

RACE TO THE TOP

Kentucky Report

Year 1: 2012



U.S. Department of Education
Washington, DC 20202

June 2013

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 Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 2 competition. Also in 2011, the Department made nine awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Additionally, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and careers.

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, 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) 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.²

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 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).³

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 Participating 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 sub-grant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

³ More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

Executive Summary

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.⁴ The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 1 report for Phase 3 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately December 2011 through December 2012.

State's education reform agenda⁵

The Kentucky Education Reform Act of 1990 launched the State's effort to transform its education system, establishing goals for what students should know and be able to do as a result of their school experience. Kentucky's education reform agenda aims to promote student achievement and measure the State's progress against six goals and academic expectations. The student goals and academic expectations are:

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, sciences, arts, humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
3. Students shall develop their abilities to become self-sufficient individuals.
4. Students shall develop their abilities to become responsible members of a family, work group, and community, including demonstrating effectiveness in community service.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media services.

Kentucky's education system includes 174 local educational agencies (LEAs) and 1,233 schools. Of the State's more than 653,000 students, nearly 57 percent live in poverty. To ensure that every student graduates from high school prepared to succeed in college and careers, the Kentucky Department of Education (KDE) is leading the implementation of the Common Core State Standards (CCSS), as well as developing new assessment and accountability models. The

State has also launched interventions to improve struggling LEAs and schools, initiated the development of a new professional growth and evaluation system, and provided support for innovative practices at the local level.

Kentucky was one of seven States to receive a Race to the Top Phase 3 grant. Over four years, Kentucky will receive a total of \$17 million in Race to the Top funds. The State's Race to the Top plan is essential to advancing statewide systemic reform by: enabling the transition to enhanced standards and high-quality assessments, promoting the use of data to improve instruction, and helping to provide effective supports to teachers and principals. Specifically, the State's Phase 3 application focuses on furthering the implementation of the State's Continuous Instructional Improvement Technology System (CIITS). CIITS, a comprehensive technology support system for Kentucky educators, will customize learning experiences for students, personalize professional growth for educators, coordinate LEA/school-level planning and monitoring of student success, and disseminate promising practices and effective instructional models. Race to the Top grant funds will be used to add an Educator Development Suite (EDS) – a teacher and leader effectiveness module – to CIITS. EDS will house teacher and principal evaluations and will enable teachers and school leaders to track their goals, measure their performance, and access tools and training for continuous improvement.

The State's plan also includes assisting LEAs and schools to offer more meaningful science, technology, engineering and mathematics (STEM) experiences for P-12 students. Kentucky is also committed to scaling up its AdvanceKentucky program. AdvanceKentucky is a statewide math-science initiative designed to expand access to and participation in Advanced Placement (AP) mathematics, science, and English (MSE) courses, particularly among student populations traditionally underrepresented in these courses. AdvanceKentucky schools adopt an open enrollment policy for AP courses. Students are encouraged and recruited to take AP courses. AdvanceKentucky has components to support both educators and students. Educators participating in AdvanceKentucky (1) are provided intensive AP training during summer institutes; (2) participate in regular opportunities for vertical teaming and collaboration with other high school and middle school AP teachers training; (3) are assigned an AP teacher mentors; and (4) receive a financial incentive for quality scores achieved by students in their eligible AP classes. AdvanceKentucky students are not subjected to prerequisites for enrollment in AP courses and once enrolled students receive tutoring and 18 hours of study sessions for each AP course. Students are provided financial support to assist with AP exam fees and are provided a monetary incentive for each quality score on AP exams in MSE.

⁴Additional State-specific data on progress against annual performance measures and goals reported in the Year 1 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

⁵This section reflects counts of schools and students reported in the State's Phase 3 application.

Executive Summary

Kentucky's goals for its Race to the Top grant are consistent with the State's overall college and career readiness agenda, and includes specific goals for raising high school graduation, college enrollment, and college completion rates, and decreasing the percentage of college students needing remediation. Other goals include increasing the percentage of students that meet ACT college benchmarks in English, reading, and mathematics, as well as the percentage of students scoring at or above proficiency on the fourth and eighth grade NAEP exams in both reading and mathematics.

State Year 1 summary

Accomplishments

Kentucky sees expanding CIITS as fundamental to achieving its comprehensive vision for preparing students to be college and career ready. The extensive, multi-functional system will serve as a "one-stop-shop" providing LEAs with resources to support the dissemination and adoption of innovative strategies to support the implementation of rigorous standards and the use of related tools for instruction and assessment. CIITS modules will aid LEAs in evaluating the performance of teacher and school leaders, and providing relevant professional development and support. The system will also enable a comprehensive approach to collecting and utilizing data for continuous improvement, and will enhance STEM instruction in the State by including new science standards and science assessment items.

In Year 1, the State made significant progress in increasing use of CIITS district-wide by providing support and training to teachers and administrators in how to use CIITS effectively and with fidelity. KDE also began to field test the EDS module in 54 participating LEAs and contribute funds to support the launch of five new AdvanceKentucky sites in fall 2012.

Challenges

Kentucky was challenged with delayed implementation of its Race to the Top plan. The State committed (in its application) to have data to establish student achievement targets by September 30, 2012.⁶ However, due to a delay in the availability of the data, Kentucky was not be able to meet the September 30th deadline, due vendor issues, and requested an extension. An additional timeline adjustment was needed to align the timeline for implementing the EDS component of the CIITS with the State's rollout of its new evaluation system, the Professional Growth and Effectiveness System (PGES).

Looking ahead to Year 2

Kentucky is positioned to continue enhancing and building out CIITS to enable teachers and schools to track their goals, measure their progress, and access tools and training for personalized professional development statewide. Additionally, using CIITS teachers can create formative assessments and see at a glance how individual students are progressing when administered online. This will allow for easy identification of learning gaps and adjustments in instructions to meet individual student needs. Major activities for Year 2 include supporting the 54 districts field testing the new teacher and principal evaluation system, rolling out EDS to all LEAs in preparation for statewide implementation of the teacher and principal evaluation system in SY 2014-2015, awarding funds to the second cohort of AdvanceKentucky, and expansion of expanding the CIITS assessment bank to include the Next Generation Science Standards (NGSS) items, materials, and resources. These activities will be supported by continued data collection, review, and analysis of CIITS usage; a quality assurance review of educator-created materials submitted to CIITS; data collection, review and analysis of AdvanceKentucky participation and enrollment; and monitoring of ensure CIITS and EDS professional development to ensure these opportunities are of high quality.

⁶The State will receive the results of the first administration of the State's new summative assessment data. Data was delayed due to State

State Success Factors

Building State capacity to support LEAs

As outlined in its Phase 3 proposal, Kentucky is using Race to the Top funds to complete the statewide rollout of its CIITS standards resources module, expand the CIITS formative assessment module, and assist LEAs in using the system to improve assessments and instruction.

The State's Race to the Top plan strategies include:

- Overseeing the design of high-quality formative and summative assessments and using the resulting data to improve teaching and learning; and
- Working collaboratively within and across networks to populate an online database in CIITS of instructional resources (such as learning targets and suggested sequences of learning, sample aligned units and assessments, common formative and summative assessments), based on Kentucky's CCSS, that is accessible by all Kentucky teachers and leaders.

KDE had a project management team in place prior to the State's receiving Race to the Top funds. In Year 1, KDE adapted this existing structure to incorporate the work outlined in its Race to the Top plan, rather than creating new management processes. KDE's project teams – the instructional materials review team, the data team, the EDS/teacher effectiveness team, the curriculum and instruction team, and the professional development team – collaborated and integrated Race to the Top projects into Kentucky's overall strategic plan for reform.

Team leads are responsible for managing Kentucky's Race to the Top projects and contracted staff provide additional support. Teams may work jointly on projects that touch multiple aspects of education reform and determine how to communicate with the field. For example, the data team and the curriculum and instruction teams work together on assessments.

To complement its Race to the Top plan, KDE has enlisted the help of the Kentucky Leadership Networks⁷ to communicate information from KDE to its LEAs (teachers and leadership), provide input to KDE on how educators are using resources, and help KDE determine what needs to be adjusted and improved as it relates to CIITS implementation. Throughout SY 2011-12 and SY 2012-13, all the networks are focusing on full implementation of the standards by providing local expertise in translating the State standards into practical learning targets and instructional methods for use in the classroom, in order to promote highly effective teaching, learning, and assessment practices.

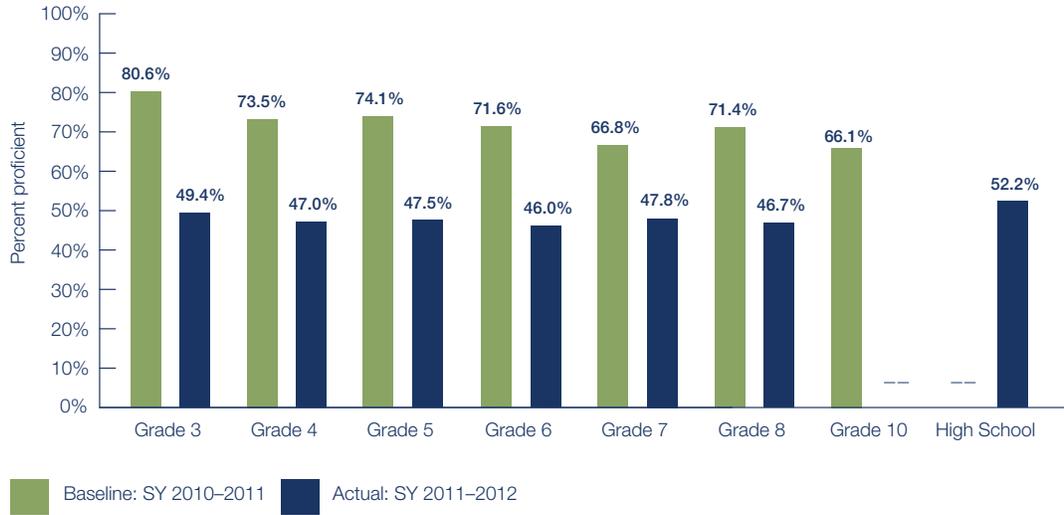
In addition to the face-to-face professional learning opportunities offered through the Kentucky Leadership Networks, all State educators have access to on-demand, targeted and aligned professional growth resources, and instructional planning and assessment resources. In November 2011, a number of Kentucky schools elected to become "early adopters" in utilizing a variety of resources available through CIITS. By spring 2012, the complete set of resources, tools, and supports in CIITS were made available to all Kentucky teachers. The State has also focused on piloting and establishing new networks with teacher leaders in the sciences and social studies, in anticipation of adopting new standards in those areas by the end of 2012.

The collaboration between the members of KDE's teams, such as the CIITS teams and the Kentucky Leadership Networks, has enabled the State to provide greater support to LEAs as they implement the CIITS. KDE's business unit and technology unit work closely to ensure that all CIITS projects are being implemented in accordance with the approved plan, and that LEAs learn how to use the system effectively. KDE has focused on making revisions and updates to its plans and processes based on LEA and stakeholder feedback. It has also implemented feedback loops to determine whether the tools that it is providing to educators are useful, effective, and lead to instructional improvements.

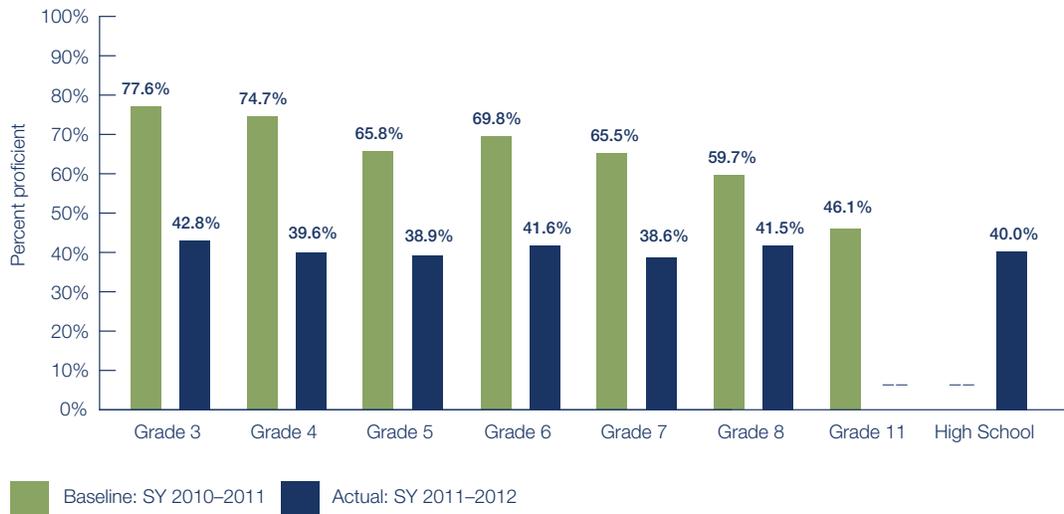
⁷The Kentucky Leadership Networks are subject-based regional professional learning communities comprised of teachers, school and LEA leaders from the State's 174 LEAs, along with higher education faculty and other content experts. Kentucky Leadership Networks serve as the main vehicle for professional development in the State's LEAs and schools. The networks are supported by foundation funds and are tasked with building capacity at the district level to understand the Kentucky's Core Academic Standards and to identify and implement highly effective teaching, learning and assessment practices around those core academic standards.

State Success Factors

Student Proficiency on Kentucky's ELA Assessment



Student Proficiency on Kentucky's Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: November 27, 2012

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

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

State Success Factors

LEA participation

Kentucky reported 171 participating LEAs as of June 30, 2012. This represents 98 percent of the State's kindergarten through twelfth grade (K-12) students and 99 percent of its students in poverty.

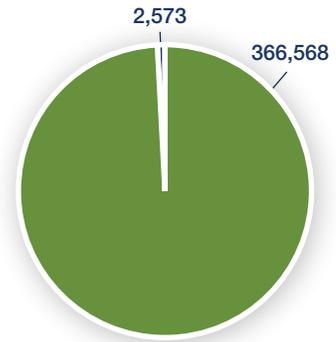
LEAs Participating in Kentucky's Race to the Top Plan



K-12 Students in LEAs Participating in Kentucky's Race to the Top Plan



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



■ Participating LEAs (#)
■ Involved LEAs (#)

■ K-12 Students (#) in participating LEAs
■ K-12 Students (#) in involved LEAs

■ Students in Poverty (#) in participating LEAs
■ Students in Poverty (#) in involved LEAs

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

Successes, challenges, and lessons learned

In Year 1, the State provided strong support to LEAs and drew on an established KDE project team to oversee its Race to the Top efforts and integrate them with the State's existing education reform agenda. While KDE continues to monitor LEAs using existing methods and processes, the State has set up different avenues for collecting and responding to LEA feedback, such as conducting surveys, hosting on-site meetings and posting webinars, conferences, and presentations on its website. KDE uses LEA feedback to improve its own processes, as well as CIITS performance.

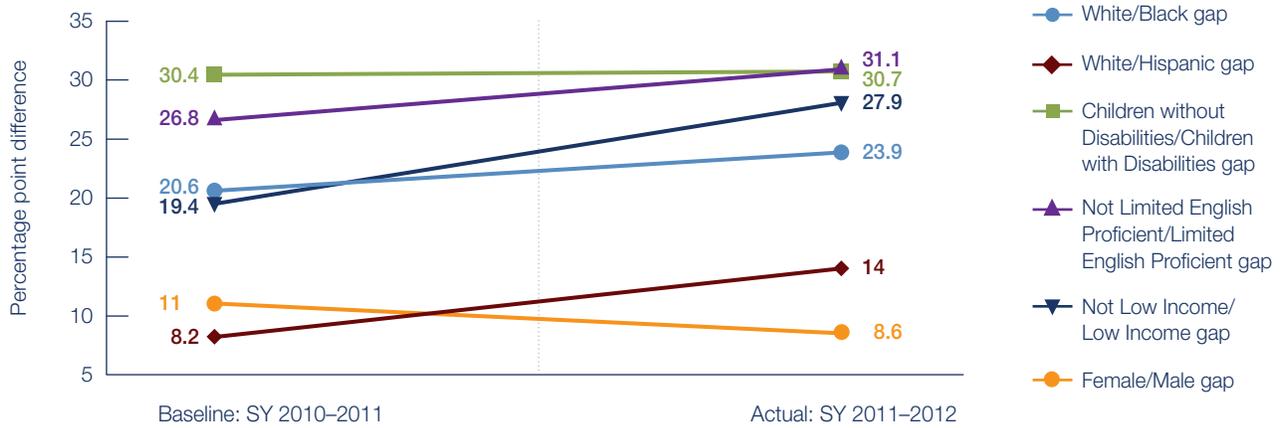
KDE cites communication as a key to its success in the large scale implementation of the CIITS standards resources module and expansion of the CIITS formative assessment module. A CIITS communication team meets weekly to identify and discuss specific communication needs. As each new CIITS module is introduced,

a communication plan is developed and implemented. The team uses a number of existing communication tools to inform and engage stakeholders. Information is primarily made available via its website on the CIITS homepage. The CIITS homepage links to the CIITS training calendar and registration, CIITS support materials (e.g., one page fact sheets, "What is CIITS?," frequently asked questions, user toolkits, and videos introducing CIITS), a calendar of regularly scheduled webinars (designed to communicate information about CIITS to educators) and special webcasts (focused on specific topics and audiences).

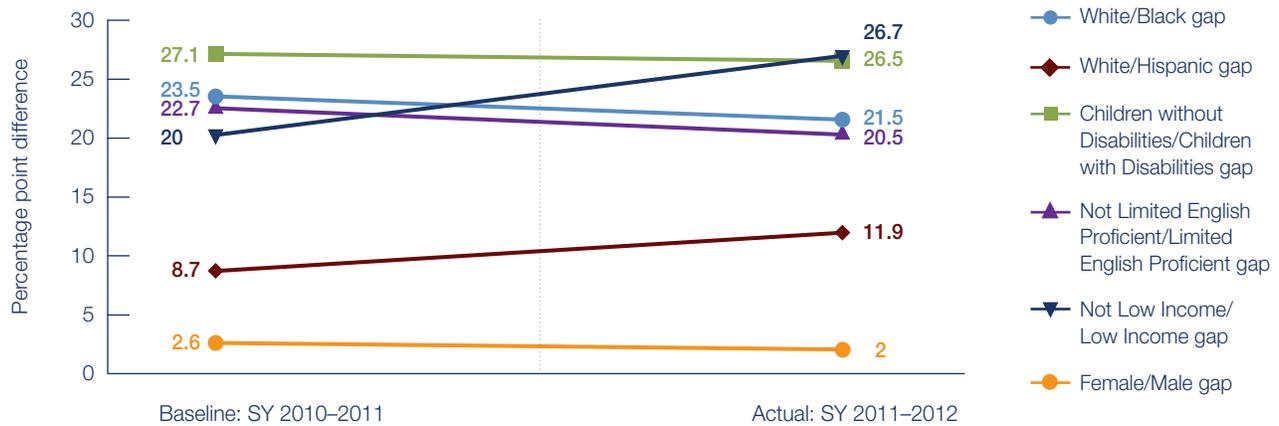
Kentucky has faced challenges in meeting some commitments to the Department for submitting information, including student assessment targets, ACT subgroup data and targets, and EdFacts data. In addition, the State experienced early challenges in providing complete and accurate amendment requests related to developing the EDS portion of the CIITS. This information is important to gauge the State's progress toward its Race to the Top plan's goals.

State Success Factors

Achievement Gap on Kentucky's ELA Assessment



Achievement Gap on Kentucky's Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: November 27, 2012

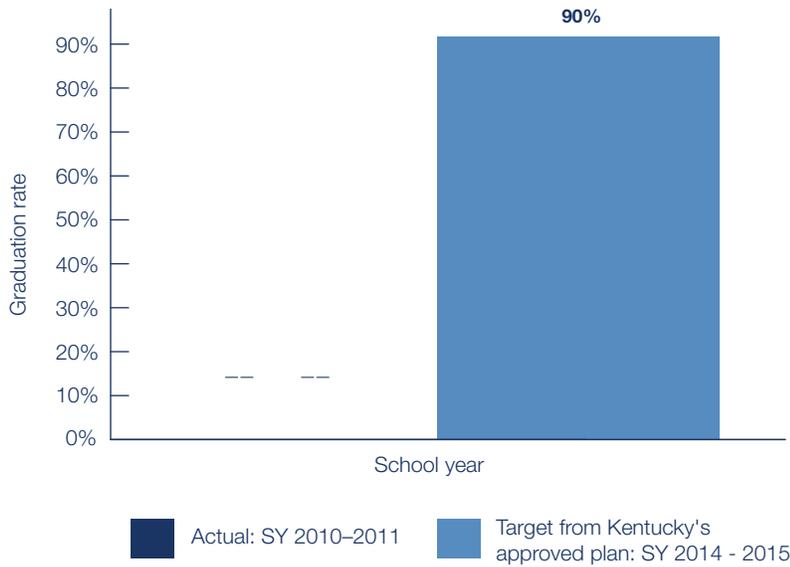
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA and mathematics assessments. 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.

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

State Success Factors

High School Graduation Rates



Preliminary SY 2011-2012 data reported as of: August 8, 2012

NOTE: The Department has transitioned to the four-year regulatory cohort graduation rate. Additionally, the Department has transitioned from five to seven racial and ethnic groups used for reporting data. For graduation rates, States will report on the seven racial and ethnic groups for the SY 2010-2011 data.

Kentucky did not provide high school graduation rate data for SY 2010-2011.

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

Kentucky was the first State to adopt the CCSS and the first to begin to implement them for mathematics and English language arts (ELA) in February 2010. The standards now comprise Kentucky's Core Academic Standards, which were fully implemented statewide, for grades K-12, during SY 2011-2012. The State is also a member of both State-led Race to the Top Assessment consortia designing assessments tied to the standards: the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced).

By the time it submitted its Race to the Top Phase 3 plan, Kentucky had taken steps toward its goal of implementing college readiness standards, along with rigorous instructional materials aligned with the standards. The State's Race to the Top plan, which builds on this momentum, focuses on adding balanced and aligned assessment systems to support student growth and achievement. In short, Race to the Top grant funds permitted implementation of the CIITS Assessment Admin Module, which is designed to complement the previously implemented CIITS Classroom Module of Standards and Instructional Resources.

In 2010, to ease the CCSS transition and create high-quality instructional materials aligned with the standards, Kentucky also launched its above-mentioned system of Leadership Networks. Teachers, school leaders, and representatives from all of Kentucky's LEAs, as well as the Kentucky Schools for the Deaf and for the Blind, joined these networks. Their first charge was to break down the standards in mathematics and ELA into the instructional targets and to develop curricular planning tools and pacing guides for use in the State's schools and classrooms that corresponded with instructional targets.

Teachers will use the Classroom Module to access standards-based resources for use in lesson planning. In order to support local innovation, in fall 2012 LEAs began to submit instructional resources to KDE for State-level approval. To approve an LEA-created resource and ensure its quality, KDE developed a rubric to review the materials. Currently, CIITS houses 31,000 lesson plans. The State expects the number of lessons plans created to rise faster in Year 2, when KDE will place additional emphasis on this module of CIITS.

Another important function of the Leadership Networks is to build in-State capacity to design and implement a balanced assessment system. The State has worked to redesign its accountability system to assess students on the new standards as well as provide multiple and varied measures of student, school, and LEA achievement and effectiveness. Beginning in fall 2011, end-of-course assessments were required for high school students in Biology, U.S. History, Algebra 2 and English 2. In the spring of 2012, the full range of assessments for grades 3-12 were aligned to the new college and career readiness standards. A number of online resources are now available, providing multiple methods for educators and various stakeholders to increase their understanding of effective assessment practices.

In Year 1, KDE successfully deployed the Classroom module. Through it, participants engaged in a deep study of the tenets of strong assessment design, analysis, and implementation — at the classroom, school, and LEA levels. Teachers from all participating LEAs have now participated in Effective Teaching and Learning training on how to use this module to create assessments.

With the Classroom Module teachers can create standards-based formative assessments drawing from more than 11,000 test items for ELA and mathematics. When these tests are administered online or through a student response system, teachers can see how individual students are progressing toward mastery on a particular standard or concept. Until KDE is able to add more items to the bank, it is encouraging schools to add their own test items for intra-school use.

KDE is providing ongoing technical assistance and guidance to LEAs on the Classroom Module. It began to do this through trainings, webinars, online resources, and tutorials and guides within CIITS. There is also a KDE CIITS mailbox to manage inquiries, as well as a CIITS help and support service through a vendor.

KDE staff travel weekly to LEAs to meet with instructional supervisors, teachers, administrators, and leadership to determine how LEAs are rolling out the Classroom module, and to collect user feedback on experiences, problems, and needs. KDE's contract with its vendors includes quarterly system upgrades and enhancements to ensure that LEA needs are being addressed and that KDE materials and resources are compatible with existing LEA technology. For example, KDE administered a technology needs survey to its LEAs and determined that most LEAs have a particular type of student input device for taking assessments (*e.g.*, student-held "clickers"). In response, KDE worked with its vendor to design a program that LEAs would be able to use with their existing technology.

Standards and Assessments

The State continues to monitor CIITS usage, reviewing and analyzing quarterly “CIITS Stats Summary” reports to determine whether users are logging in; identify users (*e.g.*, teachers, principals, chief academic officers); and, track activities completed in the system (*e.g.*, number of assessments and lessons plans created). KDE has developed a “usage map” to display LEAs’ CIITS usage. The State uses a four-point color rating system⁸ to track teacher usage and reports that LEAs have been monitoring their usage and are responding by increasing their usage.

Successes, challenges, and lessons learned

In Year 1, KDE stayed on track to meet the performance targets in its Race to the Top application and its Scope of Work. It successfully deployed the Assessment Admin module of CIITS, and is now providing professional learning opportunities and technical assistance to LEAs to encourage greater use of the Assessment Admin module, the Classroom module, and CIITS overall.

The CIITS information technology and business teams work closely with each other to roll out initiatives. KDE identifies this team work as a key strength of the CIITS effort. Quarterly CIITS usage reports in 2012 showed increasing numbers of unique logins to the CIITS (for example, more than 3,000 in July; more than 11,500 in August; and over 15,300 in September). In all, Kentucky reported that it has almost reached its fourth year goal of 75 percent of educators in participating LEAs using the Assessment Admin module to create assessments. Additionally, Kentucky reported that the actual

percentage of teachers in participating LEAs who create and publish lesson plans through the CIITS for SY 2011 - 2012 was 16 percent, exceeding the SY 2011 – 2012 target of 5 percent, from the State’s Race to the Top plan. In Year 2 KDE is challenged with conducting a deeper analysis of CIITS usage – analyzing who is using what and how often and how usage varies between LEAs, and using the analysis to continue to improve the system.

In Year 1, to address the concern that teacher-created items and resources could not be shared between educators using CIITS, the State and its vendor worked to ensure that items can now be shared within a school and within an LEA. Each school designated an individual to review and approve items to be shared within its school. Similarly each LEA designated an individual to review and approve educator developed items that can be shared within the LEA. KDE is encouraging the development and submission of lesson plans by LEAs for KDE approval and statewide use. In Year 2, KDE will continue to provide support to LEAs’ professional learning communities to use the State rubric to approve educator developed materials for CIITS that can be shared within the LEA, thus increasing the likelihood that non-State-approved resources (within a school or LEA) are of comparable quality.

Although KDE staff are confident that CIITS provides valuable resources for educators and leaders, they also note that many LEAs are struggling with shifting to the use of the CIITS, either due to capacity issues or because they have other systems already in place. Future plans include developing differentiated training for CIITS users on a three point scale of advanced, intermediate, and beginner users.

Data Systems to Support Instruction

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

Using data to improve instruction

Kentucky also sees CIITS as the catalyst to improve teaching and learning in Kentucky, with a focus on preparing every child to be college- and career-ready. Race to the Top Phase 3 funds will enhance State and local abilities to evaluate educator performance and personalize professional development, by activating the EDS within CIITS, and by supporting field-testing of the EDS. The EDS

is a flexible, multiple-measures approach to organizing educator effectiveness ratings. It will allow Kentucky to integrate new models for measuring effective teaching; capture the data needed to generate educator effectiveness ratings; and analyze and report the data, using interactive options and dashboards within the suite. In addition, Race to the Top funds will support implementation of Kentucky’s new Professional Growth and Evaluation System (PGES).

⁸Red is 0-25 percent; Yellow is 26-50 percent; Blue is 51-75 percent; and, Green is 76 percent and up.

Data Systems to Support Instruction

The EDS incorporates Kentucky's observation tools, educator reporting tools, educator profiles, links to professional development, professional development logistic tools, and peer-mentoring program management options. Each of these measures is also a part of the PGES, allowing individual teachers and leaders immediate access to professional development resources.

Using these functions in CIITS an educator can, in one session, at any time, and from anywhere there is an Internet connection:

- Review and analyze his or her students' assessment results;
- Access instructional resources like lesson plans and video clips of master teachers teaching the next set of content;
- Review his or her understanding of the content with help from online access to peers and university faculty;
- Search extensive assessment item banks to develop formative assessments to measure progress;
- Access his or her professional growth plan and check professional learning resources to improve his or her practice;
- Compile evidence of student growth through multiple measures, to gauge his or her effectiveness; and
- Use data to inform teaching and learning in a meaningful way, to offer differentiated learning experiences for students.

Linking professional development to the multiple measures, including student growth, that are now part of Kentucky's system, will fundamentally shift the support available to teachers and leaders. Using technology to facilitate and improve the evaluation process is also critical to this new paradigm for educator effectiveness and growth. The systems' latest release included the expansion of instructional materials; the addition of student-level data, and the integration of State-level summative data. A School and LEA module was also activated during this release, enabling LEAs to engage in deeper data analysis of student growth and achievement. Users now have greater reporting capabilities. The State is identifying and will display on the CIITS website key performance indicators (KPI) on a variety of dashboards, charts and graphs in order make data analysis more user-friendly.

The State's goal is to establish a culture for using data to inform instructional practices. Classroom teachers will have ready access to the data they need to make adjustments and adapt teaching and learning for continuous improvement. Aggregate-level data will be accessible for teachers, administrators, and LEA-level personnel who need to view specific data for program improvements. The CIITS LEA and school planning module will coordinate with the Adaptive System of School Improvement Support Tools (ASSIST) software used to support the school improvement planning process. Using data to inform practice will replace Kentucky's traditional approach to consolidated planning with a new school and LEA improvement planning component – one that is more interactive and reduces the administrative burden associated with monitoring program improvement.

Successes, challenges, and lessons learned

In July 2012, the Department approved an amendment to shift the timeline for implementing the EDS component of the CIITS by approximately a year. The original timeline called for a 55-LEA field test beginning in February 2012, a statewide field test during SY 2012-2013, and statewide implementation during SY 2013-2014, in conjunction with the PGES. The amended timeline calls for a 54-LEA field test during SY 2012-2013, statewide rollout of EDS in SY 2013-2014, and statewide implementation – in conjunction with PGES – in SY 2014-2015.

Due to this amended timeline, the State will not be able to provide data for teacher effectiveness measures, nor will the State be able to provide data on the percentage of educators in participating LEAs accessing professional learning opportunities through the professional development arm of EDS, as evidenced in the last annual review of each teacher's professional growth plan.

By the close of Year 1, however, Kentucky launched field tests according to the new timeframe. Principals began to conduct and enter the results of teacher observations in the system, assisted by coaches assigned to work with the pilot projects. The State also reported on the percentage of educators in participating LEAs who participated in formal on-line or face-to-face professional learning experiences on the use of the CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom. The target in the State's plan for SY 2011-2012 was five percent; the actual figure for this year was eight percent.

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.

Providing effective support to teachers and principals

As detailed above, in its Race to the Top application, the State proposed to strengthen its support for educators by adding to CIITS a component focused on educator effectiveness – the EDS – and providing access to EDS for all teachers and leaders in Kentucky schools. Phase 3 funds are enabling the State to populate CIITS with high-quality resources that are immediately accessible for professional growth and learning. LEAs and schools will be able to engage in more meaningful and targeted professional growth experiences tied to local goals and student learning needs.

The EDS will support a flexible, multiple-measures approach for gauging educator effectiveness; capturing and organizing the data required to generate educator effectiveness ratings; and, analyzing the data through a series of interactive reports and dashboards. Because it will be fully integrated with CIITS instructional tools,

the EDS will help LEAs to better measure, manage, mentor, and support teachers and leaders. EDS will also help connect strategic goals, educational standards, and classroom activities, as well as link student growth to professional development opportunities and other supports.

Successes, challenges, and lessons learned

As noted in the previous section, Kentucky has received Department approval to amend its timeline for field-testing, statewide piloting, and full implementation of EDS and PGES, extending the launch of each of these steps by roughly a year. By the end of Year 1, the State had begun its EDS and PGES field tests but will be challenged to stay on pace in receiving and reviewing feedback to make adjustments prior to the statewide pilot scheduled for SY 2014-2015.

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

State's STEM initiatives

Kentucky's Race to the Top plan includes several strategies to help LEAs and schools build on existing efforts to enhance their pre-kindergarten through grade 12 (P-12) STEM offerings. Since Kentucky's CCSS for ELA contain specific disciplinary literacy standards for science and technology, the State launched its Science Leadership Networks (SLN) in 2010, supported by funds that Kentucky receives under the Federal Mathematics and Science Partnership program, along with additional support from Kentucky's Council on Postsecondary Education.

Through the SLNs, educators from over half of Kentucky's LEAs, along with faculty from several colleges and universities, are working with K-12 science specialists to interpret those standards and create model plans and instructional resources that will assist science teachers in developing the appropriate college readiness capabilities.

The networks are also charged with studying and implementing the Next Generation Science Standards, as they become available. Kentucky was one of approximately 20 States initially selected to lead the development of the new science standards, based on a National Academy of Science's Framework released in 2011.

CIITS now contains the CCSS in ELA, mathematics, and technology, as well as Kentucky's current science standards and Core Content for Assessment. Once the Next Generation Science Standards are developed, they will be reviewed by KDE and require approval by the KDE Board of Education before KDE can replace the current science standards within CIITS. Having the standards, instructional resources, and other materials housed within CIITS will promote deeper integration of content at the local level. CIITS will contain a host of open source materials available free to educators, including units of study for non-STEM subjects designed to incorporate STEM concepts. KDE is also acquiring additional instructional materials aligned to the science standards. Phase 3

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

funds will also enable the State to expand the CIITS offerings to include science assessment items and other tools that encourage and evaluate integrated content for formative assessment purposes. The State is confident that the extensive menu of STEM resources in CIITS will result in more effective integration of STEM content in curricula, and build better connections across the curriculum.

Kentucky's Race to the Top funds support the expansion of AdvanceKentucky, a joint project by the Kentucky Science and Technology Corporation and KDE, in partnership with the National Math and Science Initiative. AdvanceKentucky helps schools use a variety of approaches to boost AP participation and outcomes, including opening AP classes to more students, counseling students, providing supplies and equipment, providing intensive training for AP teachers and offering financial incentives to teachers for successful student outcomes. The State reports that this effort has shown significant preliminary gains in increasing the diversity of students engaged in AP courses and success on AP exams.

In the State's Race to the Top plan, KDE committed to work with the AdvanceKentucky program to add five schools to the project each year, or a total of 20 schools over the course of the grant period. The AdvanceKentucky program has a three-year funding cycle and requires schools to have a sustainability plan for years four and beyond. In Year 1, five new AdvanceKentucky sites were launched by fall 2012, and the State has compiled a waitlist of additional schools interested in participating. The four cohorts of AdvanceKentucky schools funded under the Race to the Top grant are organized by school years. The first cohort will have AP scores following the spring 2013 AP administration. For that reason, performance measure data

will not be available until the end of SY 2012-2013 for Cohort 1 (at the conclusion of Year 2 of the State's Race to the Top grant).

Successes, challenges, and lessons learned

With the support of RTT funds, the State succeeded in meeting its commitment to open five new AdvanceKentucky sites in Year 1. KDE reports that it considers AdvanceKentucky one of the most successful programs in terms of increasing high school achievement and STEM engagement. According to State reporting, since 2008 the number of Kentucky public high school students taking AP examinations has risen by nearly 12,000, from 14,664 to 26,523. The number of tests scored at 3, 4, or 5 has nearly doubled, increasing from 10,925 to 20,316. Kentucky attributes these increases largely to AdvanceKentucky and its focus on increasing enrollment of minority and low income students in AP courses.

Ultimately, KDE's objective is that the majority of high schools offer some level of advanced STEM coursework, and that it be standard for students to engage in one of variety of competitive academic programs. While KDE has indicated that it may not be able to expand AdvanceKentucky to every LEA in the State, it does intend to share the lessons learned through this program with all LEAs. KDE is also challenged with securing public and private funds to continue to expand AdvanceKentucky beyond the Race to the Top grant period. KDE reports that it will continue to place a priority on using Race to the Top funds to expand AdvanceKentucky to LEAs with high concentrations of underserved populations.

Looking Ahead to Year 2

A major focus in Year 2 will be the statewide rollout of the EDS component of CIITS, which will serve as the platform for the new PGES and increase the use of CIITS for instructional and assessment improvement. The State will closely monitor the field test, noting successes and challenges to make adjustments for statewide implementation scheduled for SY 2014-2015.

In Year 2 KDE will expand the CIITS assessment item bank to include Next Generation Science Standards (NGSS) materials and resources. The CIITS Project Leadership Team's collaboration with the KDE Education Delivery Unit will support personalized professional development and increased usage of classroom module

standards resources for all core content areas, including newly added materials and resources for NGSS. With its established quality assurance process, KDE anticipates that more educator developed items, such as lesson plans and curriculum maps, will be added to the CIITS assessment module in Year 2.

With nearly a year of data (including but not limited to, enrollment, number of AP test-takers, number of tests, test scores, staff observation notes) on the AdvanceKentucky project, KDE will focus on needed program improvements, funding the second cohort of AdvanceKentucky, high quality implementation, and assisting schools with sustainability planning.

Budget

For the State's expenditures through June 30, 2012, please see the APR data display at www.rtt-apr.us.

For State budget information, see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.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): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: 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 final 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 States, governors, chief State school officers, content experts, States, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

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 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.

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

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

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

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

Student growth: 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."