

RACE TO THE TOP

Colorado Report

Year 2: December 2012–December 2013



U.S. Department of Education
Washington, DC 20202

June 2014

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided \$4.35 billion for the Race to the Top fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers. Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under the Race to the Top Phase 3, Race to the Top – Early Learning Challenge,² and Race to the Top – District³ competitions.

In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the Race to the Top Phase 1 and Phase 2 competitions. Race to the Top Phase 3 focuses on supporting efforts to leverage comprehensive statewide reform, while also improving science, technology, engineering, and mathematics (STEM) education.

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

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

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)⁴ take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

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

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).⁵

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, onsite reviews, and Annual Performance Reports (APRs) to draft State-specific summary reports).⁶ The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 3 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately December 2012 through December 2013.

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

² More information on the Race to the Top – Early Learning Challenge can be found at <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>.

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

⁴ Participating local educational agencies (LEAs) are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the American Recovery and Reinvestment Act of 2009 (ARRA).

⁵ More information about the Implementation and Support Unit's (ISU's) program review process, State Annual Performance Report (APR) data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

⁶ Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Executive Summary

State's education reform agenda⁷

Colorado's State plan for education reform focuses on increasing student achievement and graduation rates so that all students are prepared for success in a competitive world that will demand much higher-level skills. As of December 2013, the State has 178 LEAs with more than 1,700 schools. A workforce of approximately 52,000 teachers and leaders educate almost 819,000 students, nearly 353,000 of them eligible for a free or reduced price lunch. The State is committed to serving the needs of all of these stakeholders while transforming education in the 21st century by implementing the key pillars of its reform agenda.

Colorado was one of seven States that received \$17.9 million in Race to the Top Phase 3 funds to advance targeted reforms aimed at improving student achievement from kindergarten through twelfth grade (K-12). The announcement of the Race to the Top Phase 3 award marked the culmination of Colorado's multi-year effort to secure additional funds to support its education reform agenda. Colorado began implementing its reform agenda before receiving the Race to the Top grant and, with the help of key stakeholders, had already crafted a vision for the State's education system.

Colorado's overarching goals for its Race to the Top grant are aligned to the key components of its reform agenda. Specifically, the State's Race to the Top plan focuses on advancing four high-leverage components:

- **Strong statewide capacity:** Leveraging and expanding the State's capacity to implement the grant's various reform initiatives and ensuring that the reforms are integrated and coordinated so that LEAs are supported in implementation and student achievement ultimately rises;
- **Transition to college- and career-ready standards:** Helping schools and LEAs transition to the State's new standards through the creation of Content Collaboratives (teams of talented educators and content experts from across the State) that will develop instructional materials and classroom-based assessments to support educators in implementing Colorado's new Academic Standards and inform educator effectiveness;
- **Educator effectiveness:** Putting in place new, more robust evaluation systems to gauge the effectiveness of teachers and leaders by clearly articulating the standards of performance and assessing performance against those standards; and
- **STEM integration:** Infusing robust opportunities for students to develop STEM knowledge and skills across all content areas and connecting teachers to STEM resources outside their classrooms to better prepare all students for college and careers in STEM-related areas.

The success of Colorado's Race to the Top grant lies in the connection and integration of these four elements that are part of the State's

overall reform initiatives. The grant supports the State's vision of students ready to meet the challenges of the 21st century and an educator workforce that helps them get there – all bolstered and enabled by strong State capacity and support.

State Year 1 summary

In Year 1, the State organized its Vision 2020 office to support implementation of Race to the Top activities that are aligned with Colorado's reform initiatives, filled all of its key positions, and developed systems to monitor implementation of Race to the Top projects at the LEA level. The Colorado Department of Education (CDE) established the Content Collaboratives, which are comprised of a variety of State and national experts in specific content areas, to provide high-quality resources and guidance to the LEAs to assist them in implementing the new Colorado Academic Standards (CAS) which include the Common Core State Standards (CCSS). CDE also developed model principal and teacher rubrics to be used during observations of the professional practices component of the educator evaluation systems and created materials to support LEAs should they choose to implement the State model. Twenty-seven LEAs piloted the principal and teacher evaluation rubrics⁸ and the rubrics were updated, based on the pilot data, for full educator evaluation system implementation in school year (SY) 2013-2014. Additionally, CDE hired a STEM Coordinator who completed a STEM program needs assessment. The results of the assessment were used to support development of a STEM in Action plan, which will provide supports and resources for LEAs to partner with community and business organizations to provide students with real life experiences with STEM-related content.

State Year 2 summary

Accomplishments

In Year 2, Colorado continued to develop and successfully implement most aspects of its Race to the Top plan. Specifically, CDE improved its project management plan by creating and implementing an internal District Dashboard (DISH) to aggregate and display comprehensive LEA information. Through the use of this system, CDE has been able to identify LEA challenges and provide more targeted assistance to support LEAs with continuous improvement of Race to the Top project implementation.

CDE also developed extensive communication resources and tools as part of its strategic communications plan supporting the Race to the Top projects and State reform initiatives. The State increased engagement with key stakeholders to disseminate information and increase awareness regarding communication tools and resources.

CDE implemented the Sample Curriculum Project to provide guidance, tools and training to educators across the State regarding the transition to the new standards, and the project resulted in the development of multiple sample curriculum units that are available for local LEA

⁷ This section reflects counts of schools and students reported in the State's Phase 3 application.

⁸ The principal evaluation rubric was piloted in SY 2011-2012 and 2012-2013. The teacher evaluation rubric was only piloted in SY 2012-2013.

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implementation in all content areas. Moreover, CDE continued to develop resources and training to assist LEAs with implementation of the new teacher and principal evaluation systems. Specifically, the State, in partnership with My Learning Plan, began development of *Elevate Colorado*, an online resource designed to improve evaluator inter-rater reliability. The State also provided training on the model educator evaluator system to nearly all LEAs in SY 2012-2013.

Additionally, the State continued to connect educators to STEM resources by creating a webpage, on the State website, dedicated to STEM activities and projects. CDE made progress on the STEM in Action project by funding competitive grants to four LEAs with significant English learner and rural populations. CDE intends to leverage these grants to improve student outcomes and reduce the achievement gap for English learners in STEM content areas.

Challenges

Despite making significant advances in Colorado's Race to the Top plan, the State faced a few delays and setbacks that impeded progress in some areas. Specifically, CDE experienced a setback in the development of the Resource Bank due to functionality issues that came to light after the creation of a series of resources requiring different functionality than originally planned. To resolve this issue, the State hired a business analyst to assess the Resource Bank functionality and provide recommendations for moving forward with this project. While the Resource Bank currently holds more than 600 vetted assessments that address all ten content areas in the Colorado Academic Standards and nineteen Career and Technical Education clusters, CDE is making other instructional resources, tools and training materials available on the CDE website until the technical issues are resolved.

In Year 2, Colorado continued to grapple with deciding the best method for providing technical assistance to support LEAs in choosing and weighting the multiple measures used to determine the student growth component of the educator evaluation system. CDE also struggled with adequately scaling up State-provided technical assistance to support LEA capacity to review locally developed or purchased assessments in order to determine their relevance and effectiveness on classroom instruction. Additionally, CDE had difficulty ensuring that all participating LEAs were aware of the STEM resources provided by the State.

Looking ahead to Year 3

In Year 3, CDE will continue to focus on collaborating with LEAs to support local Race to the Top project implementation. CDE will also build upon the accomplishments in its strategic communications plan. Colorado will work to improve the Resource Bank functionality so that LEA staff can access all resources developed through Race to the Top activities. Colorado will also continue to facilitate the Content Collaboratives projects, which will focus on the development of comprehensive instructional units for all grades and subjects that include optional assessment choices for LEA use when implementing the instructional units. Additionally, the Content Collaboratives will develop Colorado's Assessment Literacy Program by deciding how to best deliver information, training and resources to support educators' increased understanding of using assessment data effectively to support student learning. In addition, Colorado plans to pilot the specialized service professionals' educator evaluation system in SY 2013-2014 with full statewide implementation occurring in SY 2014-2015.

State Success Factors

Building strong statewide capacity to implement, scale up, and sustain proposed plans

In Year 2, Colorado continued to move forward with all aspects of its work under Race to the Top. Specifically, the Vision 2020 office staff: (1) managed Race to the Top projects, implemented the State reform plan, and disbursed grant funds; (2) ensured that participating LEAs implemented local plans that aligned to the State's plan and properly accounted for funds used; and (3) ensured that Colorado executed its plan in a coherent manner to generate the greatest impact on student achievement. In SY 2012 - 2013, Vision 2020 staff continued to coordinate Race to the Top activities across multiple units within CDE, including Teaching and Learning, Assessment, Educator Effectiveness, and District and School Performance. The State continued to administer the grant and closely monitor results of implementation through the Vision 2020 office in order to build both State and LEA capacity to sustain the work beyond the grant years.

The State completed most projects connected with its commitments in a timely manner. This included ensuring that the Vision 2020 office remained fully staffed, further developing and implementing the Race to the Top project management plan and budget, and expanding the strategic communications plan and the sub-recipient monitoring plan. CDE staff continued to meet monthly to address any concerns with implementation and ensure that Race to the Top projects aligned with the State's reform initiatives and CDE's strategic goals.

CDE struggled with further developing the Resource Bank, which is intended to serve as the main repository for tools and resources to implement activities related to Race to the Top grant initiatives. Due to the technology challenges encountered with the Resource Bank, the State decided to suspend uploading additional resources until the problems were resolved. To assess the functionality challenges associated with the Resource Bank, the State hired a business analyst to complete an external review of the current state of its content, functionality and use. In October 2013, the State received a report from the business analyst indicating suggested adjustments (*i.e.*, build a single sign-on function and use common tagging features to align different resources such as curriculum, related instructional plans and

State Success Factors

assessments to CAS) to the existing Resource Bank platform. While the Resource Bank currently holds more than 600 vetted assessments that address all ten content areas in the Colorado Academic Standards and nineteen Career and Technical Education clusters, CDE is making other instructional resources, tools and training materials available on the CDE website until issues are resolved.

CDE developed and disseminated a survey collecting data for the State performance measures to all Race to the Top participating LEAs and Boards of Cooperative Educational Services (BOCES). The results of this survey were used to determine baseline data in SY 2011-2012 and measure progress toward SY 2012-2013 targets. CDE also continued to implement a project management system using project dashboards. The dashboards were administered by the Race to the Top project manager and currently consist of 15 to 20 mission critical projects that have been identified as priority projects based on CDE's strategic goals.

Support and accountability for LEAs

To better support LEAs, the CDE set a goal in Year 1 to develop systems that promote greater data sharing across different units in the CDE. In Year 2, the State accomplished this goal by creating and implementing DISH, which aggregates and displays comprehensive LEA information such as district profiles; demographics information;

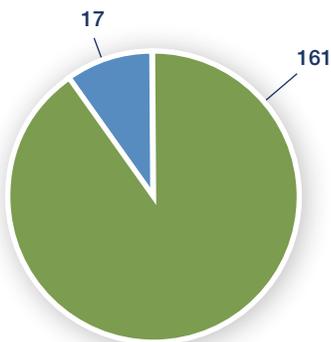
fiscal information; accreditation status and accountability data; and student information including historical proficiency rates, median and adequate growth percentiles, and workforce readiness data. It also includes various interactive tools. Multiple CDE units collaboratively use DISH to identify LEA challenges and provide identified LEAs with more coordinated, targeted assistance.

CDE also implemented the Colorado LEA monitoring plan during Years 1 and 2 and reviewed the annual performance updates submitted in July 2013 by LEAs and BOCES. CDE staff used this information to ensure that each LEA and BOCES was meeting its goals and maintaining its budget as agreed to in its respective Scope of Work. To obtain a more thorough understanding of LEA progress, CDE executed onsite reviews with forty-five percent of participating LEAs. Onsite reviews enabled CDE to provide focused, relevant training for participating LEAs as well as provide needed technical assistance. Additionally, CDE was able to obtain valuable information from the field and build positive relationships with LEAs.

LEA participation

Colorado reported 161 participating LEAs (out of 178 statewide) as of June 30, 2013. This represents 97 percent of the State's K-12 students and 94 percent of its students in poverty.

LEAs participating in Colorado's Race to the Top plan



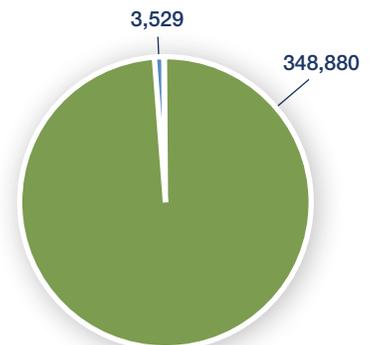
■ Participating LEAs (#)
■ Other LEAs

K-12 students in LEAs participating in Colorado's Race to the Top plan



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

Students in poverty in LEAs participating in Colorado's Race to the Top plan



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

The number of K-12 students and number of students in poverty statewide are calculated using pre-release data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD). Students in poverty statewide comes from the CCD measure of the number of students eligible for free or reduced price lunch subsidy (commonly used as a proxy for the number of students who are economically disadvantaged in a school) under the U.S. Department of Agriculture's National School Lunch Program. The students in poverty statewide count is an aggregation of school-level counts summed to one State-level count. Statistical procedures were applied systematically by CCD to these data to prevent potential disclosure of information about individual students as well as for data quality assurance; consequently State-level counts may differ from those originally reported by the State. Please note that these data are considered to be preliminary as of August 21, 2013.

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

State Success Factors

Stakeholder engagement

CDE continued to develop and implement its strategic communications plan supporting the State's reform agenda. Specifically, the State developed communication toolkits for the Educator Effectiveness and Standards and Assessment units to support LEAs and education organizations to provide effective and consistent messaging around the reform initiatives. CDE also utilized a variety of media sources, including social networks such as Twitter, to promote timely, accurate, and positive messaging across the State related to the Colorado Race to the Top initiatives.

To further improve communication efforts, the State participated in a 2012 externally funded research project, which was designed to learn how various State Departments of Education communicate with the school districts they serve. The results of this project for Colorado indicated that CDE needed to improve coalition building to support Race to the Top initiatives. Based on this data, CDE concentrated efforts to increase engagement with education organizations and advocacy groups.

Success, challenges, and lessons learned

The State continued to align Race to the Top grant activities with Colorado reform initiatives to increase coordination within the State organizational structure. CDE also engaged with key stakeholders, including education organizations, advocacy groups, and LEA staff, to widely disseminate information and increase awareness regarding the communication resources and tools. These efforts are intended to promote sustainability for Race to the Top projects beyond the grant years.

In Year 2, the State built on the communication systems developed in Year 1 to provide LEAs with on-going information on Race to the Top projects. To ensure that crucial information reached school-level educators, the State emphasized collaboration with teachers in Year 2. Specifically, after participating in a Communications and Engagement State Workshop led by the RSN, CDE provided training and supports to encourage teachers to become "communication ambassadors" for the State. To further support communications efforts, the State has also developed extensive communication resources and tools aligned with Race to the Top projects and engaged with multiple media sources to support positive messaging regarding Race to the Top initiatives.

Although the State made significant progress in various aspects of the grant, CDE experienced a setback in the implementation of a strategic information management plan. Specifically, the State suspended uploading resources into the Resource Bank due to functionality issues that came to light after the creation of a series of resources requiring different functionality than originally planned. The State is currently researching available options to meet Resource Bank users' needs.

CDE continued the State's program management systems aligned with the State's SOW, and the State demonstrated a strong understanding of both its progress and the areas that require additional support. Specifically the State improved efforts to gather and analyze data, through means such as DISH, to assist with identifying LEAs that may struggle with implementation of Race to the Top initiatives and need targeted training and technical assistance.

State Success Factors

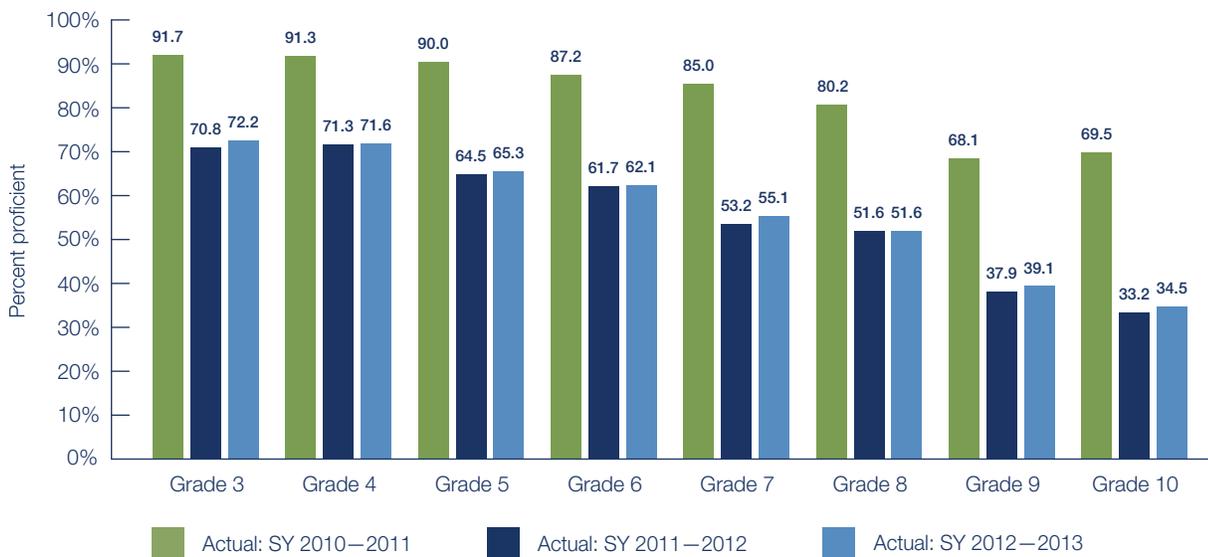
Student outcomes data

Student proficiency on Colorado's mathematic and English language arts (ELA) assessments remained relatively the same from SY 2011-2012 to SY 2012-2013. Achievement gaps for both Colorado's ELA and mathematics assessments remained relatively flat between SY 2011-2012 and SY 2012-2013. In SY 2011-2012 Colorado used a different definition of proficiency than in SY 2010-2011.

Student proficiency on Colorado's ELA assessment



Student proficiency on Colorado's mathematics assessment



Preliminary SY 2012-2013 data reported as of: December 2, 2013.

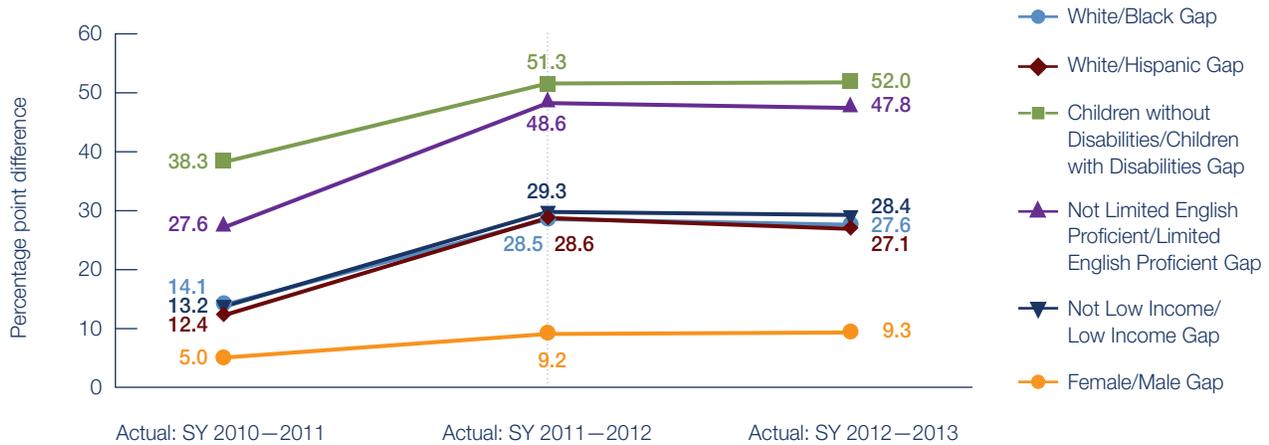
NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

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

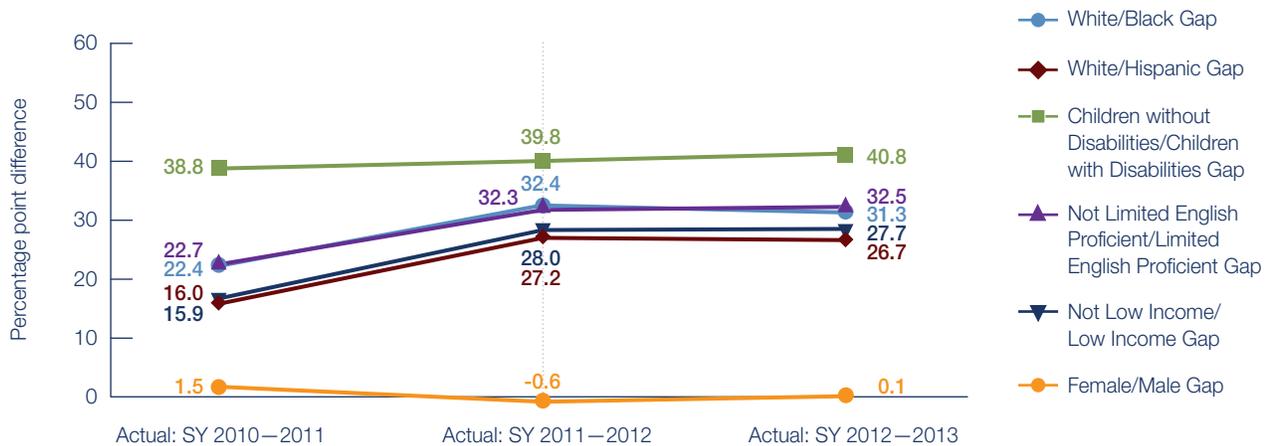
State Success Factors

Achievement gaps for both Colorado's ELA and mathematics assessments remained relatively flat between SY 2011-2012 and SY 2012-2013. In SY 2011-2012 Colorado used a different definition of proficiency than in SY 2010-2011.

Achievement gap on Colorado's ELA assessment



Achievement gap on Colorado's mathematics assessment



Preliminary SY 2012-2013 data reported as of: December 2, 2013.

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

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

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

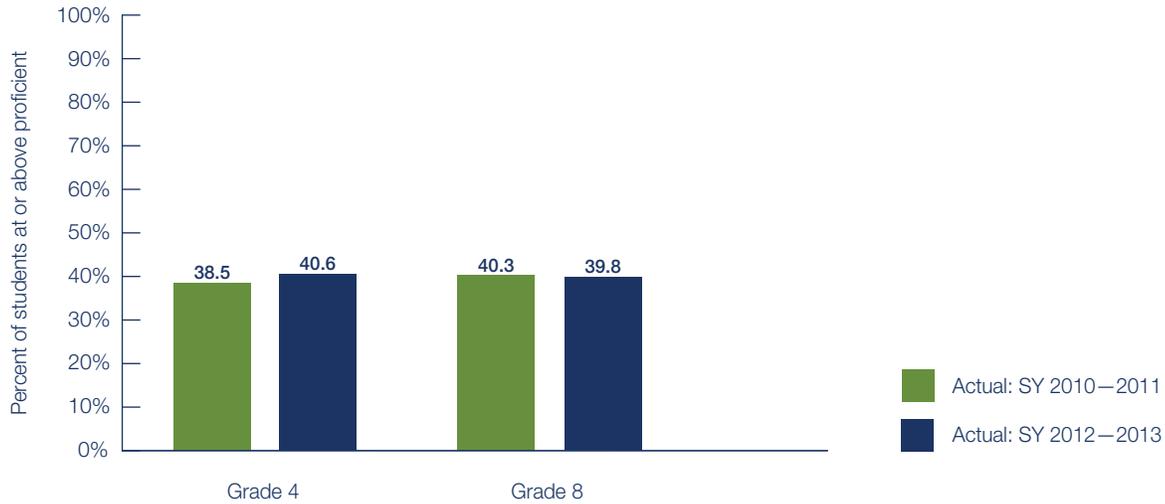
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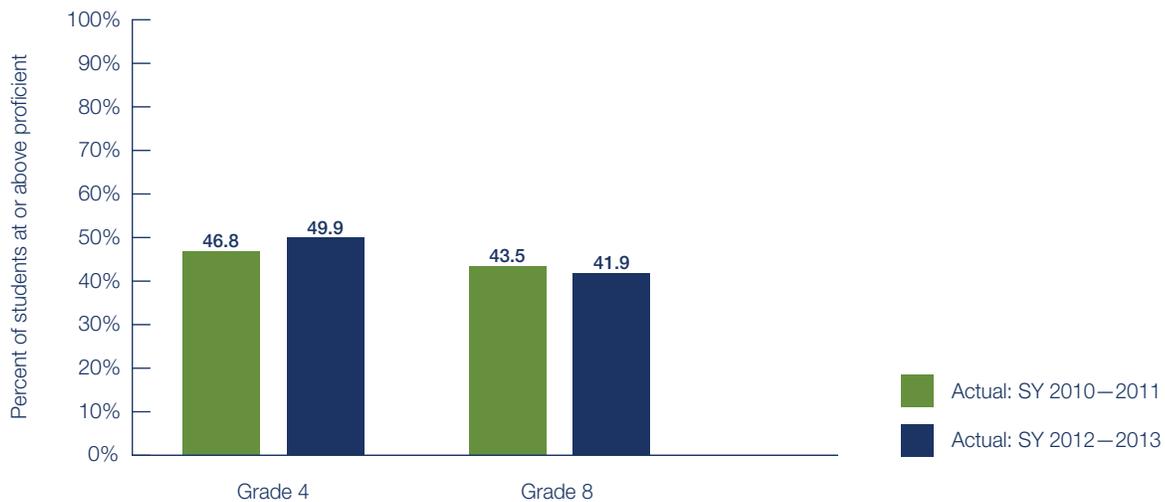
State Success Factors

According to the National Assessment of Educational Progress (NAEP), the percentage of Colorado's grade four and grade eight students who were at or above Proficient in reading and mathematics in 2013 was not significantly different than in 2011.

Student proficiency, NAEP reading



Student proficiency, NAEP mathematics



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

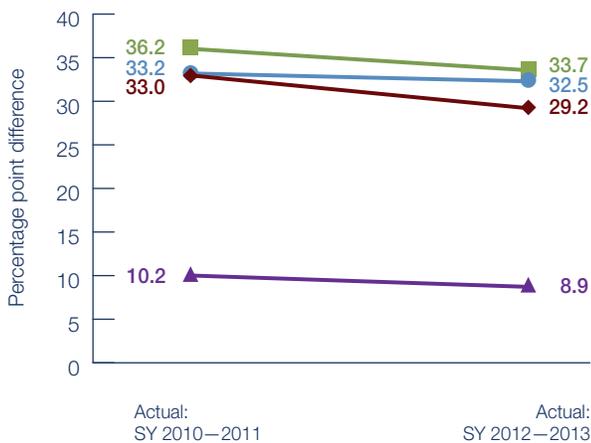
Colorado's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

State Success Factors

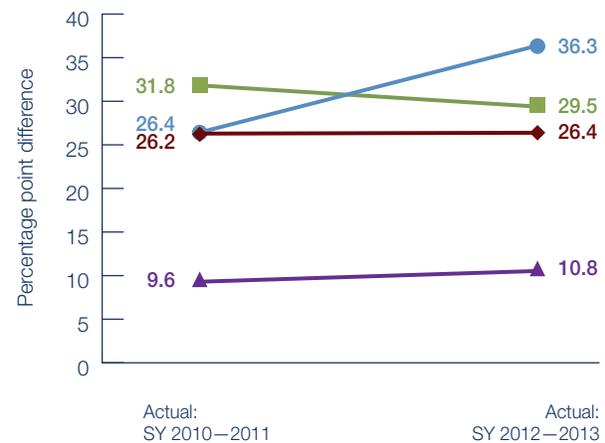
NAEP data showed a general decrease in the achievement gap on grade four NAEP reading. The grade eight achievement gap on NAEP increased between white and black students in 2012-2013. However, NAEP data showed a decrease in the achievement gap on grade eight NAEP reading for not national school lunch program eligible and national school lunch program eligible students. The gap between all other sub-groups remained flat between SY 2010-2011 and SY 2012-2013.

NAEP data showed that the grade four achievement gap on NAEP mathematics remained relatively flat from SY 2010-2011 to SY 2012-2013. Likewise, the grade eight achievement gap on NAEP mathematics remained flat in most areas except the achievement gap between white and Hispanic students, which showed a decrease in SY 2012-2013.

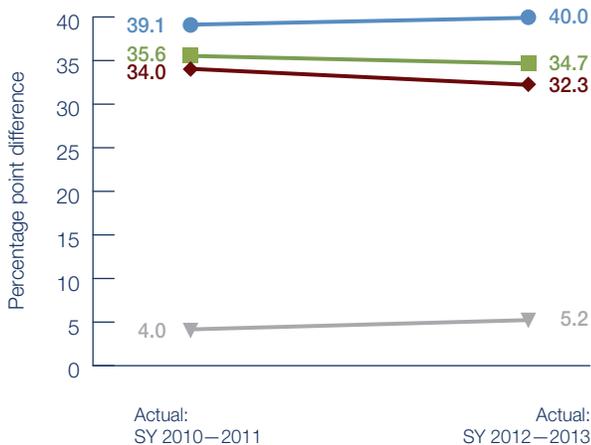
Grade 4 achievement gap on NAEP reading



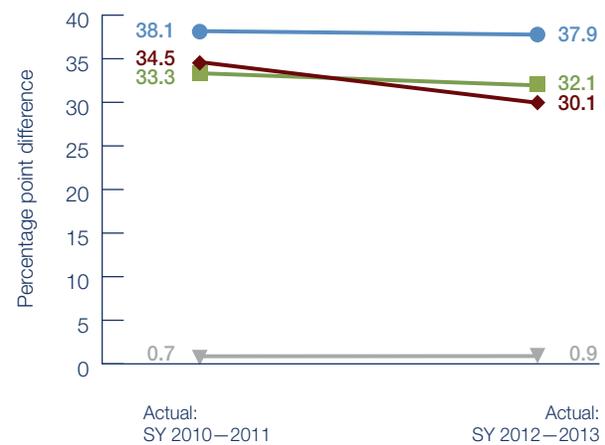
Grade 8 achievement gap on NAEP reading



Grade 4 achievement gap on NAEP mathematics



Grade 8 achievement gap on NAEP mathematics



- White/Black Gap
- ▲ Female/Male Gap
- Not National School Lunch Program Eligible/
National School Lunch Program Eligible
- ◆ White/Hispanic Gap
- ▼ Male/Female Gap

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

Numbers in the graph represent the gap in a school year between two sub-groups on the NAEP reading and NAEP mathematics.

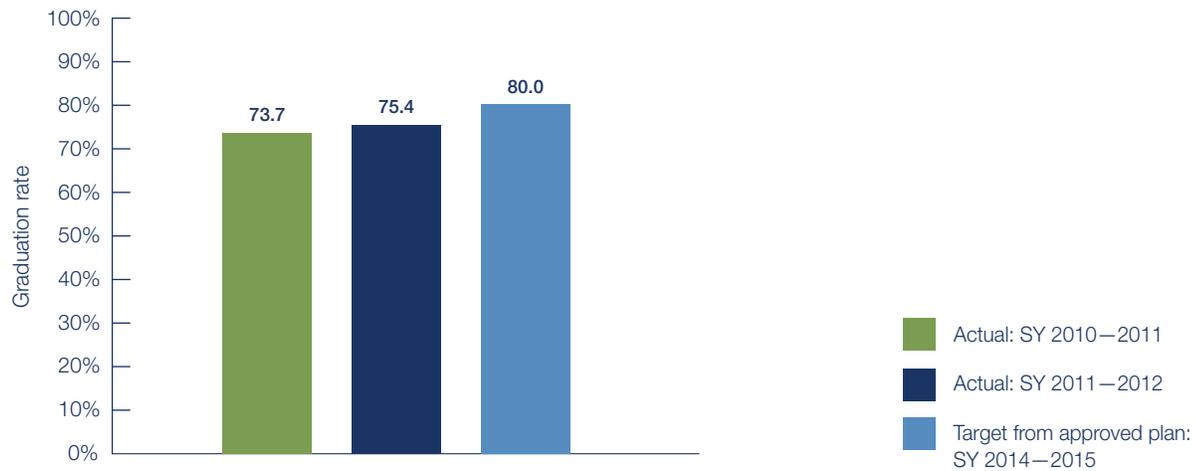
Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

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

State Success Factors

Colorado's high school graduation rates increased from SY 2010-2011 to SY 2011-2012.

High school graduation rate



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

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

Standards and Assessments

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

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

In spring of 2010, Colorado joined the Partnership for Assessment of Readiness for College and Careers (PARCC) as a participating State and later became a governing State in the PARCC consortium. In Year 2, CDE and the LEAs continued to work collaboratively to fully implement the new CAS, including CCSS, in all grades and subjects.

To support the transition to the new standards, CDE maintained the Content Collaborative system, a statewide system comprised of teachers and experts in ten content areas, and provided guidance and oversight to project development. The Content Collaboratives assisted the State in the development and dissemination of high-quality resources that can be accessed by educators to support the implementation of the new CAS. Additionally, CDE completed the work of the Technical Steering Committee (TSC), a committee composed of psychometric experts who oversee and facilitate the work of the Content Collaboratives.

The CDE also utilized an Assessment Implementation Specialist to assist LEAs in transitioning to the new assessments. Specifically, the Assessment Implementation Specialist provided training to LEA staff on the Assessment Review tool, which is a tool developed by the Content Collaboratives to support LEAs in aligning local assessments to the CAS. The Assessment Implementation Specialist also created a Performance Task Data Collection and Reporting tool for use by LEA educators to collect and analyze data when piloting selected performance assessments.

In SY 2012-2013, the Content Collaboratives continued work on the District Sample Curriculum Project to provide guidance, tools and training to numerous educators regarding the transition to the State standards and the CCSS. Through this project, Colorado educators created over 700 sample curriculum units aligned to the new standards. Additionally, the Content Collaboratives completed the first phase of their work in accordance with the State Scope of Work, which consisted of reviewing and vetting over 600 classroom-level assessments and making these assessments available to educators. In March 2013, the Content Collaboratives began the second phase of their work, which focused on the creation of performance assessments intended for use by educators to: 1) inform and improve classroom instruction; and 2) use as one of the multiple measures of student growth in the evaluation system.

At the beginning of the grant Colorado anticipated using the Shared Learning Collaborative, which changed its name to inBloom, to create online repositories of outstanding lessons, tools, and instructional modules aligned with college- and career-ready standards. Colorado's involvement with inBloom was largely predicated on the participation of a large, suburban district as a pilot to test the technology

Colorado's District Sample Curriculum Project

Implementing the CCSS-aligned Colorado Academic Standards is one of four key reform priorities outlined in Colorado's *Race to the Top* plan, and the District Sample Curriculum Project was designed to engage teachers in that process. "We felt strongly that educators needed to be the authors of any sample curriculum," explained Brian Sevier, the standards project director with the Colorado Department of Education. The sample curriculum units translate the standards into overviews that can be used by school districts and teachers to plan more detailed lessons. The curriculum units clarify what students are supposed to learn, ways to assess their progress, and the 21st century skills that teachers should be stressing. Teachers developed units that are relevant to the students they teach. For example, teachers from Plainview, a rural district in eastern Colorado, developed a first grade literacy unit focused on farming as a way to explore how seasonal changes impact the physical environment and activities in community life.

environment and student data integration in their local instructional improvement systems. However, according to the State, in November 2013, Colorado terminated its service agreement with inBloom after the pilot district withdrew from inBloom.

Successes, challenges, and lessons learned

The State continued to implement the Content Collaboratives cohorts to provide CAS-aligned resource support to educators for the transition to the new standards and high-quality assessments in the State's ten content areas. The State reported that the work of the Content Collaboratives greatly increased educator capacity to implement the new standards.

CDE implemented the Sample Curriculum Project, which involved providing guidance, tools and training to many educators across the State and culminated in the development of numerous sample curriculum units across the ten content areas. CDE also developed and provided training on various tools, such as the Assessment Review Tool, that support LEAs in determining effective assessments to support transition to the new standards. To sustain this work, the State plans to utilize LEA staff with experience in piloting and reviewing performance assessments to train other LEAs. However, at this time CDE lacks a formalized training plan that includes a continuous improvement process to scale up technical assistance to LEAs.

Great Teachers and Leaders

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

Improving teacher and principal effectiveness based on performance

The State continued to use Race to the Top funds to provide resources and support to prepare LEAs to implement new educator evaluation systems. These resources included a State model evaluation system for teachers and principals, which the State finalized in SY 2012-2013. The State required all LEAs to implement a full educator evaluation system for teachers and principals by SY 2013-2014. LEAs have the flexibility to use the State model educator evaluation system or create their own system as long as it adheres to the requirements of Senate Bill 10-191, now codified as C.R.S. 22-9 (2013).⁹ As of July 2013, 160 out of 178 LEAs and 12 out of 20 BOCES indicated that they will use the State model system. Educator evaluation ratings will not be used to inform the loss of non-probationary status until SY 2014-2015.

In SY 2012-2013, CDE piloted the newly developed teacher observation rubric and the revised principal observation rubric for the State educator evaluation system. Following the pilot, the State used various methods (e.g., surveys, interviews, and focus groups) to collect feedback from pilot LEAs regarding the utility and fairness of these rubrics. Based on stakeholder feedback, the teacher evaluation rubrics were revised for full implementation in SY 2013-2014.

Additionally in Year 2, the State drafted the educator evaluation rubrics outlining high quality professional practices for nine categories of specialized service professionals (SSPs).¹⁰ The overall intent of the SSP evaluation system is to ensure that specialized service professionals' evaluations provide meaningful and actionable feedback allowing for continuous improvement of their practice. Nineteen LEAs are piloting SSP evaluation rubrics in SY 2013-2014. Full roll-out of the evaluation systems will occur in SY 2014-2015.

In Year 2, the State also began development of *Elevate Colorado* in partnership with My Learning Plan. *Elevate Colorado* is a tool to promote common interpretations of teacher quality and to support evaluators' ability to provide useful and actionable feedback to educators based on information and data collected through

observations. In using the system, evaluators can view short videos of practicing teachers, rate teacher performance based on the State Model Evaluation System rubric and receive feedback on their ratings. Despite initial delays in Year 1, the State completed several videos for this project and made them available on the CDE website. The State plans to fully complete the video modules by August 2014.

In addition to providing resources to prepare LEAs to implement the new evaluation systems, the State continued to train LEAs on the model educator evaluator system. In SY 2012-2013, the State provided trainings, which included information on choosing and weighting multiple measures of the student growth component, to more than 163 LEAs regarding the implementation of the evaluation systems. CDE also created a training plan for LEAs on the educator evaluation systems for SY 2013-2014 that includes town hall and technical assistance webinars as well as ongoing technical assistance and training, as requested by individual or groups of LEAs. Lastly, CDE developed guidelines, which were released in May 2013, for educator evaluation training providers interested in being approved by the Department to train evaluators in the State Model Educator Evaluation System.

In August 2013, the State adjusted the timeline to delay the development of the evaluation system for SSPs by one year in order to give LEAs time to focus on the implementation of principal and teacher evaluation systems. The State also postponed the development of approval programs for educator evaluation training providers to accommodate the delay in creating guidance documents.

Successes, challenges, and lessons learned

The State successfully provided numerous resources and trainings to assist LEAs in implementation of teacher and principal evaluation systems that adhered to Senate Bill 10-191. Specifically, CDE expanded training beyond participating LEAs to train 163 LEAs on implementation of the evaluation systems. The State also partnered with My Learning Plan to develop *Elevate Colorado*, which uses online

⁹ Senate Bill (SB) 10-191 is a part of the Great Teachers and Leaders Act, which requires educators to receive three consecutive years of effective or higher evaluation ratings to earn non-probationary status. Educators can lose their non-probationary status after two consecutive ineffective ratings.

¹⁰ Specialized service professionals include the following school personnel: audiologists, psychologists, nurses, physical therapists, occupational therapists, counselors, social workers, speech language pathologists, and orientation and mobility specialists.

Great Teachers and Leaders

resources to assist with evaluator inter-rater reliability across the State. These trainings and supports are intended to facilitate a smooth transition to the new teacher and principal evaluation systems.

CDE also successfully created a plan to provide ongoing training and technical assistance for the field as it implements its educator and principal evaluation systems. This plan includes a process for individual LEA requests for additional differentiated training and technical assistance. Colorado's plan for technical assistance appears promising, but whether it improves an LEA's ability to select and weight the multiple measures used to determine the student growth component of the educator evaluation system remains to be seen.

Despite several successes, the State faced delays in creating an evaluation system for SSPs, as well as training non-CDE providers to instruct and support LEAs with implementing their evaluation systems. However, the State continues to implement processes and provide guidance to support the roll-out of the new teacher and principal evaluation systems in alignment with the timeframes in the State's Scope of Work. The State also developed processes to monitor the consistency of LEA implementation of educator evaluation systems with the requirements of SB 10-191.

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

Race to the Top Phase 3 States are committed to providing a high-quality plan with a rigorous course of study in STEM. In their applications, grantees committed to allocating a meaningful share of their award to advances in STEM education in the State. A focus on STEM furthers the goal of preparing more students for an advanced study in sciences, technology, engineering, and mathematics, including among underrepresented groups such as female students.

State's STEM initiatives

Colorado's Year 2 STEM activities continued to focus on: 1) ensuring that high-quality STEM themes, lessons, and content are integrated into instructional resources; 2) making new tools (*e.g.*, videos, virtual field trips and other multimedia) available to all LEAs; and 3) connecting educators to STEM resources within as well as outside their school and LEA boundaries.

In order to ensure that high-quality STEM themes are present in instructional resources, the CDE STEM Coordinator, in collaboration with the Teaching and Learning unit, produced a STEM curriculum framework for each school level (elementary, middle school, and high school). The sample curriculum frameworks include multiple content areas, including science and mathematics. The frameworks are a slight departure from the State's original plan to integrate STEM content into all curriculum units developed for the ten content areas.

The State also continued to connect educators to STEM resources by funding four STEM in Action grants, for SY 2013-2014, to diverse LEAs across the State. The STEM Coordinator held an evaluation training workshop for grantees in August 2013 that focused on improving grantees' project evaluation protocols and processes.

To further support the Race to the Top funded STEM initiatives, CDE's STEM Coordinator attended monthly State STEM Network meetings and served as a STEM Strategy Team partner for the Colorado Governor's Office to inform the development of Colorado's STEM Education Roadmap, which is a call to action to improve STEM education in Colorado. The team drafted and revised the

STEM Education Roadmap throughout Year 2, and made plans to finalize the document by spring 2014. Through active participation in these statewide STEM associations, the STEM Coordinator ensured that CDE projects are aligned with the existing STEM infrastructure.

To sustain STEM initiatives in the following academic year, CDE created a STEM work plan for SY 2013-2014. The State's work plan focuses on: 1) ensuring equitable access to STEM opportunities and experiences; 2) application and integration of STEM concepts; 3) creation of a STEM Think Tank to inform CDE's vision for STEM education, to provide guidance for STEM implementation and policy issues, to connect STEM educators, and to document best practices.

Successes, challenges, and lessons learned

In SY 2011-2012, a needs assessment, conducted by the STEM Coordinator, found a significant gap in student outcome results for English learners. To address this gap, the State ensured that the four STEM in Action grants for SY 2013-2014 specifically focused on LEAs with significant English learner and rural populations. CDE intends to leverage these grants to improve student outcomes for English learners across the State.

CDE continued to create resources, including a webpage on the State website, to make STEM-related resources available to educators, parents, students and Colorado industries. Despite this work, the selected LEAs that participated in the Department's Year 2 onsite

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

review claimed not to have knowledge or use of the STEM resources provided by the State. To address this issue, CDE is exploring

more effective strategies to disseminate LEA resources, tools, and information to support STEM implementation in participating LEAs.

Colorado's STEM in Action grants

Colorado's STEM in Action program is focused on providing opportunities for teachers and students to connect to STEM opportunities outside of their classrooms and to support the STEM curriculum within their schools. The program is designed to engage populations traditionally underrepresented in STEM fields in rural areas through partnerships between school districts, community organizations and postsecondary education programs. The STEM in Action subgrants were awarded to:

Boulder Valley School District Re-2-Mountain Schools which proposes to provide academic enrichment projects that address the specific needs of rural students by building and delivering detailed units of study for elementary, middle, and high schools that connect STEM in the classroom to relevant, real-life, hands-on experiences.

Centennial BOCES, a collaborative between two universities and four industries, which proposes to provide professional development to secondary teachers through Nature Inspired STEM Institutes to increase their knowledge and skills to connect their students to STEM learning within the context of the natural world.

Lake County School District which proposes to ramp up technology and bring the real world of STEM into the classroom through a collaboration with Keystone Science School and local industry to engage students in inquiry-based learning activities.

Mountain Valley School District which proposes to engage students in on site lab experiences and multi-year capstone projects in STEM by identifying community needs through formal assessments and engaging youth in data analysis, critical thinking, and resource utilization to identify STEM projects that address those community needs.

Looking Ahead to Year 3

CDE will continue to focus on collaborating with LEAs to support local Race to the Top project implementation. CDE will also build upon the accomplishments in its strategic communications plan. Colorado will work to improve the Resource Bank functionality so that LEA staff can access current and future resources developed through Race to the Top activities. Colorado will also continue to facilitate the Content Collaboratives projects, which will focus on the development of complete instructional units that include optional assessment choices for LEA use when implementing the instructional units. Additionally, the Content Collaboratives will help develop Colorado's Assessment Literacy Program by deciding how to best deliver information, training and resources to support educators' increased understanding of effectively using assessment data to support student learning. CDE will provide training and guidance to LEAs through conferences, face to face meetings and other technical assistance mechanisms regarding all Race to the Top project implementation.

SY 2013-2014 is a critical year for Colorado's educator evaluation work. After several years of piloting the educator evaluation systems and one year of implementation that does not affect personnel decisions, all LEAs are expected to fully implement the teacher, principal and specialized service provider evaluation systems. As Colorado LEAs move forward with their educator evaluation systems, CDE must focus on developing comprehensive feedback loops to support the State's provision of technical assistance to LEAs for local implementation.

Colorado will continue to support the STEM in Action programs by providing opportunities for the grantees and the participating LEAs with STEM activities in their plans to convene for training, technical assistance and networking. Additionally, the State will continue to provide tools and resources to support LEAs to include STEM activities and learning in instruction throughout all content areas.

Budget

For the State's expenditures through June 30, 2013, please see the APR Data Display at <http://www.rtt-apr.us>.

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

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

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (1) can be provided by various types of qualified providers, including both institutions of higher education (IHEs) and other providers operating independently from institutions of higher education; (2) are selective in accepting candidates; (3) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (4) significantly limit the amount of coursework required or have options to test out of courses; and (5) upon completion, award the same level of certification that traditional preparation programs award upon completion.

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

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-

level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA):

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

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

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

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including governors, chief State school officers, content experts, teachers, school administrators, and parents. (For additional information, please see <http://www.corestandards.org/>).

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

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

Glossary

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

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

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

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

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

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

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

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

Persistently lowest-achieving schools: As determined by the State, (1) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (1) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (2) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

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

Glossary

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

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

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

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

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

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

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

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

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

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

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