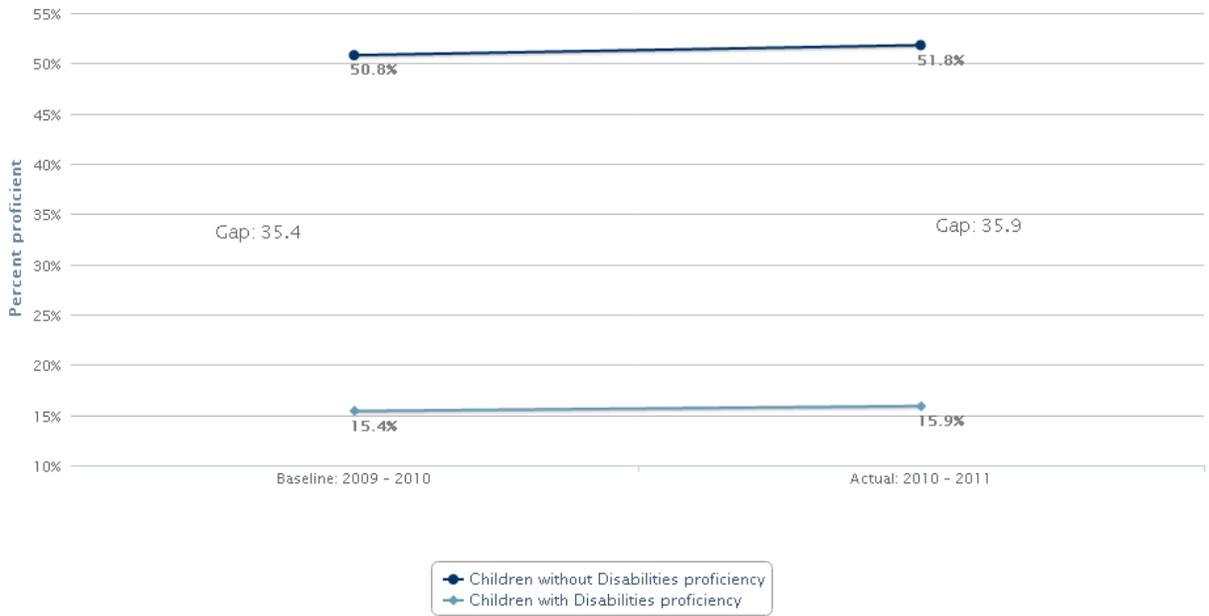
Gap 4

Gap 5

Gap 6

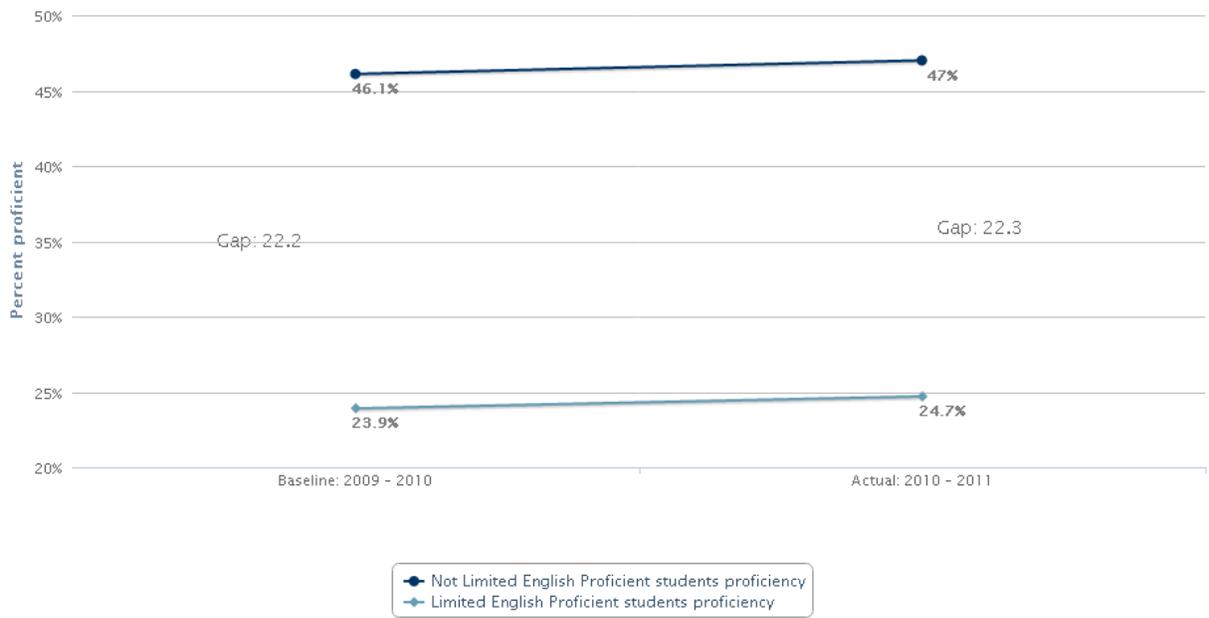
Gap 7

Children without Disabilities/Children with Disabilities Gap on District of Columbia's ELA Assessment SY 2010-2011



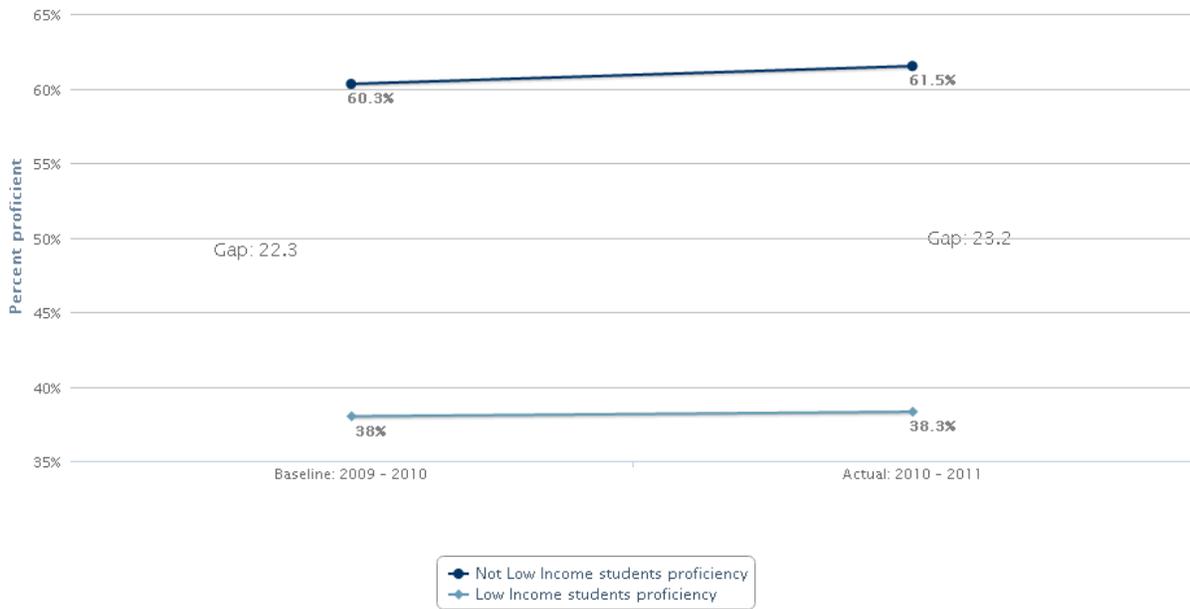
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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Not Limited English Proficient/Limited English Proficient Gap on District of Columbia's ELA Assessment SY 2010-2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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Not Low Income/Low Income Gap on District of Columbia's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

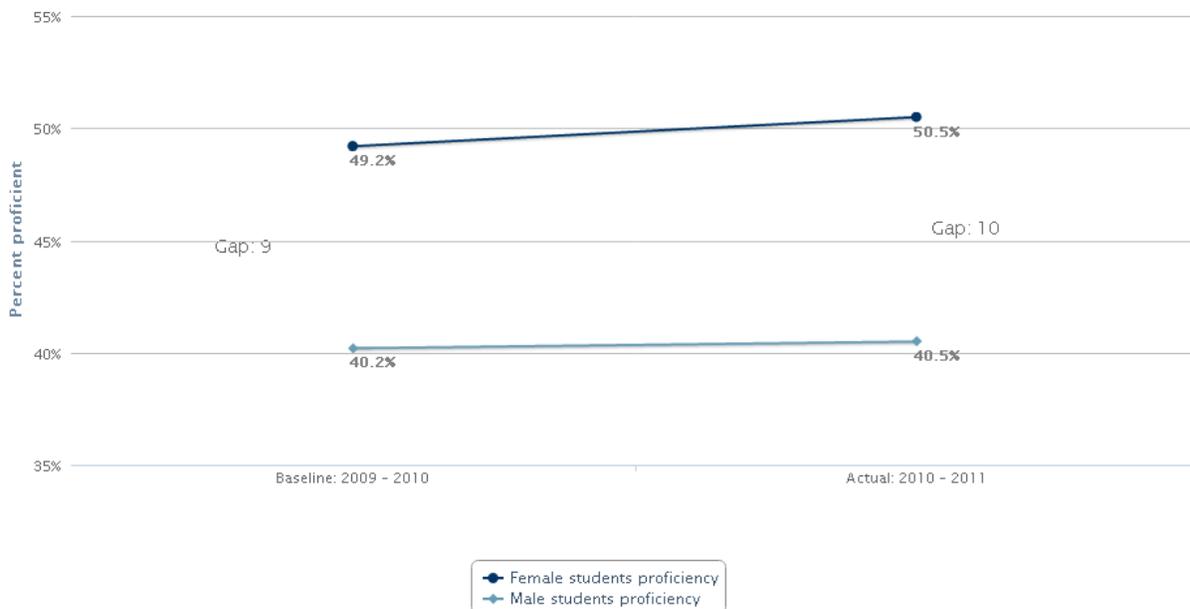
Gap 4

Gap 5

Gap 6

Gap 7

Female/Male Gap on District of Columbia's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

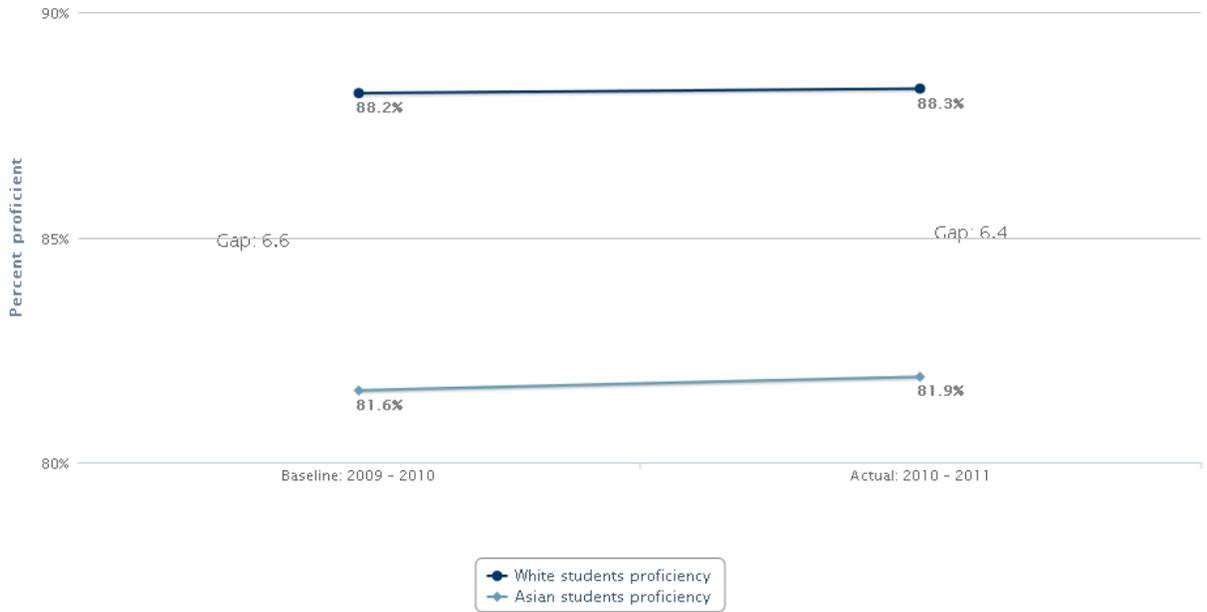
Gap 4

Gap 5

Gap 6

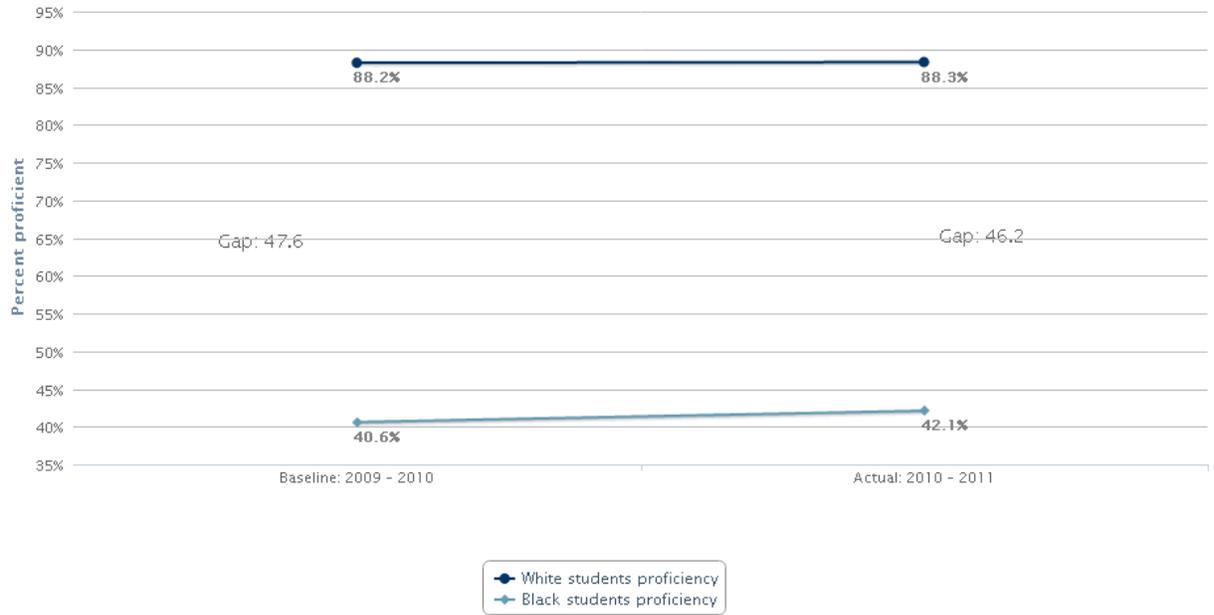
Gap 7

### White/Asian Gap on District of Columbia's Mathematics Assessment SY 2010-2011



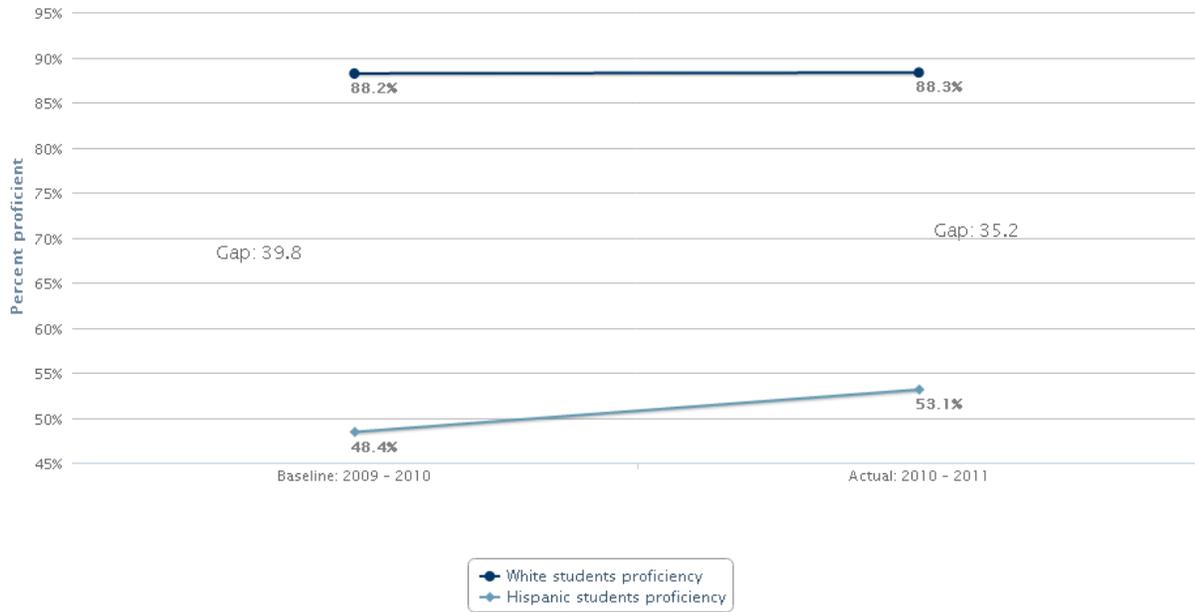
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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### White/Black Gap on District of Columbia's Mathematics Assessment SY 2010-2011



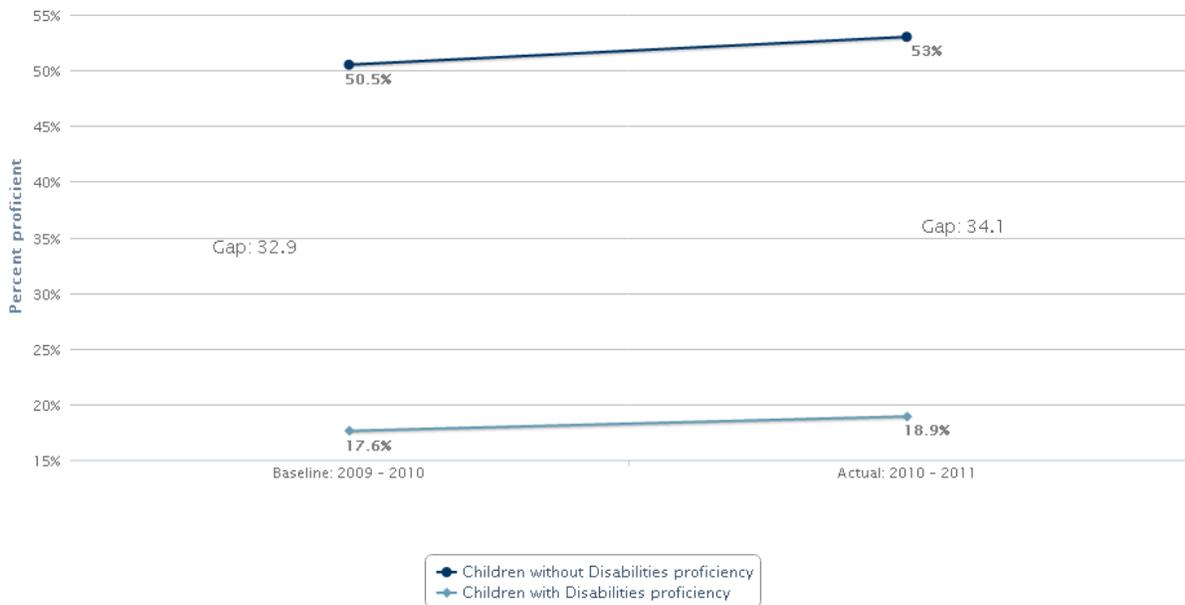
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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### White/Hispanic Gap on District of Columbia's Mathematics Assessment SY 2010-2011



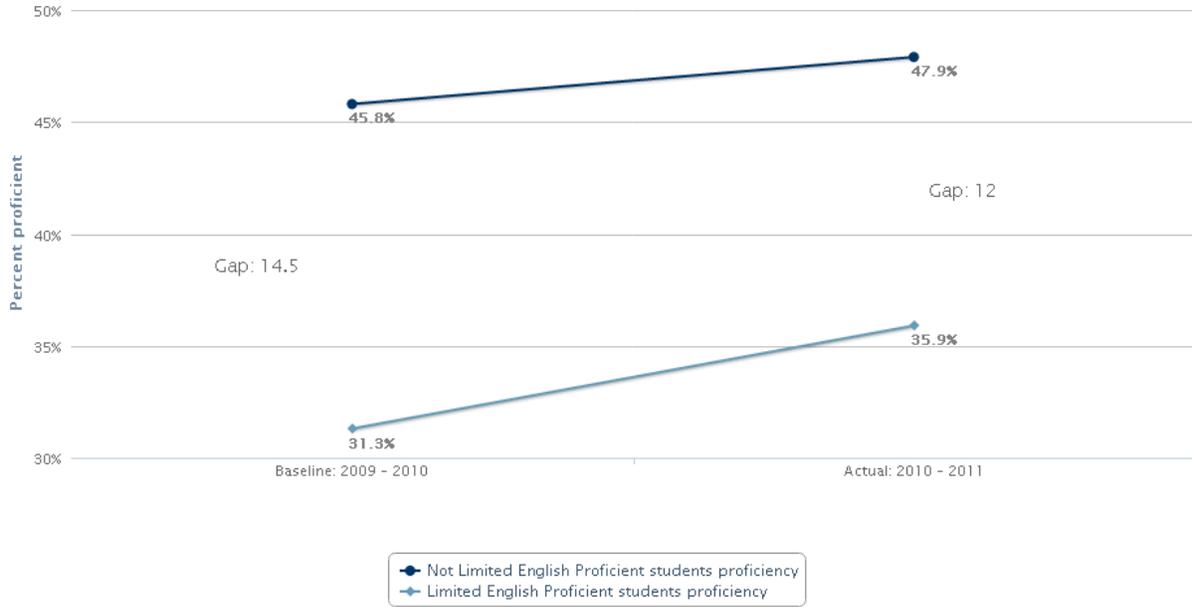
Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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### Children without Disabilities/Children with Disabilities Gap on District of Columbia's Mathematics Assessment SY 2010-2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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Not Limited English Proficient/Limited English Proficient  
 Gap on District of Columbia's Mathematics Assessment SY 2010-2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7
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State-reported APR: Year One

# District of Columbia

Standard Version

Accessible Version

Student Outcomes Data: Graduation Rates and Postsecondary Data

Page 4.4 of 12

High school graduation rates

College enrollment rates

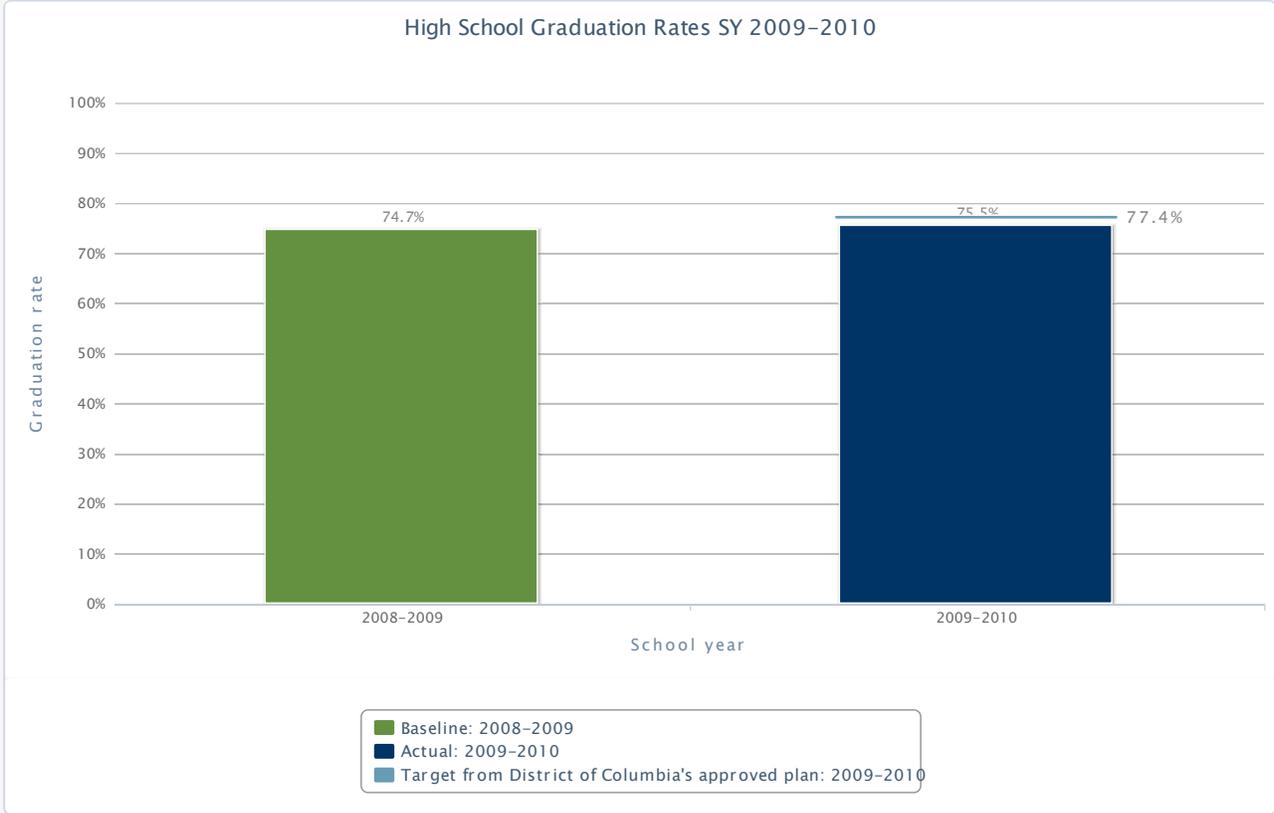
College course completion rates

Collapse All

## High school graduation rates

State-reported information

Preliminary SY 2009-2010 data reported as of: October 26, 2011

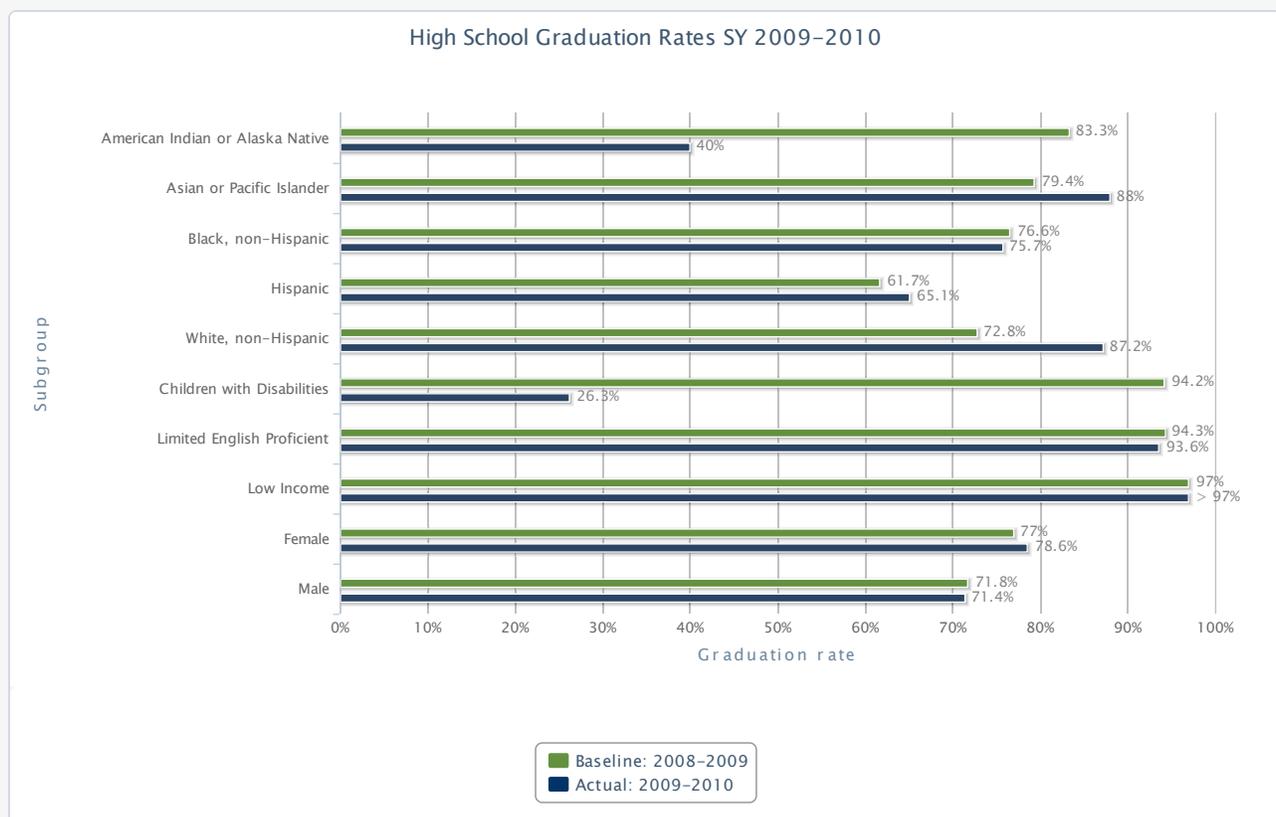


View Table (Accessible)

Preliminary high school graduation rates reported as of October 26, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from District of Columbia's approved plan: SY 2009-2010
All Students	74.7%	75.5%	77.4%
<a href="#">View Table Key</a>			

### Additional information provided by the State:

DC is in the process of collecting cohort graduation data for the class of 2011.



[View Table \(Accessible\)](#)

Preliminary High School Graduation Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from District of Columbia's approved plan: SY 2009-2010
American Indian or Alaska Native	83.3%	40%	N/A
Asian or Pacific Islander	79.4%	88%	N/A
Black, non-Hispanic	76.6%	75.7%	N/A
Hispanic	61.7%	65.1%	N/A
White, non-Hispanic	72.8%	87.2%	N/A
Children with Disabilities	94.2%	26.3%	N/A
Limited English Proficient	94.3%	93.6%	N/A
Low Income	97%	>97%	N/A
Female	77%	78.6%	N/A
Male	71.8%	71.4%	N/A

[View Table Key](#)

[Close Subgroup Graph](#)

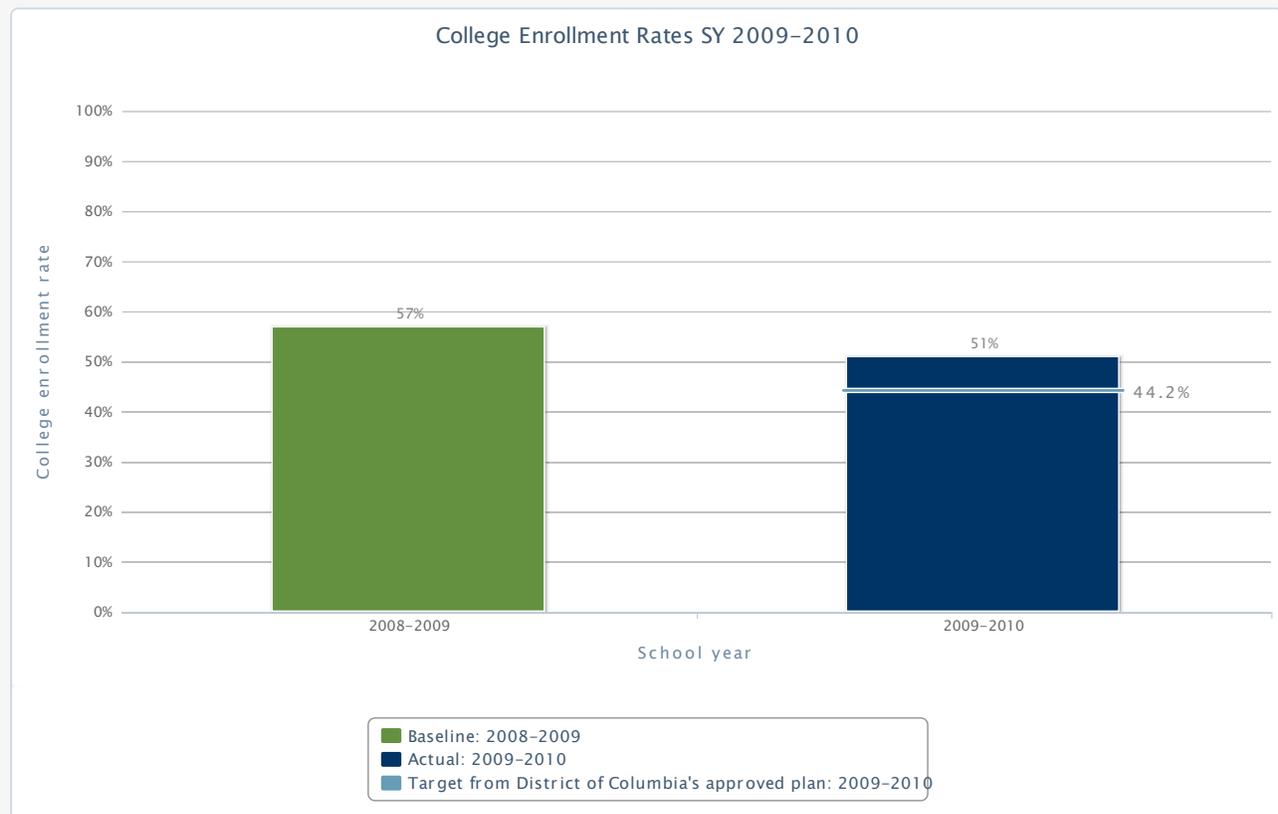
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## College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: **October 26, 2011**

**NOTE:** The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.



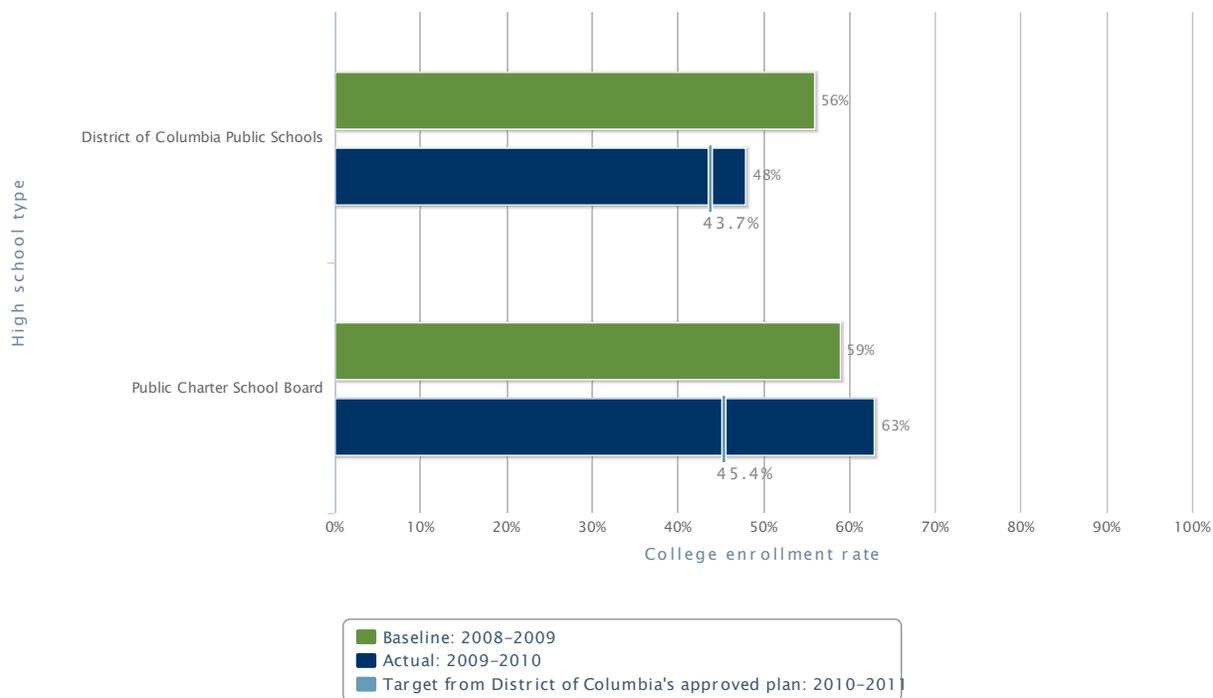
[View Table \(Accessible\)](#)

Preliminary college enrollment rates reported as of October 26, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from District of Columbia's approved plan: SY 2009-2010
All Students	57%	51%	44.2%

[View Table Key](#)

**NOTE:** District of Columbia did not provide subgroup data for college enrollment. District of Columbia did provide data by high school type, as seen below.

### College Enrollment Rate SY 2009–2010



[View Table \(Accessible\)](#)

Preliminary College Enrollment Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from District of Columbia's approved plan: SY 2010-2011
District of Columbia Public Schools	56%	48%	43.7%
Public Charter School Board	59%	63%	45.4%

[View Table Key](#)

[Close Subgroup Graph](#)

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### College course completion rates

#### State-reported information

**NOTE:** The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

District of Columbia did not provide college course completion data.

#### Additional information provided by the State:

DC doesn't have data on college course completion.

The data on college enrollment are for DC high school students that graduated in the years 2007-2010. The data include

percentages of students who enrolled in college within one year, two years, and more than two years.

[Close](#)

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#### Table Key

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# District of Columbia

Standard Version

Accessible Version

## College and Career-Ready Standards and Assessments

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

Standards and assessments: Optional measures

Collapse All

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

State-reported information

**NOTE:** The Department does not expect States to begin implementing such assessments until school year 2014-2015.

**Question:** Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

#### Additional information provided by the State:

While there were no changes to the DC CAS test in 2010-11, OSSE has planned for significant changes to the test in 2012 to align it more closely with Common Core Standards in both reading and mathematics. For the 2012 assessment, the reading items will be 100% aligned to the Common Core Standards, while in mathematics, the items will focus on priority standards that will help with the transition to the Common Core. In 2013, the math assessment will be 100% aligned to the Common Core Standards.

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### Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
All participating LEAs will participate in the Common Core Standards Working Group	(B)(3)	N/A	100	100
By Fall 2012, the Special Education Data System (SEDS) will be aligned with the Common Core Standards.	(B)(3)	N/A	N/A	N/A
Prior to the rollout of the Common Core Standards in School Year 2011-12, every teacher/principal /administrator statewide (in both participating and	(B)(3)	N/A	No	Yes

non-participating LEAs) will be provided by the State with professional development on implementing the Common Core Standards, including understanding the crosswalk between the 62 current standards and the new Common Core Standards. These employees will also receive multiple PD opportunities during School Year 2011-12.				
By School Year 2011-12, 100% of participating LEAs will implement interim and revised summative assessments	(B)(2)	N/A	N/A	N/A
<a href="#">View Table Key</a>				

**Additional information provided by the State:**

While the state did not provide professional development to every teacher and administrator, each participating Race to the Top LEA was required to provide professional development for Common Core Standards for their teachers and administrators. All initial professional development sessions were to be completed by September 30, 2011.

Additionally, Race to the Top and the Division of Standards, Assessment and Accountability and Special Education have planned a series of Common Core Standards Professional Development workshops for both participating and non-participating LEAs. These workshops began in July and will culminate in January 2012.

Race to the Top participating LEAs are required to implement interim assessments in the 2011-12 school year. Next year we will have evidence that they have done so.

[Close](#)

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# District of Columbia

Standard Version

Accessible Version

## Data Systems to Support Instruction

Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

Collapse All

### Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	No	
(9) Student-level transcript information, including information on courses completed and grades earned	No	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	No	

View Table Key

### Additional information provided by the State:

#8: DC is currently developing a teacher identifier system. It should be completed this year.

## Data systems to support instruction: Optional measures

### State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
By Fall 2011, OSSE will have revised its current website to allow users to view data through a choice of graphic displays and to view data at the school, LEA, and state level, in aggregate or by NCLB subgroup	(C)(2)	N/A	No	Yes
By Fall 2012, OSSE will have created a more user-friendly website from which users will be able to download aggregate-level data spreadsheets with statistics about students, teachers, and schools that are relevant to decision-making	(C)(2)	N/A	N/A	N/A
By Fall 2011, 100% of participating LEAs will have an in-school Data Coach or Analyst who devotes a significant portion of his/her time to fostering a school-level data-driven culture	(C)(3)	N/A	100	100
By Fall 2012, 100% of participating LEAs will have developed instructional improvement systems according to application-defined criteria	(C)(3)	N/A	N/A	N/A
By Fall 2010, processes for external researchers to work with state-level data will be streamlined and efficient	(C)(3)	N/A	No	Yes
View Table Key				

### Additional information provided by the State:

OSSE will have revised its current website to allow users to view data through a choice of graphic displays by Fall 2012.

Some of the LEAs are using an external data coach through organizations like the Achievement Network.

There is an online tool for requesting data from OSSE, but OSSE staff are re-thinking the process for fulfilling these requests. You can view the tool here: <https://sites.google.com/a/dc.gov/osse-data-requests/>.

Close

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### Table Key

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# District of Columbia

Standard Version

Accessible Version



## Great Teachers and Leaders

- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs
- Great teachers and leaders: Optional measures

Collapse All

### Providing high-quality pathways for aspiring teachers and principals

#### State-reported information

**Question:** In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

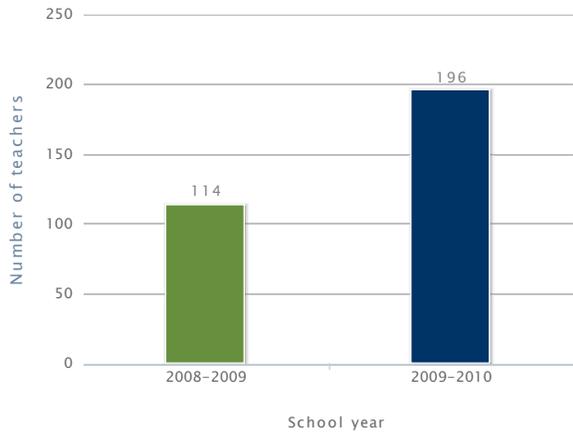
**State-reported response:** There have been no changes.

**Question:** Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	7	7
Number of alternative certification programs for principals	1	1
View Table Key		

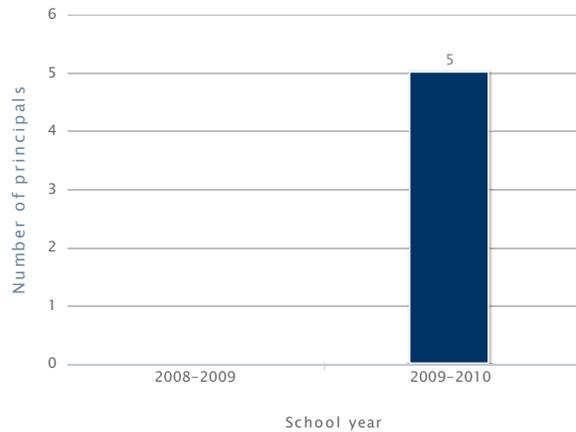
**Question:** Report the number of teachers and principals who completed an alternative routes to certification in the State.

Teachers Completing Alternative Certification



[View Table \(Accessible\)](#)

Principals Completing Alternative Certification



[View Table \(Accessible\)](#)

Category	Prior year: SY 2008-2009	Most recent year: SY 2009-2010
Number of teachers who have completed alternative certifications	114	196
Number of principals who have completed alternative certifications	0	5
<a href="#">View Table Key</a>		

**Additional information provided by the State:**

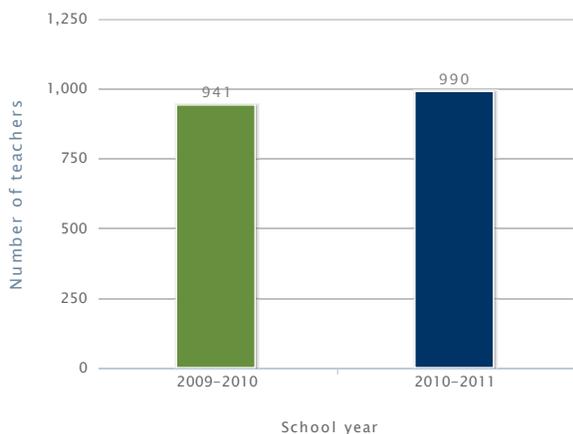
Only one alternative certification program currently certifies principals, while the remaining 7 certify only teachers.

These data for teachers represent IHE alternative routes only. In addition, we don't yet have the number of teachers who completed an alternative route to certification for 2010-11. We will have these data by the end of December.

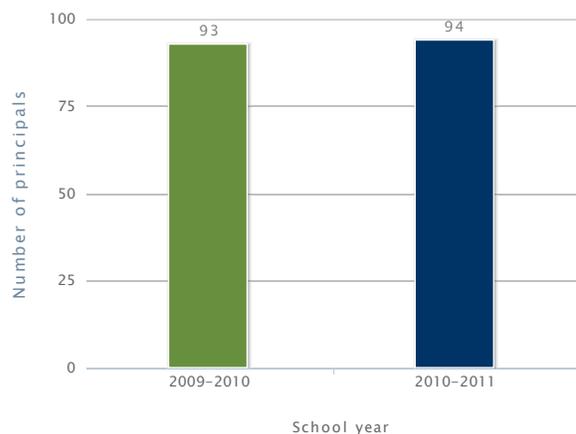
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**Question:** Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



Principals Newly Certified Statewide



Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	941	990
Principals	93	94
<a href="#">View Table Key</a>		

**Additional information provided by the State:**

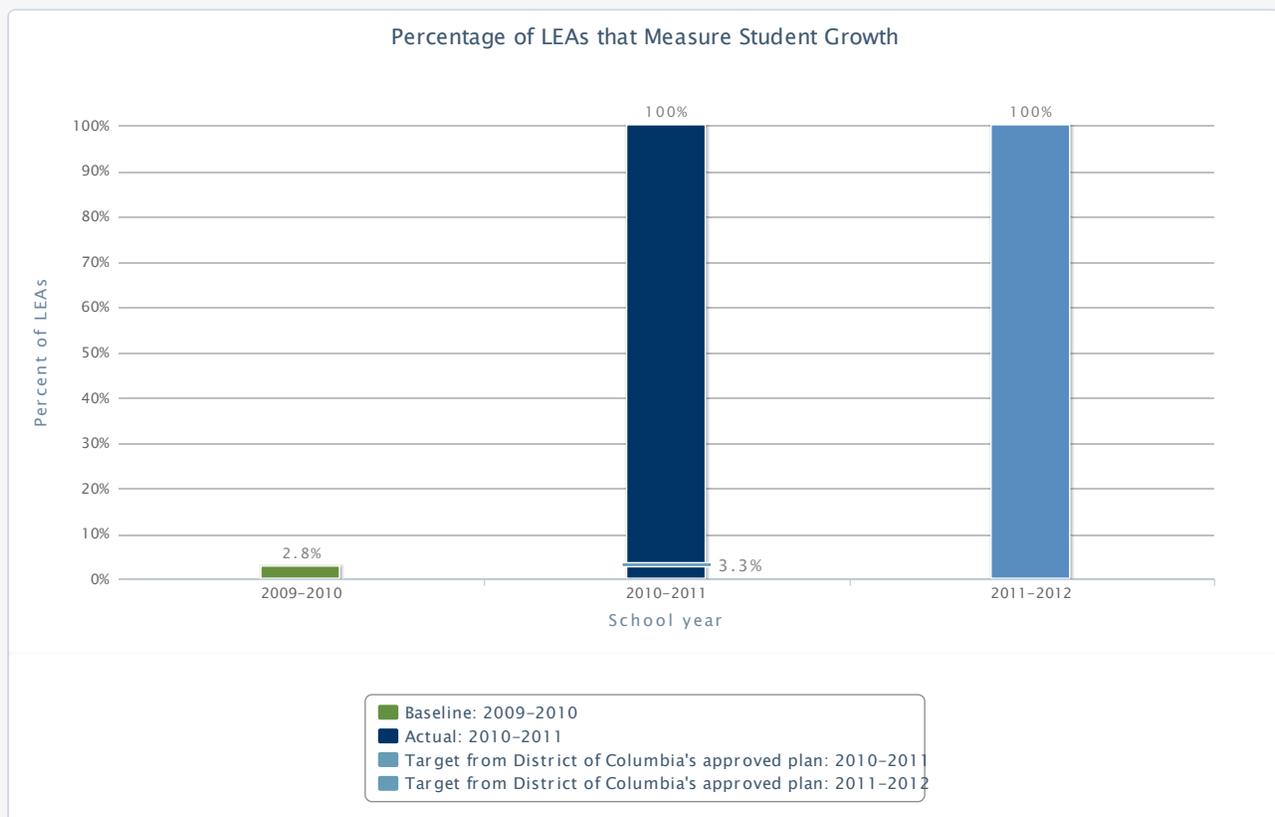
These data include only those who were issued full licenses with no deficiencies--provisional licenses were not included.

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**Improving teacher and principal effectiveness based on performance**

State-reported information

**Question:** Report on the number of participating LEAs that measure student growth.



[View Table \(Accessible\)](#)

**NOTE:** Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011	Target from District of Columbia's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	2.8%	100%	3.3%	100%
<a href="#">View Table Key</a>				

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	2.8%	3.33%	3.3%
Percentage of participating LEAs with qualifying evaluation systems for principals	100%	3.33%	3.3%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
•Teacher and principal development	2.8%	3.33%	3.3%
•Teacher and principal compensation	2.8%	3.33%	3.3%
•Teacher and principal promotion	2.8%	3.33%	3.3%
•Retention of effective teachers and principals	2.8%	3.33%	3.3%
•Granting of tenure and/or full certification (where applicable) to teachers and principals	100%	0%	100%
•Removal of ineffective tenured and untenured teachers and principals	100%	3.33%	100%
<a href="#">View Table Key</a>			

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from District of Columbia's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	60.16%	73.81%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	56.06%	50%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	1.27%	8.33%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	19.08%	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	N/A	47.02%	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	3.66%	8.33%	N/A	N/A
<a href="#">View Table Key</a>						

#### Additional information provided by the State:

All LEAs will participate in a schoolwide growth model, but this measure will not be used in teacher evaluations. All Race to the Top participating LEAs that have grades 4-8 will use a value added model as 50% of the evaluation ratings for teachers in English/Language Arts and Mathematics in grades 4-8 for school year 2011-12.

For the school year 2010-11, there was only one qualifying evaluating system. However, we are currently approving the rest of the participating LEAs' evaluation systems for use in school year 2011-12.

(D)(2)(iv)(b) DCPS doesn't yet use evaluation information to inform principal compensation.

(D)(2)(iv)(c) DCPS no longer awards tenure. DCPS does not award certification.

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## Ensuring equitable distribution of effective teachers and principals

### State-reported information

**NOTE:** Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	0%	6.93%	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	24.74%	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	78.18%	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	88.93%	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	2.12%	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	1.73%	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	6.25%	N/A
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	21.43%	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	67.19%	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	78.57%	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	15.63%	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	3.57%	N/A
Percentage of mathematics teachers who were evaluated as effective or better	0%	70.7%	N/A
Percentage of science teachers who were evaluated as effective or better	0%	71.85%	N/A
Percentage of special education teachers who were evaluated as effective or better	0%	81%	N/A
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	79.55%	N/A

[View Table Key](#)

Term	State's Definition
<b>Mathematics teachers</b>	Any classroom teacher who teaches at least one mathematics course.
<b>Science teachers</b>	Any classroom teacher who teaches at least one science course.
<b>Special education teachers</b>	Any classroom teacher whose primary responsibility is to teach and/or provide services to students with disabilities, whether in an inclusion or pull-out model.
<b>Teachers in language instruction educational programs</b>	Any classroom teacher whose primary responsibility is to teach and/or provide services to English Language Learner students, whether in an inclusion or pull-out model.

[View Table Key](#)

### Additional information provided by the State:

These numbers are only for DCPS for this year. High poverty schools are those that are in the highest poverty quartile with

respect to free and reduced price lunch eligibility. High minority schools are those that are 100% minority. Low poverty schools are those that are in the lowest poverty quartile with respect to free and reduced price lunch eligibility. Low minority schools are those that are less than 50% minority

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## Improving the effectiveness of teacher and principal preparation programs

### State-reported information

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Total number of teacher preparation programs in the State	10	12	N/A
Total number of principal preparation programs in the State	4	4	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A

[View Table Key](#)

### Additional information provided by the State:

The Teacher Preparation Scorecard is intended to provide data on graduates of teacher preparation programs in the state. We will have a pilot in 2012.

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## Great teachers and leaders: Optional measures

### State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Percentage of effective and highly effective principals in participating LEAs	(D)(5)	N/A	68	N/A
Percentage of effective and highly effective teachers in participating LEAs	(D)(5)	N/A	93	N/A

[View Table Key](#)

**Additional information provided by the State:**

These data are just for DCPS. We will have these data for all participating LEAs next year.

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**Table Key**

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# District of Columbia

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## Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

Changes to District of Columbia's legal, statutory, or regulatory authority to intervene in District of Columbia's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

### Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information

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



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	5	10	2
<a href="#">View Table Key</a>			

**Question:** For each school for which one of the four school intervention models was initiated (that is, school(s) in the first

year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools, indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Browne Education Campus	404	1100030	00152	Transformation model
Dunbar HS	467	1100030	00079	Restart model
Hamilton Center	567	1100030	00261	Tumaround model
Kenilworth ES	256	1100030	00177	Restart model
Prospect Education Center	486	1100030	00092	Transformation model
Spingarn HS	460	1100030	00130	Transformation model
Eastern HS	457	1100030	00078	Tumaround model
Anacostia HS	450	1100030	00085	Restart model
Luke C. Moore HS	884	1100030	00198	Tumaround model
Options PCS	165	1100030	00232	Tumaround model

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#### Additional information provided by the State:

DCPS requested an amendment for Dunbar to switch from a restart to a transformation model in the middle of the year. However, we have indicated restart here, because they started the year as a restart.

Hamilton closed at the end of the year.

Kenilworth did not implement the model they committed to, so their SIG funding was not renewed.

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#### Changes to District of Columbia's legal, statutory, or regulatory authority to intervene in District of Columbia's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

**Question:** Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

**State-reported response:** There haven't been any changes.

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#### Turning around the lowest-achieving schools: Additional information

State-reported information

#### Additional information provided by the State:

N/A

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# District of Columbia

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## Education Funding and Charter Schools

**Making education funding a priority**

**Ensuring successful conditions for high-performing charter schools and other innovative schools**

Collapse All

### Making education funding a priority

**State-reported information**

**Question:** Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

**State-reported response:** There has not been a change to state policy around providing additional funding to high-need LEAs or schools.

**Additional information provided by the State:**

DCPS provides differential funding for the 9 DCPS schools in the persistently lowest achieving 5% for the first two turnaround years as initially outlined in the Race to the Top application. Race to the Top funds were not used for the first turnaround year.

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### Ensuring successful conditions for high-performing charter schools and other innovative schools

**State-reported information**

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

**State-reported response:** This remains true and is unchanged since the time of the application.

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that [student achievement](#) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to [high-need students](#) and have closed or not renewed ineffective charter schools.

**State-reported response:** This remains true and is unchanged since the time of the application.

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

**State-reported response:** This remains true and is unchanged since the time of the application.

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

**State-reported response:** This remains true and is unchanged since the time of the application.

**Question:** Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate [innovative, autonomous public schools](#) other than charter schools.

**State-reported response:** This remains true and is unchanged since the time of the application.

#### **Additional information provided by the State:**

DC Public Schools has a program for autonomous schools. Schools that have consistently shown high levels of student achievement have the opportunity to apply for autonomy status. These schools are given flexibility in various areas (textbook adoption, budget allocation, scheduling, professional development, and curriculum) as a reward for past success and to promote innovation.

DCPS schools are eligible to apply for autonomous status if more than 75% of students are proficient in both math and reading OR if students have averaged over 10% growth in both reading and math over the past three years.

To apply, a school must participate in a Quality School Review (QSR). A school meets the minimum qualifications for autonomous status if it receives at least a 3 in each area of the QSR and a 4 in either Leadership or Teaching and Learning.

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# District of Columbia

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**STEM performance measures**

**STEM performance measures: Additional information**

**Progress in implementing a high-quality STEM plan (Optional)**

Collapse All

### STEM performance measures

**State-reported information**

**Question:** Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
The percent of DC students scoring at the proficient or advanced levels on the 10th grade, DC CAS mathematics assessment will increase annually to indicate greater preparation for careers in STEM fields.	42.93	42.48	44	45	46
By 2011, DC will have a coordinated statewide plan for STEM, developed by the DC STEM Learning Network, to include targets for the number of DC graduates choosing majors and careers in STEM-related fields	N/A	No	Yes	Yes	Yes

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### STEM performance measures: Additional information

**State-reported information**

**Additional information provided by the State:**

The STEM Task Force has worked with Battelle and a subcontractor to finalize the project plan for the DC STEM Learning Network.

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## Progress in implementing a high-quality STEM plan (Optional)

### State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

**State-reported response:** DC will have more to report once OSSE begins implementation of the project plan.

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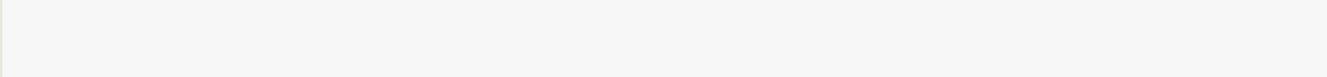
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# District of Columbia

Standard Version

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## Progress Updates on Invitational Priorities

- Innovations for improving early learning outcomes (Optional)**
- Expansion and adaption of statewide longitudinal data systems (Optional)**
- P-20 coordination, vertical and horizontal alignment (Optional)**
- School-level conditions for reform, innovation, and learning (Optional)**
- Additional optional performance measures (Optional)**

Collapse All

### Innovations for improving early learning outcomes (Optional)

State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

**State-reported response:** Since receiving the RTTT grant, DCPS has implemented its blended funding plan to increase the reach of Head Start programming. While this plan did not use RTTT funds, it is aligned with the goals identified within the State 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 classrooms. 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 4700 students.

Additionally, DCPS has hired about 25 Early Childhood Instructional Specialists and a Family Services Team of about 27 people and they have been in place for about a year.

Educare has committed to opening a center in Ward 7 as part of the DC Promise Neighborhood footprint.

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### Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

**State-reported response:** The OSSE's Statewide Longitudinal Education Data (SLED) system captures student enrollment, demographic, special education, ELL, direct certification, annual assessment, special education transportation, SAT and AP data. In addition, a unique student identifier is assigned to all students. The SLED is in the process of being made available to the LEA community through the enhancement of the SLEDs graphical user interface to incorporate security in accordance with FERPA requirements. Entry and Exit Code policies were instituted for the 2011-2012 school year that standardized student entrance and exit/withdrawal codes. Certain exit/withdrawal codes are considered to be dropouts, which will allow the SLED to provide dropout data on the students beginning with the 2011-2012 school year. OSSE is in the process of creating an early childhood system that will provide data to the SLED. Post-secondary, student health information, teacher-student linkages and school facility data will be later releases.

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## P-20 coordination, vertical and horizontal alignment (Optional)

**State-reported information**

**NOTE:** Reporting in this section is optional.

**Question:** Describe the State's progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that **high-need students** (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

**State-reported response:** Race to the Top has created a P20 Task Force to work with the OSSE cross-agency College and Career Readiness Council on "Ready, Set, Graduate." "Ready, Set, Graduate" is an initiative that will focus on cradle to career aligned curriculum, assessments, and policies that promote college and career action agendas within the DC schools.

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## School-level conditions for reform, innovation, and learning (Optional)

**State-reported information**

**NOTE:** Reporting in this section is optional.

**Question:** Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in **increased learning time** (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to **high-need students** (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

**State-reported response:** There have not been any changes with respect to school-level conditions for reform since the time of the application.

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### Additional optional performance measures (Optional)

#### State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from District of Columbia's approved plan: SY 2010-2011
Achievement Gap: NAEP 4th Grade Reading: Absolute difference in percentage points between Not FRL and FRL	(A)(1)(iii)	33	N/A	24
Achievement Gap: NAEP 4th Grade Math: Absolute difference in percentage points between Not FRL and FRL	(A)(1)(iii)	31	N/A	27
By 2014, all the DCPS schools that have undergone at least one year of a turnaround model will be showing gains on leading indicators to be identified by the Office of School Innovation, such as attendance and credit recovery in secondary schools	(E)(2)	N/A	N/A	N/A
Achievement Gap: ESEA Reading Goals: Absolute difference in percentage points between White/Non-Hispanic and Hispanic	(A)(1)(iii)	38.9	41.18	28.8
Achievement Gap: ESEA Math Goals: Absolute difference in percentage points between Non-disadvantaged and disadvantaged	(A)(1)(iii)	15.5	19.62	12
Achievement Gap: NAEP 4th Grade Math: Absolute difference in percentage points between Not SPED and SPED	(A)(1)(iii)	29	N/A	28
Achievement Gap: ESEA Math Goals: Absolute difference in percentage points between Female-Male	(A)(1)(iii)	4.4	4.92	5.8
Achievement Gap: ESEA Reading Goals: Absolute difference in percentage points between White/Non-Hispanic and Asian/Pacific Islanders	(A)(1)(iii)	13.5	16.75	12.5
Achievement Gap: NAEP 8th Grade Reading: Absolute difference in percentage points between White and Hispanic	(A)(1)(iii)	53	N/A	52
Achievement Gap: NAEP 8th Grade Reading: Absolute difference in percentage points between Not FRL and FRL	(A)(1)(iii)	19	N/A	15

Achievement Gap: NAEP 8th Grade Math: Absolute difference in percentage points between White and Black	(A)(1)(iii)	72	N/A	69
Achievement Gap: ESEA Reading Goals: Absolute difference in percentage points between Non-disadvantaged and disadvantaged	(A)(1)(iii)	17.9	23.19	9.9
By Spring 2011, a common growth measure will be in place for all participating LEAs for grades 4-8	(D)(2)	N/A	30	30
Achievement Gap: ESEA Math Goals: Absolute difference in percentage points between White/Non-Hispanic and Black/Non-Hispanic	(A)(1)(iii)	45.5	46.24	40.5
Achievement Gap: NAEP 8th Grade Reading: Absolute difference in percentage points between Not ELL and ELL	(A)(1)(iii)	4	N/A	2
Achievement Gap: NAEP 8th Grade Reading: Absolute difference in percentage points between Not SPED and SPED	(A)(1)(iii)	40	N/A	33
Achievement Gap: NAEP 4th Grade Reading: Absolute difference in percentage points between White and Black	(A)(1)(iii)	60	N/A	57
Schools beyond the Persistently Lowest Achieving List	(E)(2)	46	35	7
Achievement Gap: ESEA Reading Goals: Absolute difference in percentage points between Non-Disabled and SPED	(A)(1)(iii)	33	35.86	31.1
By Fall of 2016, any credentialing program with more than 25% of its second-year participants deemed "ineffective" (i.e., the lowest of four tiers) by LEAs may have their program approval subject to revocation by the State.	(D)(4)	N/A	N/A	N/A
Achievement Gap: NAEP 4th Grade Reading: Absolute difference in percentage points between Not SPED and SPED	(A)(1)(iii)	39	N/A	36
Achievement Gap: ESEA Math Goals: Absolute difference in percentage points between Non-Disabled and SPED	(A)(1)(iii)	34.1	34.15	33.2
By Summer 2014, the percentage of effective and highly effective teachers in the District's top quartile of schools in poverty will have increased by 15% over the 2011 baseline	(D)(3)	N/A	N/A	N/A
Achievement Gap: NAEP 8th Grade Math: Absolute difference in percentage points between Female-Male	(A)(1)(iii)	3	N/A	2
By Fall of 2014, aggregated information on effectiveness of graduates of teaching programs will be publicly available.	(D)(4)	N/A	N/A	N/A
Achievement Gap: ESEA Reading Goals: Absolute difference in percentage points between Female-Male	(A)(1)(iii)	10.8	9.96	6.8
By 2014, all schools that have undergone at least two years of a turnaround model will have demonstrated a rate of growth in student academic proficiency that exceeds the average statewide rate of growth by 1.5 to 2 times in Year 2, and by 2-3 times in Year 3	(E)(2)	N/A	N/A	N/A
Percent of Freshman returning for 2nd year	(A)(1)(iii)	78.4	N/A	N/A
Achievement Gap: NAEP 4th Grade Math: Absolute difference in percentage points between White and Black	(A)(1)(iii)	57	N/A	51
Achievement Gap: NAEP 4th Grade Math: Absolute difference in percentage points between White and Hispanic	(A)(1)(iii)	43	N/A	42
Achievement Gap: ESEA Math Goals: Absolute difference in percentage points between Non-LEP/NEP and LEP/NEP	(A)(1)(iii)	9	11.97	6
Schools on the Persistently Lowest Achieving List	(E)(2)	5	6	2
Achievement Gap: NAEP 4th Grade Reading: Absolute difference in percentage points between Female-Male	(A)(1)(iii)	8	N/A	5
By Summer 2014, the percentage of effective and highly effective teachers in identified hard-to-staff areas will have increased by 15% over the 2011 baseline	(D)(3)	N/A	N/A	N/A

Achievement Gap: NAEP 4th Grade Reading: Absolute difference in percentage points between Not ELL and ELL	(A)(1)(iii)	8	N/A	4
Achievement Gap: ESEA Reading Goals: Absolute difference in percentage points between White/Non-Hispanic and Black/Non-Hispanic	(A)(1)(iii)	45.8	46.98	35.8
Achievement Gap: NAEP 8th Grade Reading: Absolute difference in percentage points between Female-Male	(A)(1)(iii)	12	N/A	7
Achievement Gap: ESEA Reading Goals: Absolute difference in percentage points between Non-LEP/NEP and LEP/NEP	(A)(1)(iii)	0.7	22.22	0.7
Achievement Gap: NAEP 8th Grade Math: Absolute difference in percentage points between Not FRL and FRL	(A)(1)(iii)	25	N/A	23
Achievement Gap: NAEP 8th Grade Math: Absolute difference in percentage points between Not ELL and ELL	(A)(1)(iii)	24	N/A	22
Achievement Gap: NAEP 4th Grade Math: Absolute difference in percentage points between Female-Male	(A)(1)(iii)	3	N/A	2
Achievement Gap: ESEA Math Goals: Absolute difference in percentage points between White/Non-Hispanic and Asian/Pacific Islanders	(A)(1)(iii)	-0.5	6.27	-0.5
Achievement Gap: NAEP 4th Grade Reading: Absolute difference in percentage points between White and Hispanic	(A)(1)(iii)	49	N/A	46
Achievement Gap: NAEP 4th Grade Math: Absolute difference in percentage points between Not ELL and ELL	(A)(1)(iii)	5	N/A	4
Achievement Gap: NAEP 8th Grade Math: Absolute difference in percentage points between White and Hispanic	(A)(1)(iii)	56	N/A	55
Achievement Gap: NAEP 8th Grade Reading: Absolute difference in percentage points between White and Black	(A)(1)(iii)	62	N/A	60
Achievement Gap: ESEA Math Goals: Absolute difference in percentage points between White/Non-Hispanic and Hispanic	(A)(1)(iii)	32.5	35.22	27.5
Achievement Gap: NAEP 8th Grade Math: Absolute difference in percentage points between Not SPED and SPED	(A)(1)(iii)	46	N/A	43
<a href="#">View Table Key</a>				

**Additional information provided by the State:**

Schools beyond the Persistently Lowest Achieving List are those in the bottom 20%. PCSB committed to closing any charter school on the PLA list and therefore, SAIL was closed at the end of the 2010-11 school year.

For the DC CAS data where it says differences in percentage points--these are differences in the percent proficient and advanced.

There is no new NAEP data since the time of the application.

The baseline data on the percent of Freshman returning for a 2nd year are from 2008. New data will be available next year.

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< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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## Progress Updates on Invitational Priorities

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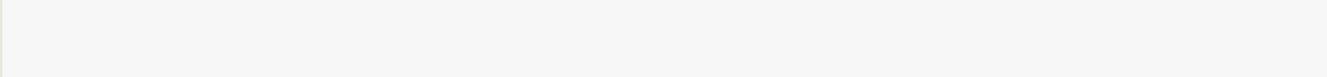
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# District of Columbia

Standard Version

Accessible Version



## Year One Budget

**Summary expenditure table**

**Obligations (Optional)**

**Project-level expenditure tables**

Collapse All

### Summary expenditure table

State-reported information

**Question:** Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	130,692.24
2. Fringe Benefits	21,715.76
3. Travel	254.40
4. Equipment	9,488.20
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	162,150.60
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	162,150.60
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	2,820,412.91
15. Total Expenditure (lines 13-14)	2,982,563.51
<a href="#">View Table Key</a>	

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### Obligations (Optional)

State-reported information

**NOTE:** Reporting in this section is optional.

**Question:** To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

**State-reported response:** OSSE's fiscal year ends on September 30th, therefore the bulk of expenditures occurred after the June 30, 2011 cut off of this report. Further, LEAs typically wait until the latter part of the fiscal year to submit their reimbursements and budget amendments (some of which shifted funding to years 2-4) contributing to the significant difference in the actual subgrantee funding to the budgeted subgrantee funding. OSSE anticipates that this will balance out next year.

Looking forward, OSSE is encouraged by the promise of School Turnaround through the funding in year 2 in cooperation and coordination with SIG funding.

There is additional data related to obligations that provides context for other spending activity. See Supporting Files for obligation and award information.

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### Project-level expenditure tables

#### State-reported information

Project Name	Associated With Criteria
OSSE Implementation Capacity	(A)(2)
Standards Communication	(B)(3)
Standards Entry Points	(B)(3)
Enhanced Online Data	(C)(2)
Statewide Research Tools	(C)(3)
Instructional Improvement Systems	(C)(3)
State Growth Measure	(D)(2)
Expanded Growth Coverage	(D)(2)
Teacher Pipelines	(D)(4)
PLaCEs	(D)(5)
DCPS School Turnarounds	(E)(2)
STEM Learning Network	(P)(2)

[View Table Key](#)

**Question:** Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: OSSE Implementation Capacity Associated With Criteria: (A)(2)	
Expenditure Categories	Project Year 1

Project Name: Standards Communication Associated With Criteria: (B)(3)	
Expenditure Categories	Project Year 1

1. Personnel	130,692.24
2. Fringe Benefits	21,715.76
3. Travel	254.40
4. Equipment	9,488.20
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	162,150.60
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	162,150.60
<a href="#">View Table Key</a>	

1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Standards Entry Points</b> Associated With Criteria: (B)(3)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Enhanced Online Data</b> Associated With Criteria: (C)(2)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Statewide Research Tools</b> Associated With Criteria: (C)(3)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00

<b>Project Name: Instructional Improvement Systems</b> Associated With Criteria: (C)(3)	
<b>Expenditure Categories</b>	<b>Project Year 1</b>
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00

11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: State Growth Measure</b> Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Expanded Growth Coverage</b> Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: Teacher Pipelines</b> Associated With Criteria: (D)(4)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: PLaCEs</b> Associated With Criteria: (D)(5)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

<b>Project Name: DCPS School Turnarounds</b> Associated With Criteria: (E)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00

<b>Project Name: STEM Learning Network</b> Associated With Criteria: (P)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00

3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
<a href="#">View Table Key</a>	

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### Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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## **District of Columbia APR Supporting Files Provided by the State**

1. Emphasis on Science, Technology, Engineering and Mathematics (STEM) (page 10): “STEM Strategic Plan”
2. Progress Updates on Invitational Priorities (page 11): “P20 Council in the District of Columbia”
3. Progress Updates on Invitational Priorities (page 11): “Race to the Top P-20 Task Force Meeting Notes”
4. Year One Budget (page 12): “Project Obligations- Competitive Contracts”

**District of Columbia  
STEM Strategic Plan**

*Proposal to Create a DC STEM Learning  
Network and Coordinating Council and to  
Facilitate the Development of a STEM Strategic  
Plan*

*Submitted by:  
Education First, in partnership with Battelle and the  
Office of the State Superintendent of Education, District  
of Columbia*

*August 18, 2011*



education**first**





## Introduction

In August 2010, the District of Columbia’s Office of the State Superintendent of Education (OSSE, or the state) became one of only 12 states to win Race to the Top (RTTT) dollars to implement brave and rigorous education reforms. A focus on science, technology, engineering and mathematics (STEM) education can be found throughout OSSE’s successful application (see STEM section in Appendix A). OSSE understands that the research is irrefutable: Student success today is dependent upon a strong foundation of STEM—collectively, the disciplines our students need to solve complex problems and compete on a world stage.

OSSE articulated two key goals in its RTTT plan regarding STEM:

**Goal 1:** To prepare all students in DC to graduate high school with a college- and career-ready mastery of math, science, engineering and technology

**Goal 2:** To increase the number of DC students who major in STEM fields in college and enter STEM careers

A coherent statewide vision for STEM is critical to achieving these goals. Under such a vision, OSSE and its schools will link programs, resources, students, teachers, and practices in the shared pursuit of quality STEM education. Building from an existing partnership with the District of Columbia Public Schools (DCPS), Battelle was specifically referenced in the OSSE’s RTTT application to help the state begin this important work.

*“As part of developing a STEM education framework, DC will partner with **Battelle** to develop a DC STEM Learning Network and coordinating body that will guide the state’s execution of statewide strategy. Once up and running, OSSE envisions that the DC STEM Learning Network should be able to identify and cultivate additional resources from private sector partners to becoming self-sustaining beyond the first two years of the RTTT award.”<sup>1</sup>*

### **DC STEM Learning Network:**

Will serve to 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.

### **Coordinating Council:**

Will be tasked with creating the conditions for the Learning Network to be successful over time, including recommendations and guidance on investing public and private dollars effectively to advance STEM education across the District, as well as policy and regulatory proposals.

<sup>1</sup> District of Columbia Race to the Top Application. June 2010



With the assistance of Battelle and other partners, OSSE has committed to developing the two teams (a DC STEM Learning Network and a coordinating council) to guide the state’s design of a statewide STEM strategy. These teams will collaborate with national partners, DCPS, and the District’s RTTT participating charters to identify immediate and long-term STEM priorities.

Education First is pleased to submit this proposal to Battelle to assist its work with OSSE to create these important teams and to facilitate the development of an actionable and practical strategic plan that will guide the District’s future in STEM education.

This project has five main goals:

1. Identify and recruit key partners and stakeholders to serve on the DC STEM Learning Network and the coordinating council;
2. Identifying the teams’ roles and responsibilities and scope of work;
3. Clearly identify the vision, theory of action, strategies and measureable outcomes for the OSSE and determine what opportunities and challenges exist to achieving the desired outcomes;
4. Identify key strategic or implementation gaps and what practices can address these issues; and
5. Develop a transparent and comprehensive STEM strategic plan to guide the state’s STEM work and fulfill the vision of the RTTT proposal

Education First brings extensive experience in advocating for and leading education reform in states, districts, non-profits, and philanthropic organizations around the country. Our expertise includes strategic planning, communications, and organizational positioning. This breadth and depth of knowledge—unique among most firms working with organizations to develop education strategies—is highly relevant to this project’s goals and will help the OSSE chart the right path forward. It positions us to support Battelle’s work with OSSE intelligently and to strengthen its long-term partnership in the District. We look forward to joining you as a thought partner in this process.

This proposal includes the following components:

- The assignment: Your needs, our approach
  - Scope of Service
  - Timeline and Deliverables
- Budget and Terms
- Project Risks
- Client Engagement and Responsibilities
- About Education First
  - Team Biographies
  - Relevant Experience



## THE ASSIGNMENT: YOUR NEEDS, OUR APPROACH

There is a clear desire within the OSSE to develop a DC STEM Learning Network and coordinating council that will lead the creation of a comprehensive and transparent strategic plan for the District's STEM initiatives. Education First is well-positioned to assist Battelle in facilitating such a process, and firmly believes that when a variety of key stakeholders are involved from the beginning of strategic planning, the outcome is not only better, but allegiance to implementation is stronger as well. Education First, Battelle, and the OSSE will jointly develop and determine the workplan and timing that best utilizes these elements to achieve the project's goals. That will be the first task to be completed once agreement on engaging Education First is reached.

Education First proposes to support Battelle in its work with OSSE from **September 5, 2011, through May 25, 2012** (38 weeks). The work will be conducted using a collaborative approach that, while disciplined, will also be configurable as the project unfolds.

### SCOPE OF SERVICE

There are three main "work streams" that will overlap and occur concurrently—driving toward the development of an effective learning network and coordinating council and a meaningful and actionable STEM strategic plan for the District of Columbia's schools and charter schools.

#### Work Stream A: Preparation, Planning, and Research

- **Workplan Development**

Education First believes that the process developed for a project is just as important as the results obtained from it. At the outset of the project, Education First will meet with the leadership team at OSSE to review the state's previous STEM work, gather information about activities already accomplished in the RTTT proposal specific to STEM, and begin the process of drafting a workplan for feedback from OSSE and Battelle. Education First will present a final document to guide the work that will drive the timeline, deliverables, responsible parties, and ultimately the final budget. A broad framework is provided in the *Project Plan* section below.

- **Interviews of Key Stakeholders and Partners**

Because considerations and insights from educators, staff, partners and other key stakeholders are critical to approaching this work, Education First will engage and interview a select group of up to 20 diverse STEM stakeholders and education leaders to gather information on the current state, progress, and functionality of current STEM initiatives and status of DC's public-private partnerships for STEM.

Once the interviews are underway, OSSE, Battelle, and Education First also may decide to develop an electronic survey in order to gather a broader array of thoughts and feedback. The electronic survey will be developed by Education First; it will be sent by email request to a list developed by OSSE; and the results will be analyzed by Education First.



- **Interview Synthesis and Report**

These interviews will be compiled into a document that does not identify individual contributors, but highlights specific themes, illustrates challenges and surfaces potential ways forward. The report will also draw conclusion about the status of STEM initiatives and state's public-private partnerships for STEM, and a map of current programs and professional development opportunities so that OSSE can better understand where the gaps exist and how to fill them.

### **Work Stream B: Design, Recruitment and Development**

The proposed process envisions multiple levels of engagement:

- Deep engagement, at least weekly, with a project team consisting of OSSE Leadership and Battelle representatives;
- One full-day planning retreat with the project team to finalize a detailed workplan and to define the roles and responsibilities of the STEM Learning Network and the coordinating council and its scope of work;
- Recruitment of a 15-member STEM Learning Network and a 15-member coordinating council; and
- Seven in-person, half- or full-day strategic planning retreats with the STEM Learning Network and coordinating council.

The project team meetings and retreat will examine the state's STEM plans (implemented and aspirations), the desired roles and responsibilities for the STEM Learning Network and coordinating council, and the key stakeholders to be recruited for each team. As a result of these conversations and the research conducted, Education First will work with OSSE to:

- Prepare invitations to recruit members for the STEM Learning Network and the coordinating council;
- Carefully prepare for and facilitate all in-person work sessions with the two teams (up to seven meetings for each team) to develop a STEM Strategic Plan for DC; and
- Follow up each session with minutes (as appropriate), action items, and further development of work products (i.e. fleshing out the theory of change for feedback, drafting strategies and outcome measurements, etc.)

As needed, meeting with individuals will be conducted during time on the ground as well. As with any strategic planning process, the workplan will guide the process, but there will be flexibility to accommodate the needs of OSSE and Battelle as issues arise. For example, Battelle has convened a STEM visioning group for DCPS; it is worth discussing how that group can be broadened or included in the creation of a coordinating council as envisioned in the RTTT application.

### **Work Stream C: Recommend and Deliver**

Education First will take all the insights and information gleaned from the research, engagement with the STEM Learning Network and the coordinating council, and contextual elements unique to the District of Columbia to provide two drafts of and a final strategic plan. The plan will elegantly but meaningfully define the direction of the District's work regarding STEM education the necessary actions to be taken in the coming years to meet the intent of its RTTT proposal.



## TIMELINE & DELIVERABLES

Major activities and deliverables are subject to further refinement based on input from Battelle and OSSE. For now, we assume a nine-month process with a start date of **September 5, 2011** and concluding date of **May 25, 2012**. Any delays or extensions to the timeline or scope of work will result in changes to the budget.

	<u>Activity</u>	<u>Timeline</u>	<u>Deliverable</u>
<b>Workplan Development</b>	<ul style="list-style-type: none"> <li>Finalize contract and budget</li> <li>Conduct first retreat with OSSE Leadership Team</li> <li>Develop detailed workplan and timeline with OSSE and Battelle</li> </ul>	9/5-9/23	<ul style="list-style-type: none"> <li>One in-person, facilitated retreat</li> <li>Detailed workplan</li> </ul>
<b>Interviews and Synthesis</b>	<p><b>Conduct research</b></p> <ul style="list-style-type: none"> <li>Up to 20 interviews with state/district/school leaders and partners</li> <li>Survey (if desired)</li> </ul> <p><b>Synthesize research</b></p> <ul style="list-style-type: none"> <li>Prepare document synthesizing the research collected</li> </ul>	9/26-10/14	<ul style="list-style-type: none"> <li>20 completed interviews</li> <li>Summary document of research findings</li> </ul>
<b>Team Recruitment and Facilitation</b>	<ul style="list-style-type: none"> <li>Recruit a 15-member STEM Learning Network and a 15-member coordinating council</li> <li>Prepare agendas for up to seven in-person, half- or full-day strategic planning meeting with the STEM Learning Network and the coordinating council</li> <li>Facilitate the meetings</li> <li>Articulate roles/responsibilities for each team</li> <li>Prepare minutes (if necessary) and communicate next steps</li> </ul>	10/17- 4/20  <i>Meetings will occur once a month – October through April</i>	<ul style="list-style-type: none"> <li>Recruitment invitations</li> <li>Meeting agendas and minutes (for both the Learning Network and the coordinating council)</li> <li>Up to 14 facilitated meetings (seven for each team occurring on the same day)</li> </ul>



<b>Ongoing Project Management</b>	<ul style="list-style-type: none"> <li>• Deep engagement, at least weekly, with a project team consisting of OSSE Leadership and Battelle representatives (includes agendas and minutes, if necessary);</li> <li>• Biweekly internal (Education First) check-in meetings</li> <li>• Biweekly project status reports sent to OSSE</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• One hour weekly meetings with OSSE leadership team and Battelle (up to 38 meetings)</li> <li>• Agenda and minutes from meetings</li> <li>• One hour biweekly meetings with internal staff at Education First (up to 19 meetings)</li> <li>• Up to 19 status reports</li> </ul>
<b>Recommend and Deliver</b>	<ul style="list-style-type: none"> <li>• Produce two STEM strategic plan drafts for review and feedback</li> <li>• Produce and design the final strategic plan</li> </ul>	First Draft: 4/27  Second Draft: 5/11  Final Plan: 5/25	<ul style="list-style-type: none"> <li>• Two drafts of the strategic plan</li> <li>• Delivery of a final strategic plan</li> </ul>

## BUDGET & TERMS

Education First Consulting will invoice Battelle on a monthly basis for actual time expended. Education First's standard hourly rates are as follows:

Partner:	\$225
Principal:	\$200
Senior Consultant:	\$175
Consultant:	\$150
Policy Analyst:	\$125
Project Specialist:	\$75
Administrative Support:	\$75

The entire cost of the project, including all professional fees and expenses, shall not exceed a total of \$175,000.



## PROJECT RISKS

The major risk of this project is the availability of key staff to engage in the work within the time parameters required to keep the project on schedule. While this proposal incorporates substantial time for engagement among OSSE leaders, Battelle, and Education First, we also understand the magnitude of the decisions facing OSSE (not to mention the magnitude of the current workload). Decision-making will need to be thorough and consistent in order to keep the project on schedule.

Inability to make decisions in a timely manner, or to schedule interviews, phone meetings or meetings with appropriate staff and other participants, means Education First will be unable to complete the deliverables in this workplan, and we will need to renegotiate the project scope, budget, and schedule. To mitigate this risk, every effort will be create a cohesive workplan with OSSE and Battelle's approval and then work diligently to adhere to the plan, making mid-course corrections as may be required.

## CLIENT ENGAGEMENT & RESPONSIBILITIES

Client engagement is critical to ensure the project remains on schedule and in alignment with end goals.

- OSSE will determine its Project Team and appoint a day-to-day contact for its office;
- Battelle will appoint a day-to-day contact within its organization for Education First to work with directly;
- OSSE leadership will participate in weekly meetings to ensure Education First's team has all information, access, and approval of deliverables required to keep the project moving forward;
- Outside of the initial interviews described above, OSSE will be responsible for engaging the Deputy Mayor's office and other critical stakeholders necessary for the successful implementation of the project;
- OSSE will be responsible for logistics (scheduling location, A/V, hosting meals, coffee breaks, etc.) for the monthly strategic planning meetings with the STEM Learning Network and the coordinating council; and
- OSSE and Battelle will provide timely feedback and approval of deliverables (the tight project timeline will require sharp turnarounds, and we will jointly develop the feedback and turnaround schedule during the first week of this project)

## ABOUT EDUCATION FIRST

Education First brings extensive experience in education policy issues and operations, on-the-ground reform in states around the country, and communications and positioning. Members of our staff have decades of real-world education experience, and include the former education policy advisors to governors and state education agency chiefs of staff and policy directors from Arkansas, Colorado, Massachusetts, Ohio and Washington State. We support and partner with our clients to accomplish strategic planning, policy and program development, communication and advocacy, and effective grant making to reach important outcomes for students. Our breadth of educational experience enables us to



support our clients thoughtfully, serve as a critical friend and thought partner, push back when necessary, and help to strengthen your decision-making. Our firm will bring:

- **Experience.** We were the primary authors of the Race to the Top applications for Ohio, Maryland, Tennessee, and Hawaii, four of the 12 winning states. We were involved in implementation planning in Maryland and Tennessee, and have developed a communication plan for Hawaii. A complete list of our clients can be viewed at [www.educationfirstconsulting.com](http://www.educationfirstconsulting.com).
- **Active thought partnership.** We don't just facilitate, transcribe and passively listen—we push and we question. Our knowledge of education policies, programs, and politics enables us to help test ideas, bring research about best practices into the conversation, and push back when we think ideas or proposals are wrong or under-developed.
- **We value thoughtful stakeholder engagement in policy and strategy development.** Even the best education-policy ideas face an uphill battle in today's revenue-challenged, reform-weary political climate. We help our clients involved the right people with the right strategy to get their proposals enacted and make an impact. We view our work through the lens of how to persuade policymakers and educators to support new solutions. Communications is part and parcel of everything we do. We craft bold and effective messages to convey the importance of the issue, we deeply engage stakeholders whose ownership is essential to move and implement policy change, and we create the tools that will get the job done.
- **Hybrid of experience.** Our staff has advised governors, CEOs, and urban school superintendents; taught in public schools; staffed national and state policy organizations; developed public policies and lobbied legislatures; grown successful nonprofit organizations; worked for and with major media; and managed multimillion-dollar education grantmaking programs.



## TEAM BIOGRAPHIES

### **Susan Bodary, Partner**

Susan is a nationally recognized STEM policy expert with experience ranging from helping to establish the Tennessee Innovation Network to founding EDvention, a preschool-to-workforce consortium of more than 80 partners dedicated to accelerating science, technology, engineering and math (STEM) talent to grow the economy in Ohio. Recently appointed to serve on the National Governors' Association STEM Advisory Council, she also led the effort to establish the Dayton Regional STEM Center through the NGA Innovation America grant awarded to Ohio. Susan also has worked extensively with Achieve, Complete College America, and a variety of K12 state level policy efforts in Arkansas, Minnesota, North Carolina, Ohio, Tennessee, Texas and beyond. Last year, Susan led the Education First teams supporting Tennessee's successful Race to the Top proposal development plus implementation launch after the state won, as well as Ohio's successful second round proposal.

### **Marc Frazer, Partner**

Marc has 20 years of experience in public affairs, philanthropy, lobbying, and communications on education issues. In his time at Education First Consulting he has served as a strategist for the Bill & Melinda Gates Foundation, Complete College America, and the California State Senate. He was deeply engaged with Microsoft, Boeing, and others in the design and founding of the Washington State STEM Center which aims to stimulate transformation gains in student learning. Before joining Education First, Marc served as vice president of the Washington Roundtable, a public policy organization composed of chief executives, where he worked closely with the governor, legislators, the state superintendent, and the state board of education to promote K-12 and higher education improvement.

### **Anand Vaishnav, Senior Consultant and Project Manager**

Anand has seen education reform unfold from the vantage points of a reporter for a prominent newspaper and a leader of a major urban school district. In his time at Education First Consulting he has worked extensively on Race to the Top projects, including strategy development, policy creation, and writing/editing for the Tennessee and Maryland Race to the Top applications. He has also played a significant role in projects with the Bill & Melinda Gates Foundation and helped write position papers and policy overviews for Complete College America, Partnership For Learning, and Washington State Stand for Children. He managed EFC's summer-long engagement with the Tennessee Governor's Office to provide start-up implementation support. Previously, Anand was chief of staff in the Boston Public Schools and an education reporter at the Boston Globe and New Orleans Times-Picayune.

### **Heather Graham, Senior Consultant**

Heather has more than 15 years of experience providing strategic planning, policy analysis, advocacy, research and project management support to foundations, state and federal policymakers and non-profit organizations. Her recent projects include providing research, planning and strategic support to North Carolina's Education Cabinet to align its goals and operations with the implementation of its Race to the Top award; to the Chattanooga Public Education Foundation as it develops a new five-year strategic plan; and to a collaborative of four Kansas City foundations interested in working together to increase the impact of their education grantmaking.



Previously, Heather served as a Program Officer with the Bill & Melinda Gates Foundation, where she managed a \$30 million portfolio that included education advocacy grantees in California, Texas and North Carolina. Prior to joining the Gates Foundation, Heather served as a Vice President with Teach For America, a White House Fellow with the Domestic Policy Council, and a Program Associate with the Annie E. Casey Foundation where she managed a portfolio of investments in the areas of education and family economic success.

### **Katie Cristol, Policy Analyst**

Katie pairs a passion for education reform with a background in advocacy and analysis in policies affecting children and families. Before joining Education First, Katie earned her master's degree in public affairs from the Wilson School of Public and International Affairs at Princeton University. Her work at Princeton included program evaluation and strategic recommendations on children's issues for a wide range of clients, including foundations, federal agencies, state bureaucracies, and neighborhood nonprofits. Previously, Katie spent two years at *The Atlantic*, assisting the media property's president during a redesign and re-launch of the 250-year old magazine. In addition, she has worked on a number of issue advocacy and political campaigns in Virginia and nationally.

### **Heidi Lenzo, Project Specialist**

Heidi has worked in the education, advocacy, and government sectors to raise student achievement and to equip students with the skills necessary to compete in today's 21st century, global economy. As a team member of Education First, she has worked with many clients including the Metropolitan Nashville Public Schools, the Bill & Melinda Gates Foundation, EdSource, International Network of Public Schools, the State of Maryland (Race to the Top application), the North Carolina Education Cabinet, the Ohio College Access Network, the Seattle Public School District, the Stone Foundation, and the Texas High School Project.

*Additional people and resources connected with Education First Consulting and a complete list of our clients can be viewed at [www.educationfirstconsulting.com](http://www.educationfirstconsulting.com).*

## **RELEVANT EXPERIENCE**

### **STEM PROJECTS:**

#### **Washington State STEM**

From May 2009 to February 2010, Education First served as the central consultant for the conceptual design and creation of the Washington STEM Center. The process included in-depth consultation with state and national experts and examination into findings from diverse scholarly studies and analyses. We examined implementation of various STEM strategies and lessons learned in other states around the country. We also engaged Washington students, educators, business leaders and policymakers in a wide range of forums to build support for shared goals and gather input and feedback on design elements relevant to various local, regional and state contexts. We helped recruit a founding Board of



Directors of senior business leaders, educators, and community representatives and created a framework for a short- and long-term fundraising effort to secure operating funds for the STEM Center. Our work successfully united diverse interests to dramatically improve student achievement in math and science in Washington with a particular emphasis on accelerating outcomes for low-income, minority and other underrepresented students.

### **Texas High School Project's T-STEM Initiative**

A public-private partnership responsible for the T-STEM Network, the Texas High School Project (THSP) represents perhaps the largest investment in STEM education at a statewide level. Supported by \$120 million in public and private investments through State of Texas and private funders such as the Bill & Melinda Gates Foundation, Michael & Susan Dell Foundation and National Instruments, T-STEM has 51 STEM schools and seven STEM centers as part of its effort. Five years into its work, T-STEM is showing significant student outcomes and emerging best practice and serves as a laboratory for STEM learning. However, THSP as well as its partners and stakeholders believe there is an opportunity to enhance the STEM policy set as well as to align the talent development, economic development, and individual opportunities for students in Texas. Education First is working with THSP, T-STEM stakeholders, and partners in the business, economic development, and education communities to design a next generation set of T-STEM policies that strategically link K-12, higher education, business and economic development. In its draft stages, the policy plan has been developed with partners across the state in order to uncover the critical needs, lift up the best ideas that are in practice in the Lone Star State, and gauge the interest of potential investors in future work. Education First also conducted benchmarking of STEM efforts across the country to illustrate where Texas was already leading, and where there were lessons to be learned from other states. A critical aspect of the approach has been to frame the work in ways that are attentive to long-term sustainability, as well as respect the budget challenges the State of Texas is currently experiencing. Education First is scheduled to complete the plan with THSP this summer.

### **North Carolina Education Cabinet**

Education First was under contract to assist Governor Perdue's office with aligning the work and operations of the Education Cabinet with North Carolina's Race to the Top plan and to help the Cabinet with its statutory responsibility of delivering a statewide STEM plan to the Governor and legislature. To that end, Education First worked with the state education and economic development agencies, JOBS Cabinet, and public/private groups such as NC STEM and the North Carolina New Schools Project, to develop a common approach to STEM talent development in the state. Education First was responsible for bringing the different groups' work together into a common framework, helping to prime the critical conversations to frame recommendations, and raise important issues so that North Carolina leaders can clarify their path forward. Education First was responsible for guiding the stakeholders through an engagement and endorsement process in advance of submitting the report in November.

### **Tennessee STEM Innovation Network**

The Tennessee STEM Innovation Network (TN STEM) was designed as part of Tennessee's successful First to the Top (FTTT) proposal that earned the state \$500 million to devote to education reform. Nearly \$36 million dollars of the FTTT investments are devoted directly to STEM efforts



within the network. Modeled on the Ohio STEM Learning Network (OSLN) but tailored to the needs and context of Tennessee, Education First developed the design, recommended investment priorities, and proposed potential partners to animate the state network itself, based upon the strong existing STEM assets in the state and the experience of organizations such as Battelle Memorial Institute, Oak Ridge Associated Universities, and Oak Ridge National Laboratory. The State of Tennessee also retained Education First to assist in certain launch efforts, including assisting with determining state STEM staff needs, partner agreements, and contracts and initial functioning of the TN STEM Advisory Council.

#### **STRATEGIC PLANNING AND RESEARCH:**

##### **Data Quality Campaign Strategic Planning**

The Data Quality Campaign (DQC) is widely recognized as the nation's go-to source for leadership, advocacy and technical assistance on implementing statewide longitudinal data systems and promoting effective use of data for instructional improvement. As the organization enters its final two years of operations, DQC's executive director brought in Education First to help it determine how best to "go deep" in key states by providing custom policy and political advice in addition to its work providing technical implementation support. In February 2010, Education First prepared and facilitated a half-day strategic planning session with the organization's full staff to develop two-year organizational outcomes and interim indicators of success and explore customized and cohort/network approaches to delivering policy assistance. Education First was then subsequently engaged to assist DQC with a full-blown strategic planning process resulting in a new strategic plan that outlines a comprehensive theory of action; renewed goals, outcomes and interim indicators; initiatives and activities; organization and governance structure; and funding and sustainability plans.

##### **Advance Illinois**

Launched in fall 2008, Advance Illinois is a new, independent, nonprofit organization dedicated to making Illinois education second to none in the world by promoting education policies to help all Illinois students graduate ready for college, careers and citizenship. From 2007-2008, Education First helped start the new organization in partnership with the Bill & Melinda Gates Foundation and Joyce Foundation. We designed the organization's theory of change and advocacy strategies, and suggested the policy priorities that were ultimately adopted by the organization—teacher and leader effectiveness, world-class standards and accountability, choice and innovation.

##### **American Federation of Teachers Innovation Fund: Strategic and Business Planning**

The American Federation of Teachers (AFT) created the AFT Innovation Fund in early 2009—the first major union-led, private foundation-supported effort—to help local AFT unions nationwide develop and implement bold education innovations in public schools. The Fund is the brain child of AFT President Randi Weingarten and is led by AFT Vice President Adam Urbanski. Education First Consulting developed a strategic and business plan that details for AFT staff, leaders and current and potential donors the ways the Fund will work, including how it will be managed, how grant making decisions will be made, where it will focus resources and what the Fund hopes to accomplish over the next three to five years. As part of this work, Education First identified/focused grantmaking priorities and issue interests, articulated a theory of change and measurable outcomes, and specified the mix of assistance and funding the Fund needs to make available to build the capacity of affiliates. The



Innovation Fund’s eight initial grantees—most focused on changing g teacher evaluation and compensation systems—were announced in September 2009 to positive reviews by reform advocates.

### **Hawai’i P-20 Partnerships for Education**

Education First has been partnering with the Hawai’i P-20 Partnerships for Education since late 2006 to advance the goals of the Hawai’i Diploma Project, providing strategic planning, facilitation, rapid-response research and advocacy counsel. This year, Education First is leading the Hawai’i P-20 through a strategic planning process, involving collection of stakeholder input through surveys, interviews and focus groups, as well as the research needed to inform the strategic plann. Moreover, we are engaged with figuring out the continued role of the Hawai’i P-20 as it relates to their leadership across the state in driving the longitudinal data system planning.

### **Bill & Melinda Gates Foundation: 35-State Research and Investment Strategy**

As part of its new education strategies for both K-12 and postsecondary grantmaking, the Gates Foundation plans to concentrate resources in a handful of states that can take key college readiness and postsecondary success policies and programs to scale. After conducting an internal review that targeted 15 states as promising candidates, the foundation engaged Education First Consulting to manage and conduct an extensive review process that could yield deeper insights into the political climate, policy set and opportunities for grantmaking in these states. For each state, Education First compiled a wealth of background information, data and statistics and external ratings by reform advocates on key policies and led a multi-day, in person “due diligence” review that identified the policy positions of key constituencies, challenges and promising investments. In addition, Education First investigated reform conditions in 60 school districts in these states. Finally, Education First looked across information and intelligence from all 15 states and gave guidance to the foundation on which were most promising or not for deeper involvement and support by the foundation. Following the completion of this project, the foundation asked Education First to conduct additional research on college and career readiness policies in 20 more states. All this information was collapsed into a user-friendly, web-based, internal tool—also created with oversight by Education First—that all levels of foundation leadership will access to study both specific policy details and broad performance trends in each state.

## **CONCLUSION**

Education First is pleased to submit this proposal. We believe our experience working on similar issues and the collective and complementary skills of our team place us in good stead to help Battelle and OSSE achieve its STEM goals. Please contact Anand Vaishnav at 202.744.8457 or by email at [anand@educationfirstconsulting.com](mailto:anand@educationfirstconsulting.com) if you have any questions. We look forward to hearing from you.

## P20 Council in the District of Columbia

The District's P20 Council **will foster** coordination and collaboration among key stakeholders citywide to ensure that all youth are career-ready by age 24. The Council **will do this by** ensuring seamless transitions from the commencement of a child's education to his/her entry into the workforce (age 24) by aligning the education pipeline and necessary supports so that all youth at all points along the continuum are prepared to succeed at the next level. P20 Council members **will be charged with** driving improvements to strengthen education and workforce outcomes across the continuum for all youth. The District's P20 Council will be guided by the following values.

- All sectors have a stake and role to play in achieving better education and workforce outcomes.
- All strategies will be data-driven.
- Comprehensive youth development/wrap around strategies are necessary to help achieve improved education and workforce outcomes.
- The Council must implement a collaborative framework that is both *sustainable* over a long period of time and *flexible* enough to identify and respond to evolving priorities to help us achieve our ultimate education and workforce goals.
- In addition to aligning education systems for those youth who remain on track, the P20 Council should work to align efforts and develop collaborative strategies to ensure that our disconnected youth (16-24 year olds who are out-of-school and/or out-of-work) also have the supports they need to succeed.



## The District of Columbia's Education & Workforce Council (P-20)

8/2/2011

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### The Need for an Education & Workforce Council

- On average, **56%** of students (DCPS and DCPCS) graduate high school within 4 years (NCES, 2007-2008)
- **47%** of DCTAG students enrolled in post-secondary education graduate (OSSE, Class of 2003, 6-year)
- Approximately **14,500 (17%)** of District youth ages 16-24 are neither employed nor enrolled in school (ACS, 2009)
- Unemployment rates for youth ages 16-24, have increased from nearly 45% (2000) to approximately **67%** (2009) (Bureau of Labor Statistics)

8/2/2011

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## Value Statements

All District children and youth deserve a quality education and strong supports that prepare them for self-sufficient adulthood.

Children and youth who get off track need a variety of supports that will reconnect them with viable pathways to credentials and employment.

Preparing children & youth for successful adulthood is a *collective challenge* that requires *collective ownership, action, and accountability* of government, non-profits, businesses, philanthropies and local communities.

8/2/2011

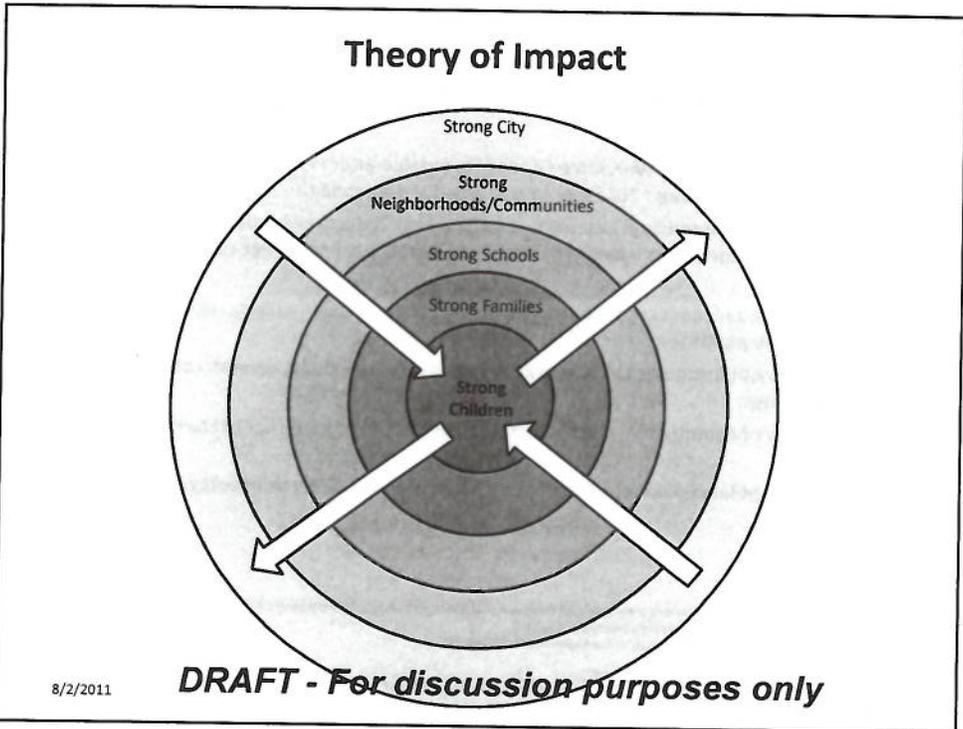
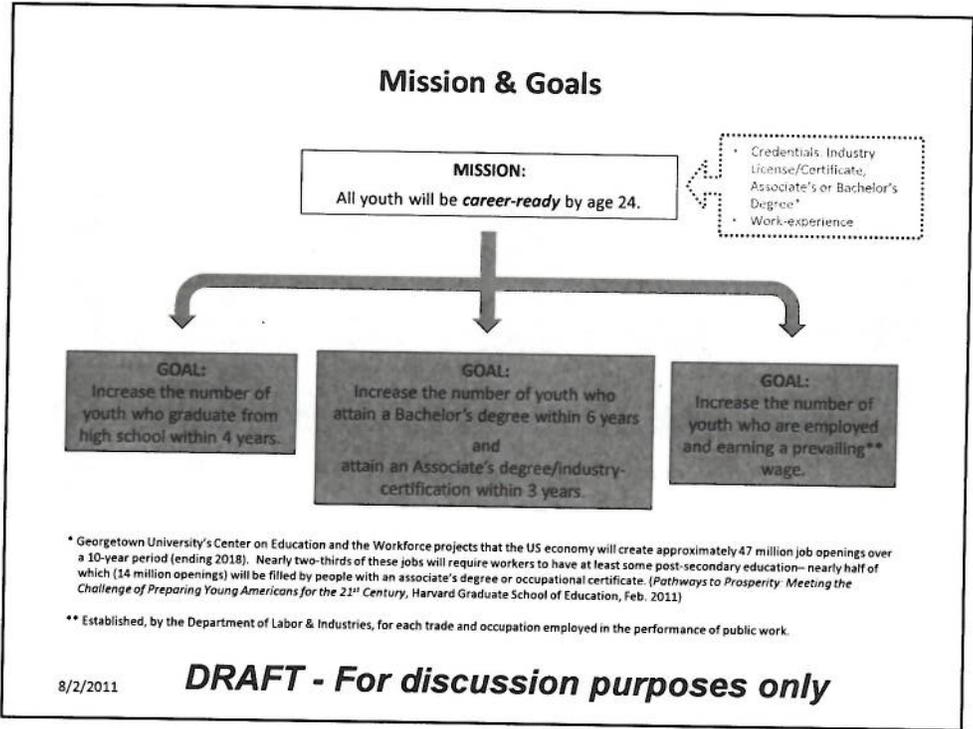
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## An Education & Workforce Council in the District of Columbia

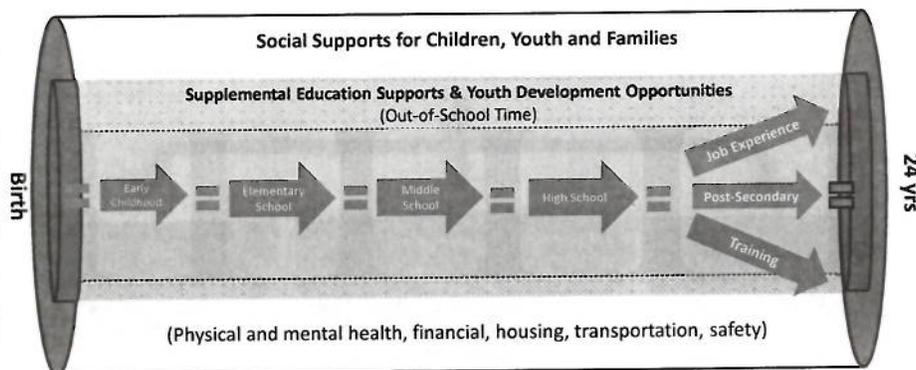
The District's Education & Workforce Council is a body of leaders from all sectors that is charged with improving education and workforce outcomes for our city's children and youth. The Council focuses on ensuring seamless transitions from the commencement of a child's education to his/her entry into the workforce (age 24) by aligning the education pipeline and necessary supports so that all students at all points along the continuum are prepared to succeed at the next level.

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### A Strong "Cradle-to-Career" Pipeline\*



\* Modeled after the Forum for Youth Investment's *READY BY 21*\* pipeline and CLASP's *Building Pathways to Post-Secondary Success for Low-Income Young Men of Color*

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### Composition of P-20 Councils

The District's Education & Workforce Council is modeled after P-20 Councils across the country ("P" for Pre-K and "20" for graduate school). Nationally, P-20 Councils are:

- Convened/chaired by an executive (e.g. Governor, Mayor) who utilizes the Council as a mechanism for action leading to improved educational and career outcomes for youth;
- Composed of leaders (not proxies) with executive decision-making, regulatory, and budgetary authority;
- Inclusive of businesses to better align post-secondary education with career outcomes;
- Inclusive of community stakeholders whose work aligns with that of the P-20 Council; and
- Inclusive of lawmakers to ensure legislation is aligned with the efforts of the P-20 Council.

**Sources:**

- *The Community Foundation for the National Capital Region and Double the Numbers, "The Prospect of a P-20 Council in the District of Columbia: Promising Practices and Potential for Success."*
- *Education Commission of the States, "State Notes: P-16/P-20 Councils"*

8/2/2011

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## Composition

<b>EDUCATION &amp; WORKFORCE COUNCIL</b>
<p style="text-align: center;"><b>Convener: Mayor</b>  <b>Co-Chairs: Deputy Mayor for Education &amp; [Community Member?]</b></p>
<ul style="list-style-type: none"> <li>• Superintendent, Office of the State Superintendent of Education</li> <li>• Chancellor, DC Public Schools</li> <li>• Chair/Exec. Director, Public Charter School Board</li> <li>• President, University of the District of Columbia</li> <li>• CEO, Community College of DC</li> <li>• Deputy Mayor for Health &amp; Human Services</li> <li>• Deputy Mayor for Planning and Economic Development</li> <li>• Director, Department of Employment Services</li> <li>• Chair, City Council Committee of the Whole</li> <li>• State Board of Ed</li> <li>• Director, Workforce Investment Council</li> <li>• Chair, Federal City Council /DC Chamber of Commerce</li> <li>• Chair, Consortium of Colleges &amp; Universities</li> <li>• Working Group Co-Chairs</li> <li>• Philanthropic Representative (Appointed)</li> <li>• Community/Coalition Representative (Appointed)</li> <li>• At-will seat? (Appointed)</li> </ul>

<b>WORKING GROUPS</b>
<p style="text-align: center;"><b>Co-Chairs: Council Rep &amp; Working Group Member</b></p>
<ul style="list-style-type: none"> <li>• <b>Comprised</b> of stakeholders, implementers, and issue/area experts across sectors (e.g. Government, CBO/Nonprofits, Philanthropy, Think Tanks/Research Institutions, Private Industry/Employers, Community Members, parents, youth, etc).</li> <li>• <b>Staffed</b> by DME</li> </ul>

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## Roles

<b>Convener</b>
<ul style="list-style-type: none"> <li>• Invites Education &amp; Workforce Council membership</li> <li>• Calls Education &amp; Workforce Council meetings</li> <li>• Engages as decision-maker</li> <li>• Brokers access to relationships and resources</li> </ul>

<b>Education &amp; Workforce Council</b>
<ul style="list-style-type: none"> <li>• Establish and approve policies aligned with advancing Council goals</li> <li>• Implement evidence-based strategies</li> <li>• Identify, align, broker resources to support strategies</li> <li>• Track progress</li> <li>• Communicate progress to larger community</li> </ul>

<b>TA Provider</b>
<ul style="list-style-type: none"> <li>• Facilitate Education &amp; Workforce Council and Working Group meetings</li> <li>• Provide additional continuity among bodies</li> </ul>

<b>Working Groups</b> ("One per "priority group")
<ul style="list-style-type: none"> <li>• Convened to address priorities identified by Council; time-limited and issue-focused</li> <li>• Use data to define the scope of challenges, develop evidence-based recommendations, and identify resources aligned with the Council's articulated outcomes</li> </ul>

8/2/2011

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## Education & Workforce Council Charter

### MEMBERSHIP

#### *Selection and Tenure of Service*

- All members will be ex-officio and will serve for the duration of their tenure in office, with the exception of the following seats to be appointed by the Mayor:
  - Philanthropic representative
  - Community coalition representative
  - At-will representative
- Appointed members will serve for 2 years.

#### *Expectations & Termination*

- Council members are expected to contribute to the work of the Education & Workforce Council.
- Council members must attend all quarterly meetings.
- Council members who fail to attend at least 3 consecutive meetings and/or who consistently fail to complete assigned tasks and progress reporting duties will be subject to replacement at the discretion of the Mayor.

### RESPONSIBILITIES OF THE EDUCATION & WORKFORCE COUNCIL CO-CHAIRS

- Provide Mayor with quarterly updates and annual progress report
- Develop Education & Workforce Council meeting agenda
- Facilitate Education & Workforce Council meetings
- Assign staffing for Working Groups

### DECISION-MAKING

- All Council members will be granted voting power. Measures will be approved by 75% vote, subject to Mayoral approval.

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## Education & Workforce Council Charter (con't)

### RESPONSIBILITIES OF THE EDUCATION & WORKFORCE COUNCIL

#### *Set Policy Agenda*

- Identify priorities across the Education & Workforce Continuum; define "problem/challenge" and determine outcomes.
- Convene Working Group
  - Select Education & Workforce Council member to co-chair Working Group
  - Work with TA provider to convene critical stakeholders
- Approve Recommendations of Working Groups

#### *Oversee Implementation of Strategies*

- Progress reports from Working Groups and Council members must be presented at all quarterly Education & Workforce Council meetings.
- Government Agencies responsible for implementing strategies must provide progress reports during their standing Agency Cluster meetings.

#### *Track Progress*

- Data for all Council-related work must be entered into Dashboard at least quarterly.
- Capture, analyze and share data regularly during quarterly Education & Workforce Council meetings and Agency Cluster meetings.
  - Which strategies are working?
  - Ongoing evaluation of Council effectiveness?

#### *Communicate Progress to Larger Community*

- Progress reports shall be shared with the public on at least a semi-annual basis.

8/2/2011

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## Examples of Priorities

- Disconnected from school/work
- Chronically truant
- In alternative education settings
- Overage and under-credit
- Special needs
- ELLs
- In need of adult literacy supports
- Transitioning to Pre-K/K
- Transitioning to ES
- Transitioning to MS
- Transitioning to HS
- Transitioning to College/Training

8/2/2011

**DRAFT - For discussion purposes only**

## Working Groups

- Convened to address priorities identified by the Education & Workforce Council; time-limited and issue-focused
- Members shall be representative of multiple sectors and must be able to exercise decision-making authority within their own organization/agency and must possess broad and deep knowledge of their organization/agency's internal workings and capacity.
- Second Co-Chair will be determined by members of Working Group; Co-Chairs will also sit on Education & Workforce Council

### RESPONSIBILITIES OF WORKING GROUPS:

1. **Identify Causes** of "problem/challenge" of priority areas/issues.
  - What is preventing the achievement of the outcomes articulated by the Education & Workforce Council?
2. **Identify specific indicators** to measure progress towards outcomes.
3. **Outline evidence-based strategies** to achieve each indicator.
  - What is needed to achieve each indicator?
  - Which stakeholders need to be at the table to help meet the needs of this group so that they can achieve these indicators?
4. **Set** short-term and long-term benchmarks needed to reach each outcome.
5. **Define necessary data** to track both indicators and outcomes.

8/2/2011

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Office of the



State Superintendent of Education

Race to the Top  
P-20 Task Force Meeting Notes  
August 3, 2011

1. Introductions
2. Taskforce Discussion
  - a. An executive order will be created by Mayor for a P20 Council
  - b. Double the Numbers vs. P20 Taskforce
    - i. Double the Numbers created to inform the Double the Numbers management team
  - c. How can we be on the same page as an advisory body?
  - d. Recommendation
    - i. OSSE P20 and DTN taskforce merge together
  - e. What does the body want to achieve?
    - i. Top executive decision makers at the table to advise Superintendent on P20 efforts
    - ii. Should work like the Title I committee to discuss policy, best practices and issues that impact the work of the LEA
    - iii. A space for working groups on the P20 council
  - f. What is the clear vision for what we are trying to accomplish?
    - i. Define the problem
    - ii. Create working definition
    - iii. Define P20 task force
    - iv. Responsibilities of the task force
    - v. What can we do to have value for LEAs
    - vi. Timeline/deliverables
    - vii. Identify data points we want from SLED
    - viii. Identify initiatives and outcomes that are occurring in the District

- g. Advisory Council
    - i. Small advisory council within the group to discuss the vision, roles, etc.
    - ii. Will communicate via email
  - h. Back-mapping
    - i. Academic indicators
    - ii. Socio-emotional
    - iii. Momentum point identification
3. Next Steps
- a. Advisory council will meet to discuss the vision and role of P20 Task Force for more efficient meetings and goal progression

Project Name	Associated Criteria	Obligation Amount	Date Awarded/Obligated*
Standards Website (Communications)	B3	\$ 35,000.00	
Standards Entry Points	B3		To be Obligated in Year 2
Enhanced Online Data	C2		Occurred After 6/30/11
Statewide Research Tools	C3		To be Obligated in Year 2
Instructional Improvement Systems	C3	\$ 5,000,000.00	7/6/2011
State Growth Measure	D2		To be Obligated in Year 2
Expanded Growth Coverage	D2		To be Obligated in Year 3
Teacher Pipelines	D4	\$ 2,000,000.00	5/3/2011
PLaCEs	D5	\$ 1,423,900.00	6/27/2011
DCPS School Turnarounds	E2	\$ 6,273,300.00	8/3/2011
STEM Learning Network	Priority 2		To be Obligated in Year 2
		<b>\$ 14,732,200.00</b>	

\*Date on GAN