

RACE TO THE TOP

Kentucky 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

The passage of Senate Bill 1 (SB 1) during the 2009 session of the Kentucky General Assembly launched the State's education reform initiative called Unbridled Learning. Unbridled Learning is designed to ensure that every child reaches his/her learning potential and graduates from high school college- and career-ready. SB 1 called for the State to implement a comprehensive process for revising the academic content standards in all areas. Additionally, SB 1 required the State to consider comments from teachers, postsecondary faculty and others when revising the standards to ensure alignment with entry-level college course requirements and inclusion in teacher preparation programs. Kentucky's education reform agenda is anchored in the following four activities:

1. Adopt new standards and balanced assessments, building from the Common Core work;
2. Establish the Continuous Instructional Improvement Technology System (CIITS) that provides student data and teaching resources directly to teachers and principals;
3. Develop a new teacher and principal evaluation system; and
4. Increase capacity to turn around persistently failing schools.

Kentucky's education system includes 173 LEAs and 1,579 schools. Of the State's more than 658,000 students, nearly 57 percent live in poverty.⁸ To ensure that every student graduates from high school prepared to succeed in college and careers, the Kentucky Department of Education (KDE) launched several initiatives following the passage of SB 1. In 2010, KDE was the first State to adopt the Common Core State Standards (CCSS) and began developing new assessment and accountability models. The State also targeted 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. Race to the Top funding provided the State with an opportunity to accelerate progress in implementing the four activities outlined above and to provide incentives for school and LEA implementation.

Kentucky was one of seven States to receive a Race to the Top Phase 3 grant and received \$17,037,544 in Race to the Top funds. The State's Race to the Top plan is essential to advancing statewide systemic reform by: (1) enabling the transition to enhanced standards and high-quality assessments, (2) promoting the use of data to improve instruction, and (3) 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 CIITS. CIITS, a comprehensive technology support system for Kentucky educators, will customize learning experiences for students, personalize

professional growth for educators, coordinate LEA- and school-level planning and monitoring of student success, and disseminate promising practices and effective instructional models. Race to the Top grant funds have been used to enhance two CIITS modules, the Classroom module, which houses standards and instructional resources, and the Assessment Admin module (also known as the Classroom Assessment module), which includes a test item bank from which educators can create and administer classroom specific formative assessments. Race to the Top funds have also been used to add to CIITS an Educator Development Suite (EDS), a teacher and leader effectiveness module. EDS houses teacher and principal evaluations and enables 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 STEM experiences for middle and high school students. Kentucky is committed to scaling up its AdvanceKentucky program. AdvanceKentucky is a statewide mathematics-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.

Kentucky's goals for its Race to the Top grant are consistent with the State's overall college- and career- readiness agenda, and include 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 National Assessment of Educational Progress (NAEP) exams in both reading and mathematics.

Year 1 summary

Kentucky saw the expansion of CIITS as fundamental to achieving its comprehensive vision for preparing students to be college- and career-ready. The extensive, multi-functional system served as a "one-stop-shop" for providing LEAs with resources to support the implementation of rigorous standards. In Year 1, the State made significant progress in increasing use of CIITS statewide by providing support and training to teachers and administrators on how to use CIITS effectively and with fidelity. KDE also began its roll out of the EDS module of CIITS along with the 54-LEA field test of the new teacher and leader evaluation system, Professional Growth and Effectiveness System (PGES).⁹ The 620 teachers and leaders participating in the field test received targeted technical assistance

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

⁸ On July 1, 2013 the Monticello Independent School District dissolved and all of its schools became a part of Wayne County Schools, thus reducing the number of the State's LEAs by one.

⁹ The State's implementation timeline for Professional Growth and Effectiveness System (PGES) includes a statewide pilot, 10 percent of teachers in each LEA, in SY 2013-2014, and statewide implementation in school year (SY) 2014-2015.

Executive Summary

on how to use EDS to support professional growth. Finally, Race to the Top funds supported five new AdvanceKentucky sites in fall 2012.

Year 2 summary

Kentucky continued the expansion and establishment of CIITS as a “one-stop-shop” for educators in Year 2, focusing on providing in-depth training to teachers and administrators on how to use CIITS. Teachers and leaders across the State participated in training designed to increase their awareness of CIITS tools and resources and how to effectively use these tools and resources to continuously improve classroom instruction using data. In Year 2, KDE worked with contractors on a number of CIITS upgrades and enhancements. KDE also completed the 54-LEA field test of PGES, launched EDS, and used feedback from participants to inform training and support on the PGES and the EDS pilot during school year (SY) 2012-2013. In November 2013 the State reported that there were more than one million separate and unique logins to CIITS by teachers and administrators, educators created more than 268,000 lesson plans and more than 190,000 formative assessments, and more than 55,000 students completed a formative assessment through CIITS.

In addition to launching five new AdvanceKentucky sites in Year 2, Race to the Top AdvanceKentucky Cohort 1 sites outperformed the State and the nation in the number of students scoring 3 or higher on AP exams.¹⁰

Looking ahead to Year 3

In Year 3 the CIITS Team expects to continue to support teachers and leaders in using CIITS resources, tools, and data to improve instruction. KDE plans to support teachers and leaders participating in the statewide pilot of PGES and their use of EDS to support professional development and growth. KDE plans to use feedback from the pilot to inform training and support provided to teachers and leaders during statewide implementation of PGES in SY 2014-2015. The third cohort of AdvanceKentucky schools funded by Race to the Top will be selected, and Kentucky Talent Search Competition (KTSC) staff will focus on sustainability planning for the first two cohorts. KDE will also move forward with tools and resources to support implementation of new science standards.

State Success Factors

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

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

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

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

KDE had a CIITS project management team in place prior to the State’s receipt of Race to the Top funds. As a result, the State chose not to have an official Race to the Top management team but to instead use the existing project management team for the CIITS project (CIITS Team). The CIITS Team continued to provide oversight and monitoring of all of the contractors and vendors in Year 2. In doing so, the CIITS Team relied on a number of data inputs to monitor contractors and vendors. The team continued to use the monthly performance assessment tool to capture performance information and feedback from KDE staff on tasks completed by contractors and vendors. The CIITS team continues its regularly scheduled meetings with CIITS contractors and vendors, using data from the monthly performance assessment to inform meeting agendas.

CIITS communication remained a priority for KDE in Year 2. The State continued to provide information regarding CIITS upgrades and enhancements via *CIITS News* to KDE staff. KDE emailed *CIITS News* biweekly to educators; all previous editions of *CIITS News* are archived on KDE’s website, providing CIITS users with a readily accessible resource. In Year 2, the Kentucky Education Association (KEA) President also began sending two CIITS-related emails each year to KEA members.

¹⁰ Final Advanced Placement (AP) exam scores are reported on a scale of one to five, five indicating high level mastery of content. AdvanceKentucky considers AP scores of 3 and above to be qualifying scores. In Kentucky, most institutions of higher education (IHEs) will offer college credit for qualifying AP scores.

State Success Factors

Throughout Year 2, CIITS upgrades and enhancements were made; some were previously scheduled upgrades and others were enhancements in response to user requests. CIITS upgrades included, but were not limited to, a student portal to provide students with access to assignments, upcoming events, and their academic records; a publisher filter for material and curriculum searches, enabling users to exclude publisher(s) when searching for materials and curriculum; and assessment manipulatives such as a ruler, protractor, and compass. System enhancements included providing access to commonly-used interim assessment items, uploading students results from common assessments, enabling students to log on to CIITS through iPads and take assessments, and supporting SMART clicker use for taking tests and polling.¹¹ Additionally, the CIITS Team worked with the contractor to load more resources and items to CIITS, including access to Common Core 360 (additional detail regarding materials and instructional resources added to CIITS in the *Standards and Assessment* section).

The CIITS Team also monitors and supports CIITS implementation at the LEA- and school-level. The CIITS Stats Summary quarterly reports provide the CIITS Team with information on CIITS usage, support requests, training participation, and progress on performance measures. The CIITS Team prioritizes targeted support to those LEAs with low usage rates. In Year 2, KDE's CIITS Team conducted 160 onsite monitoring visits to LEAs to provide targeted technical assistance. The CIITS Team used a KDE-developed protocol to guide the onsite visit, which included collecting and reviewing LEA data prior to the visit and key questions to ask during the visit. The CIITS Team then used site visit data and responses to inform its strategy for developing training and other CIITS resources for teachers and leaders. As the next section *Standards and Assessments* will further elaborate, the CIITS team continued to provide training to teachers and administrators on all CIITS modules and platforms.

Throughout Year 2 KDE conducted focus groups across the State to receive feedback about needed changes and enhancements to CIITS. Over 500 teachers and administrators participated in focus groups and the feedback was then reviewed by KDE staff. In response to CIITS users' feedback, KDE created the CIITS Advisory Group. The group is composed of CIITS users from across the State, including assistant superintendents, instructional superintendents, classroom teachers,

CIITS coaches, and the KEA president and will represent the "voice of the customer" to CIITS contractors and vendors. In this role the Advisory Group will review new features and enhancements and provide input on how best to explain new features and enhancements to users as well as interact with CIITS users to learn about user problems, requests, and needed resources.

Also in Year 2, KDE added the "CIITS Suggestion Box" to the CIITS webpage to allow users to provide suggestions for improving CIITS. In many cases the suggestions requested functionality that already existed, an indication of the need for additional training and information for users; however, some suggestions did include recommendations for new functionality. The CIITS webpage was also updated to include a toll-free number and email address for all users to contact with questions and issues requiring technical support and assistance. Teachers and leaders at selected LEAs expressed appreciation for both web-based and in-person trainings and found training materials to be useful but they identified finding time to complete training as a concern. Some teachers and leaders in LEAs that the Department visited during its Year 2 onsite review identified small group hands-on training as a high priority, one that would greatly increase staff usage of CIITS.

KDE also began to use the Adaptive System of School Improvement Support Tools (ASSIST), the portion of CIITS dedicated to school improvement planning, to monitor participating LEAs in Year 2. At the start of Year 2, each LEA's Scope of Work, previously in a shared document, was loaded in ASSIST along with each LEA's improvement plan. This transition allows the CIITS Team to quarterly monitor LEAs' progress against their Race to the Top Scopes of Work, identify any areas of programmatic concerns, and, as appropriate, conduct onsite visits or develop a corrective action plan to respond to the LEAs' concerns. The State did not change its process for fiscal management of participating LEAs; KDE budget staff continued to review LEAs' quarterly budget and expenditure reports submitted through MUNIS, the State's financial management system. The budget staff followed up with participating LEAs regarding any concerns related to inappropriate expenditures or spending above the allowable allocation for the year. Programmatic and fiscal monitoring did not reveal any major findings in Year 2.

¹¹ SMART clickers allow students to remotely answer questions on a SMART Board from their desks and provide teachers with immediate feedback.

State Success Factors

LEA participation

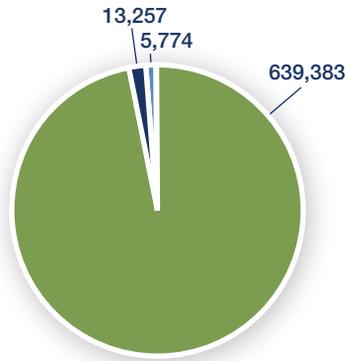
Kentucky reported 171 participating LEAs as of June 30, 2013. This represents 98 percent of the State's kindergarten through twelfth grade (K-12) students and 99 percent of its students in poverty.

LEAs participating in Kentucky's Race to the Top plan



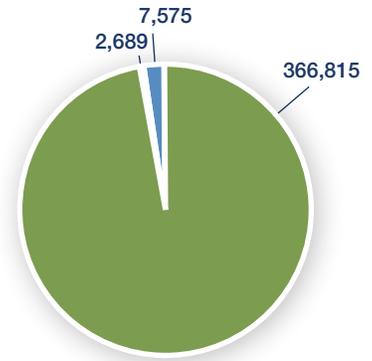
■ Participating LEAs (#)
■ Involved LEAs

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



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

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



■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in involved 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 November 1, 2013.

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

Successes, challenges, and lessons learned

The CIITS Team continued its management and oversight of LEAs' CIITS implementation during Year 2. Transitioning the participating LEAs' Scopes of Work into the ASSIST platform of CIITS was an important step in integration as LEAs began to view CIITS as an element of their school improvement processes and not a separate task. In addition to using quarterly CIITS reports to identify LEAs in need of additional support and technical assistance, the team used report data to identify master CIITS users and recruit them to participate in CIITS training.

In response to nearly 350 items received by the "CIITS Suggestion Box" for functionality that already existed, the CIITS Team added a "New in CIITS" sidebar to the CIITS page. This allowed users to immediately see a brief summary of recent CIITS updates and enhancements.

Finally, KDE continued to hear positive feedback from teachers and leaders about *CIITS News* as an effective and reliable source of up-to-date CIITS information, confirming that *CIITS News* is a good communication medium for sharing CIITS information – system upgrades, training opportunities, and new CIITS resources – with teachers and leaders across the State.

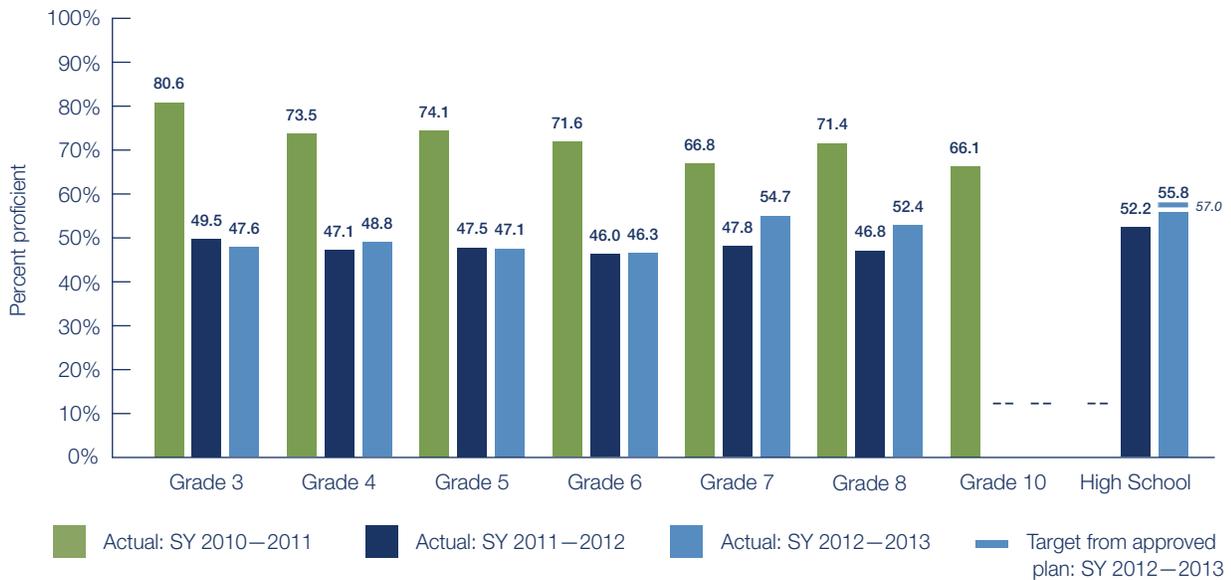
The State is challenged to use more qualitative data to inform CIITS usage and needs for future technical assistance and system enhancements. Current data focuses on frequency counts, which provide limited information on how teachers and leaders are using CIITS to improve student outcomes, using data to inform classroom instruction, or supporting professional development. The State is also faced with responding to teachers' and leaders' concerns that they have limited time to attend training, online or in-person, and this impacts CIITS usage.

State Success Factors

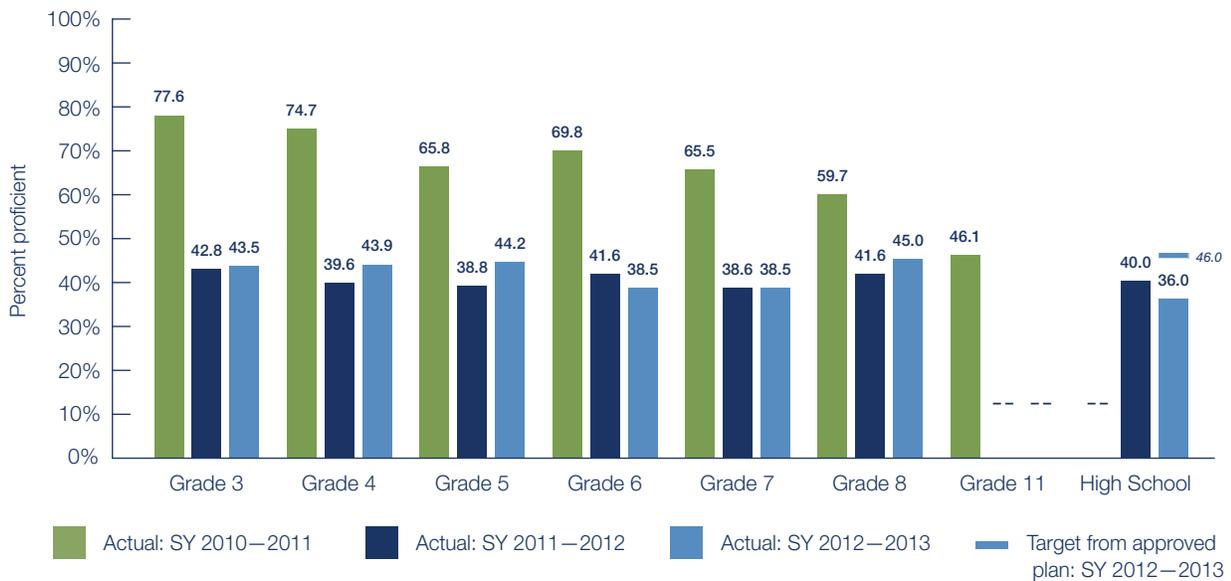
Student outcomes data

KDE saw mix results on its assessment, Kentucky Performance Rating for Educational Progress (K-PREP) in English language arts (ELA) and mathematics proficiency across grades. On the K-PREP ELA assessment there was a slight increase in middle school student proficiency. All elementary students' K-PREP mathematics proficiency increased.

Student proficiency on Kentucky's ELA assessment



Student proficiency on Kentucky's mathematics assessment



Preliminary SY 2012-2013 data reported as of: November 22, 2013.

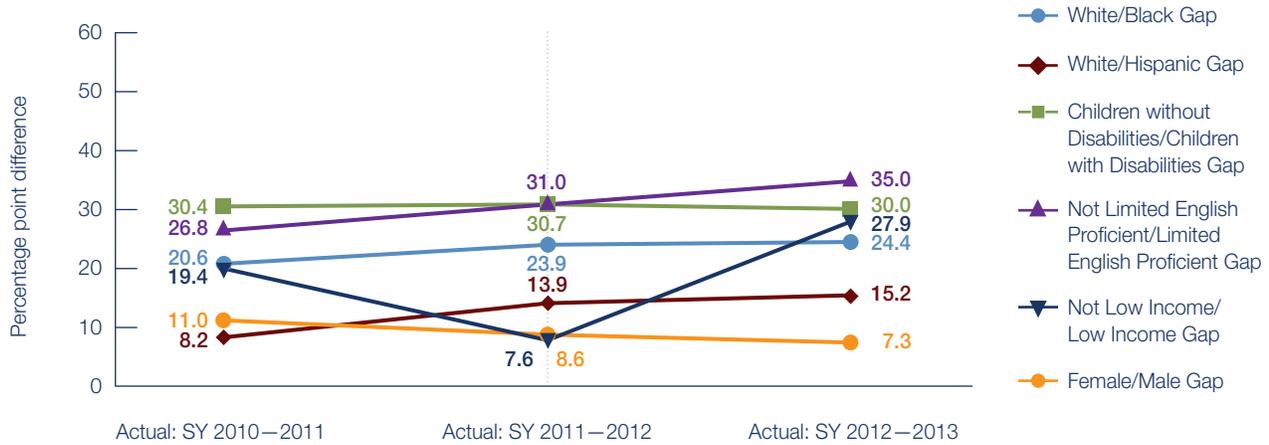
NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

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

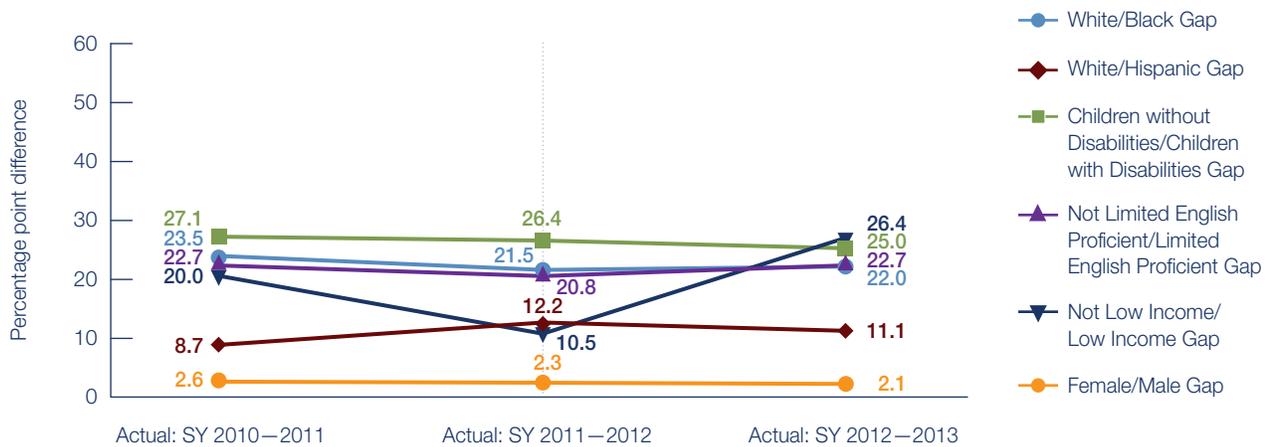
State Success Factors

The K-PREP ELA achievement gaps between most sub-groups increased to varying degrees in SY 2012-2013. There was a slight decrease in the achievement gap between white and Hispanic students, and between children without disabilities and children with disabilities on the K-PREP mathematics assessment.

Achievement gap on Kentucky's ELA assessment



Achievement gap on Kentucky's mathematics assessment



Preliminary SY 2012-2013 data reported as of: November 22, 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.

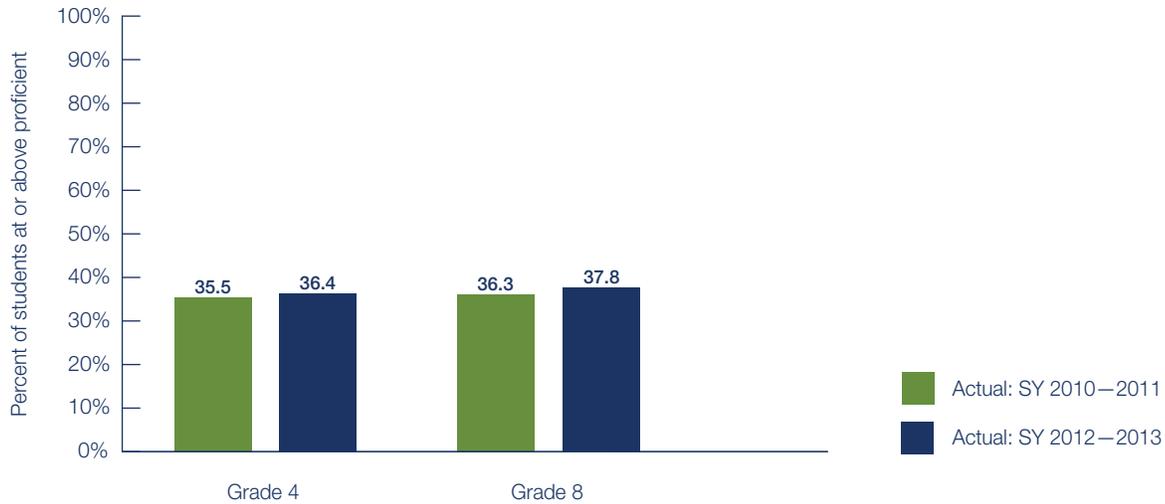
NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

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

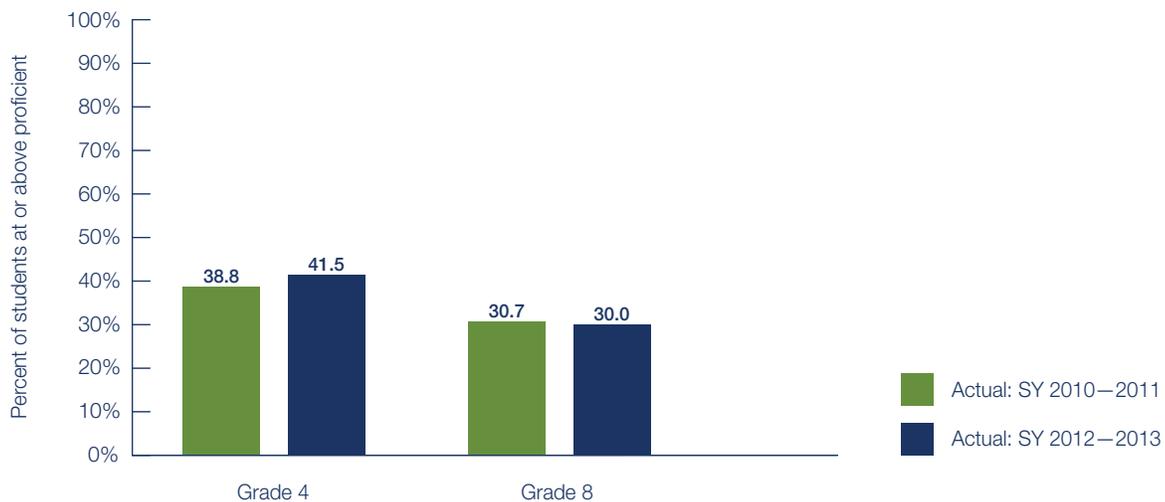
State Success Factors

The percentage of Kentucky's grade four and grade eight students who were at or above proficient in reading on NAEP in 2013 slightly increased from 2011. The percentage of Kentucky's grade four students who were at or above proficient in mathematics on NAEP in 2013 increased from 2011, while the percentage of grade eight students who were at or above proficient in 2013 was nearly the same as in 2011.

Student proficiency, NAEP reading



Student proficiency, NAEP mathematics



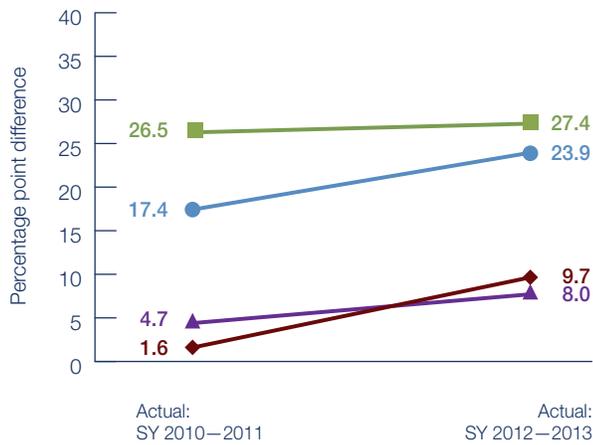
NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

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

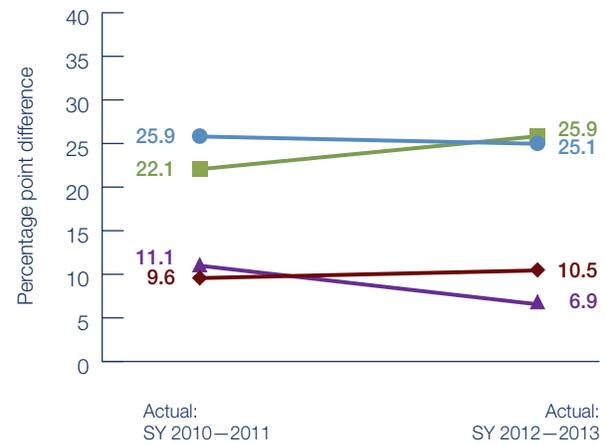
State Success Factors

For grade four NAEP reading, the achievement gap between all subgroups increased. For grade eight NAEP reading, the achievement gap decreased slightly between white and black students and increased across other subgroups. For grade four NAEP mathematics, the achievement gap decreased slightly between students eligible for the national school lunch program and students not eligible for the national school lunch program, and the achievement gap increased for all other subgroups. For grade eight NAEP mathematics, the achievement gap increased between all subgroups with the exception of males and females.

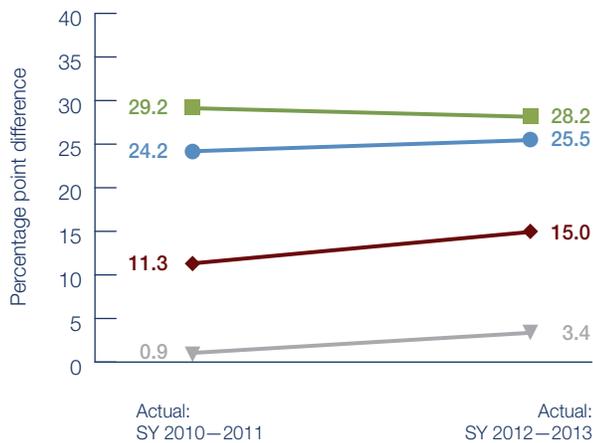
Grade 4 achievement gap on NAEP reading



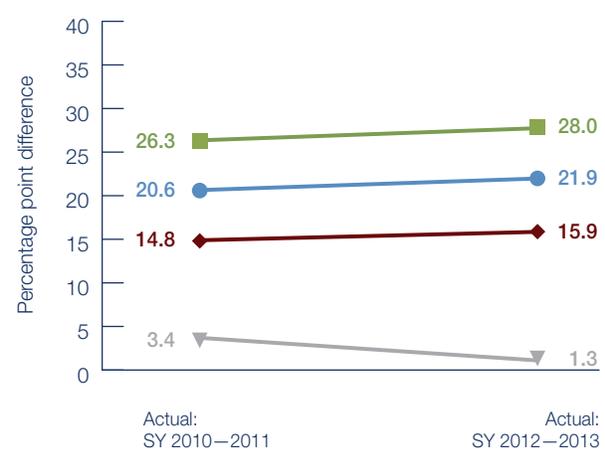
Grade 8 achievement gap on NAEP reading



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. Kentucky'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.

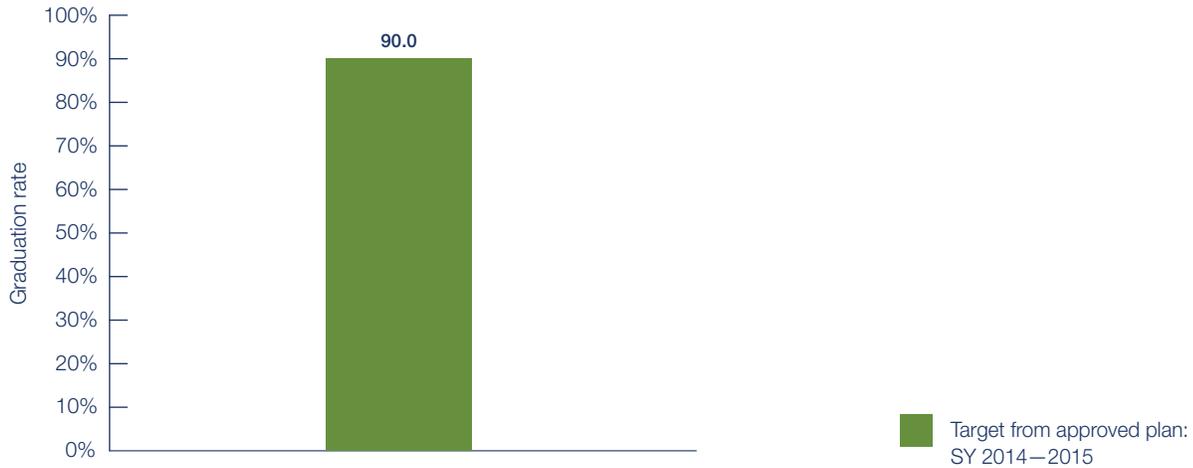
Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

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

Kentucky received a waiver from the Department allowing a delay to transition to a cohort model on graduation rate. Accordingly, the State has not provided high school graduation rates for SY 2012-2013, and the State will report a cohort rate in SY 2013-2014.

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

Kentucky was the first State to adopt the CCSS in February 2010. The standards now include Kentucky's Core Academic Standards, which were fully implemented statewide for grades K-12, during SY 2011-2012.

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 materials and instructional resources 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.

As in Year 1, KDE continued to load additional materials and instructional resources to the CIITS Classroom Module in Year 2. Over 3,000 instructional content items have been mapped to the ELA and mathematics CCSS and 6,000 new ELA and mathematics items were added to 16,000 pre-existing items. As noted in *State Success Factors*, CIITS training in Year 2 focused on increasing teachers and leaders' ability to use CIITS. At the end of Year 2 (and the start of SY 2013-2014) KDE took a proactive approach to CIITS professional development and support and began to offer monthly webcasts, polling LEAs to solicit agenda items for the monthly webcasts.

With the continued focus on CIITS professional development and support in Year 2, the CIITS Team instituted several mechanisms to support continuous improvement of professional development. In order to create more streamlined, responsive, and focused trainings, KDE designed a satisfaction survey and adopted a policy that requires training participants to complete a survey in order to receive credit for attending training. To further support this policy, participants automatically receive a reminder to complete the survey.

Kentucky surpasses performance targets

Thirty-two percent of educators in participating LEAs used the CIITS Assessment Admin module to create formative assessments aligned to CCSS, surpassing the State's target of 25 percent in SY 2012-2013. Similarly, 33 percent of educators in participating LEAs used the School and District Data module to view key performance measures to create reports to make decisions impacting classroom teaching and learning, which surpassed the State's target of 25 percent.

On January 31, 2014, Kentucky announced that it was withdrawing from the PARCC assessment consortium. Previously, Kentucky was a PARCC participating State. Kentucky will need to submit an amendment to the Department explaining how it will maintain its commitment to implementing high-quality assessments aligned to its CCSS, given its withdrawal from PARCC.

Successes, challenges, and lessons learned

As noted above, the State reported that it exceeded its yearly target for both of its CIITS performance measures: the percentage of educators in participating LEAs who have used the CIITS Assessment Admin module to create assessments and the percentage of participating LEAs who have used the School and District Data module to view performance indicators to create reports that inform decisions impacting classroom teaching and learning. However, these measures do not present a complete picture of how teachers and leaders use CIITS modules to create classroom specific assessments, monitor student progress and adjust classroom instruction. Thus, moving forward, the State will face the challenge of identifying other metrics (in addition to current Race to the Top performance measures) in order to gather insight on how CIITS is impacting instruction and improving student outcomes.

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 sees CIITS as the catalyst to use data to improve teaching, learning, and preparing every child to be college- and career-ready. The State is using Phase 3 Race to the Top funds to enhance State and local abilities to evaluate educator performance and personalize professional development, by adding the EDS module to CIITS, and by supporting field testing of the EDS. The EDS is a flexible, multiple-measures approach to organizing educator effectiveness ratings. EDS will include the Kentucky-developed protocols and a framework for the State's new teacher and leader evaluation system, PGES; capturing the data needed to generate educator effectiveness ratings (classroom observations, student growth, the VAL-ED survey, the TELL survey, and ASSIST); and analyzing and reporting the data, using interactive options and dashboards within the suite.¹² EDS provides a platform for teachers and leaders to create professional growth plans based on classroom observations and student growth and establishes a culture for using data to inform instructional practices and professional development.

EDS allows for the linking of professional development to the multiple measures that are now part of Kentucky's system, which the State believes 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 using data to improve educator effectiveness and growth. In Year 1, KDE supported CIITS through expanding instructional materials; adding student-level data, integrating State-level summative data; and adding greater reporting capabilities. A school and LEA module was launched to enable LEAs to engage in deeper data analysis of student growth and achievement.

In Year 2, the State created a *Guide to Professional Learning for Teacher Professional Growth and Effectiveness* that included targeted sessions on using the EDS to support professional growth and student growth measures. Trainings were designed to be either self-paced or interactive with a group and are posted to the KDE PGES website, accessible using the EDS portion of CIITS. Trainings were designed to be either self-paced or interactive with a group and are posted to the KDE PGES website, accessible using the EDS portion of CIITS. Trainings included specific learning targets such as how to identify which aspects of an educator's instruction needs to be improved to effectively impact student learning; understanding and being able to develop quality student

growth goals, and developing strategies to monitor students' progress and support students' goal attainment.

During Year 2, the State delivered over 80 trainings via live Lync sessions and made archives of these trainings available via the EDS. KDE also instituted weekly Office Hours sessions.¹³ These sessions provided KDE staff with an opportunity to participate in facilitated, interactive discussions with other LEAs about PGES. In addition to training, KDE provided technical assistance to LEAs by increasing field support. The State hired eight Effectiveness Coaches and assigned them across the State in the eight regional Educational Cooperatives. The Effectiveness Coaches provided LEAs with assistance during the field test and helped LEAs prepare for scaling to full implementation of PGES and EDS. Effectiveness Coaches provided KDE staff with regular updates on LEA's progress and feedback that has been used to inform the State's technical assistance strategy for the SY 2013-2014 pilot test.

Successes, challenges, and lessons learned

In Year 2, CIITS upgrades and enhancements provided teachers, leaders and administrators with the tools to use real-time data from multiple sources to improve instruction and student outcomes. Enhancements to the Classroom and Assessment Admin modules, combined with the availability of EDS allowed educators, at any time and from anywhere with internet connection to:

- 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.

¹² The VAL-ED survey is used to measure principal self-reflections, supervisors' observations, principal progress on professional growth planning and teacher perceptions. The TELL survey is used to capture teacher working conditions, and the ASSIST tool is used to capture progress on principals' student growth goals for their schools.

¹³ The live Lync format supports interactive online training. Live Lync allows participants to ask clarifying questions. Additionally, after each live Lync session, the Kentucky Department of Education (KDE) held online "office hours" staffed by consultants and coaches, who could respond to more specific PGES and EDS questions.

Data Systems to Support Instruction

During the field test of PGES and EDS, KDE hired eight Effectiveness Coaches to provide onsite support to LEAs. Having staff in the field proved to be an effective implementation strategy. In Year 3, KDE will add eight PGES consultants, increasing the number to 16 staff in the field providing support. Like Effectiveness Coaches, PGES consultants will be prepared to provide support to LEAs with PGES and EDS implementation activities, such as entering self-reflection into PGES and using EDS to develop professional growth plans.

Finally, after hearing from educators about the usefulness of *CIITS News*, KDE launched the *PGES Newsletter* at the end of Year 2 and the start of SY 2013-2014. This biweekly publication is posted on the KDE's website and, like *CIITS News*, provides KDE educators with PGES updates, information on specific topics, and links to training and PGES resources.

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 in the *Data Systems to Support Instruction* section, in its Race to the Top application, the State proposed to strengthen its support for educators by adding the EDS platform to CIITS. Phase 3 funds enable the State to populate CIITS with high-quality resources that are immediately accessible for professional growth and learning, and increase educators' access to resources available through PD 360 and Common Core 360.¹⁴ LEAs and schools are able to engage in more meaningful and targeted professional growth experiences tied to local goals and student learning needs. Teachers can create individualized professional learning plans based on needs documented during their classroom observations (conducted by principals or peers) or indicated by students' scores on assessments.¹⁵ Teachers can search and access professional learning resources in CIITS, and can search and register for State and local professional learning activities consistent with their professional learning plans. With the EDS, superintendents and principals are able to recommend activities and resources to their staff, be notified when staff completes trainings, and run LEA- and school-level reports on professional learning activities. Teachers use the EDS to submit proposals for professional development activities, which administrators review in the system.

CIITS supporting instructional leaders

"Everyone needs personal coaching and guidance. This system [EDS] isn't going to take the place of an instructional leader in the school. This gives administrators more confidence. The facilitation and guidance is really valuable. This system allows administrators to be more confident to point to specific evidence and resources for great teaching."

KDE Educator, fall 2013

With the completion of the 54-LEA field test of PGES and the EDS, the State surveyed field test participants and conducted focus groups to identify what, if any, adjustments were needed to PGES and the EDS before the start of the statewide pilot in SY 2013-2014. Feedback from field test participants included acknowledging the importance of communication about PGES and EDS; identifying that LEAs need an incremental approach to PGES and EDS implementation; and requesting differentiated support and training on peer observations. KDE reviewed all feedback during summer 2013 and determined how best to respond to issues, concerns, and suggestions from the field test

¹⁴ PD 360 and Common Core 360 are online self-paced, self-directed professional learning websites available to KDE educators and administrators. These websites were available prior to Race to the Top funding.

¹⁵ Peer observers, selected by the school or local educational agency (LEA) based on the school- or LEA-established selection criteria, provide format feedback to teachers, which is not considered in the teacher's rating.

Great Teachers and Leaders

participants. KDE responses ranged from developing and conducting live, interactive online training sessions via Live Lync, to researching different models and partnering with Kentucky Education Television (KET) to develop a peer observer certificate, supported by required self-paced learning modules.

In Year 2, to help accomplish rollout of the EDS platform, the State conducted six regional PGES Winter Summits for LEAs. LEAs were invited to send an instructional leadership team (comprised of one to two teachers and principals, the LEA's certified personnel evaluation point of contact, and the superintendent) to one of the six summits. The summits were designed to support LEAs to develop a plan for communicating about the PGES to stakeholders, build capacity to implement the SY 2013-2014 statewide pilot, and create a plan to support statewide implementation in SY 2014-2015. KDE recorded questions generated during the summit and posted the "Winter Summit Q & A" on its website to ensure accessibility to all KDE personnel.

In Year 2, KDE provided educators with the results from the Student Voice survey for the first time via the EDS. The Student Voice survey is designed for students in grades 3-12 to provide their classroom teachers with feedback on seven core areas (care, control, clarify, challenge, captivate, confer, and consolidate) that provide insight on the students' perspective related to teaching practices, learning conditions, and their own engagement in learning. Student Voice survey results will not be used to inform a teacher's rating but are provided to teachers as another data point to inform instruction and classroom practice. Additionally, Student Voice survey results provide school- and district-level feedback that can be used to inform priorities, track improvement, and evaluate programs.

Successes, challenges, and lessons learned

In addition to completing the 54-LEA field test of PGES and the EDS, KDE made the EDS accessible to all KDE educators in spring 2013. KDE found that those teachers not involved in the statewide pilot

were already focused on statewide PGES implementation in SY 2014-2015. The early release of the EDS allowed KDE to encourage and support teachers and administrators to take a comprehensive approach to preparation for statewide implementation of PGES. KDE informed all educators and leaders about available EDS training and resources via *CIITS News*.

In Year 2, Kentucky exceeded its performance measures in the area of *Great Teachers and Leaders*. For instance, the State's approved plan set a target for SY 2012-2013 to have 30 percent of educators in participating LEAs participate in formal online or face-to-face professional learning experiences on the use of CIITS. The purpose of these trainings was to increase knowledge of implementing highly effective teaching and learning practices in the classroom. The State exceeded its goal with 42 percent of educators reported to have participated in such training. Similarly, 35 percent of educators in participating LEAs accessed professional learning opportunities through the professional development arm of the EDS, exceeding the State's goal of 25 percent.

High percentage of logins to CIITS among KDE leadership

Since January 2012, 93 percent of superintendents, 85 percent of principals, 97 percent of Chief Academic Officers (CAOs), 98 percent of District Assessment Coordinators (DACs), and 96 percent of Chief Information Officers (CIOs) have logged into CIITS.

The State faced challenges providing all classroom teachers with their students' Student Voice survey results due to technical difficulties. Additionally, some teachers that participated in the PGES and EDS field test shared concerns that there was a lack of communication regarding the Student Voice survey. These teachers stated that there needs to be increased messaging on the benefits of the Student Voice survey data for teachers and students as well as clear messaging that Student Voice survey data would not be used to determine teacher ratings.

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

Kentucky's Race to the Top STEM focus is through the State's support for the AdvanceKentucky program, a joint project by the Kentucky Science and Technology Corporation (KSTC) and the National Math and Science Initiative. The primary goal of AdvanceKentucky is to increase the enrollment of underserved and underrepresented student populations in AP courses. Kentucky's Race to the Top plan further encourages increased enrollment in AP STEM-related courses. In the State's Race to the Top plan, KDE committed to work with the KSTC to add five AdvanceKentucky school sites each year of the Race to the Top project. Each school would receive multi-year funding and, to support KDE's goal of expanding AdvanceKentucky, each school would work with KSTC to develop a sustainability plan to continue as an AdvanceKentucky school once Race to the Top funds were no longer available.

AdvanceKentucky helps schools use a variety of approaches to boost AP enrollment and achieve successful outcomes. In addition to schools adopting an open enrollment policy for AP classes, AdvanceKentucky provides schools and AP teachers with resources and supports for successful delivery of AP courses. Among the resources and supports provided are intensive AP Summer Institutes for teachers; AP mentor teachers; funds for schools to purchase learning resources and equipment; and regularly scheduled vertical team meetings that allows for AP teachers and pre-AP teachers to reinforce core ideas in subject areas and create greater vertical alignment among AP middle and high school teachers. AdvanceKentucky provides students with counseling, tutoring, and 18 hours of structured study sessions for each AP course. AdvanceKentucky also provides financial incentives and supports for teachers and students. AP teachers receive financial incentives based on their students' AP scores and students receive similar financial incentives based on their AP scores in addition to financial support to assist with AP exam fees.

In Year 1, Cohort 1 of AdvanceKentucky was launched in fall 2012; teachers and administrators were provided with professional development opportunities, exam fee support, and vertical teaming opportunities throughout the year. The selection process for Cohort 2 of AdvanceKentucky also took place in Year 1. AdvanceKentucky staff conducted preliminary phone interviews with schools and made site visits to schools that submitted applications. The AdvanceKentucky application included questions to elicit the school's commitment to adding AP courses as well as data to describe the school's student population and academic environment. The data portion included

a school profile, faculty information, AP course data, and a list of Pre-AP courses available in the high school and feeder middle school(s). Data and information gathered from the submitted AdvanceKentucky applications and from an onsite visit, conducted by KSTC staff, are used to inform school selection.

As was the requirement with Cohort 1, each Cohort 2 AdvanceKentucky school submitted a letter of agreement, signed by the designated Administrator of Record, specifying activities, timelines, and responsible staff for implementing various components of AdvanceKentucky. Elements of these agreements are included in the AdvanceKentucky Data Reporting System, from which reports are generated and used to guide monthly school visits. AdvanceKentucky schools are required to submit data (via the AdvanceKentucky Data Reporting System) on all professional development activities, vertical team meetings, and Saturday student study sessions. Reports are reviewed by AdvanceKentucky staff, allowing them to complete an end-of-year assessment of student AP test scores, assess if schools are offering AP courses as planned, verify that the enrollment of minority and low-income students in AP courses is in line with schools' demographics, and identify if there are school-specific issues that need to be addressed. The end-of-year assessment helps to identify teachers who need additional support and professional development as well as teachers who can serve as next year's mentors.

Year 2 began with teachers from both cohorts attending training. One hundred fifty-five teachers attended a five-day AP Summer Institute or pre-AP training delivered by the College Board, and 74 teachers attended a four-day content area training by the National Math and Science Initiative (NMSI). Throughout Year 2, AP teachers continued professional development onsite and offsite. Onsite professional development was achieved through school vertical team meetings, observation and co-teaching with AdvanceKentucky staff and consultants, and mentoring. During Year 2, AdvanceKentucky staff conducted over 125 visits to Cohort 1 and 2 schools to monitor for fidelity and support the schools' onsite professional development in content areas (mathematics, science, and English). Offsite professional development in Year 2 included the AdvanceKentucky two-day fall forum, attended by 56 teachers in November 2013, as well as 10 leader trainings (for English, mathematics, and science content leaders).

During Year 2, KSTC used a series of regularly-scheduled meetings with KDE staff and leadership to review AdvanceKentucky progress. As a result of this continuous review, AdvanceKentucky staff refined the student session framework, created an online content leader

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

training for returning schools, introduced elementary teacher professional development, and partnered with the Kentucky Center for Education and Workforce Statistics to develop an annual longitudinal research process. KTSC staff also conducted stakeholders' briefings to the Kentucky Board of Education.

Successes, challenges, and lessons learned

AdvanceKentucky has shown some positive results in student achievement. For example in SY 2011-2012, prior to joining AdvanceKentucky, Cohort 1 schools reported only 62 instances of qualifying AP scores. For these same schools, the number of qualifying AP scores in SY 2012-2013 totaled 147. AdvanceKentucky also proved to be successful in increasing the number of participating minority students, when comparing Cohort 1 schools to Cohort 2 schools. Preliminary data for SY 2013-2014 indicates that five percent of students enrolled in AP courses (*e.g.*, AP English, mathematics, and science courses) in Cohort 1 schools are minority students whereas 20 percent of Cohort 2 students enrolled in AP courses are minority students. Notably, according to the State, AdvanceKentucky has changed the culture in schools that traditionally only had advanced students enroll in AP courses.

Additionally, Cohort 1 Race to the Top schools outperformed other AdvanceKentucky schools in SY 2012-2013 as they realized a 137 percent increase in qualifying AP scores (as compared to SY 2011-2012). Non-Race to the Top funded AdvanceKentucky schools experienced a 78 percent increase in AP qualifying scores. Finally, Clinton County, a member of the first cohort of AdvanceKentucky schools through Race to the Top, was named to the College Board 2012 AP Honor Roll. This award recognizes schools that increase access to AP coursework, while increasing the percentage of students earning scores of 3 or higher on AP exams.

KDE also highlights the mentoring component of AdvanceKentucky as a success. The use of mentors was not included in the original design of AdvanceKentucky; instead, each school designated a "lead teacher" who served as the coordinator for schools' AdvanceKentucky project and as a mentor for AP teachers. In the early years of AdvanceKentucky (prior to Race to the Top) KDE determined that using a single staff to serve as a coordinator and mentor was not

effective. KDE worked with KTSC and NMSI to restructure this component to be faithful to the original model and responsive to KDE's school structure. As a result each KDE AdvanceKentucky school has three content coordinators (for mathematics, science and English) and a group of mentors (experienced AP teachers who contract with KTSC). Each mentor is assigned to a specific teacher(s) and is able to provide targeted support to each mentee AP teacher. Mentors share lessons plans and teaching strategies, provide input on course pacing and differentiated instruction, set up labs and assist with lab demonstrations, team teach, and provide input during vertical team meetings. To further assure high-functioning of mentors, AdvanceKentucky used regional content advisors, most of whom were AP teachers, to review each school's mentor-mentee relationships.

Despite other gains shown, and the growing number of AdvanceKentucky schools offered, the State has fallen short on performance measures. For instance, the State had a SY 2012-2013 target of 40 percent of students in new AdvanceKentucky schools scoring a 3 or higher on AP exams; the actual number reported fell short of this target at only 31 percent. This percentage shows an increase from 26.8 percent reported in 2011-2012. Additionally, the State had a target of 50 percent of students at new AdvanceKentucky schools participating in AP courses in SY 2012-2013, and only 20 percent were reported. Although this figure does not meet the State's target, it does show growth from seven percent reported in SY 2011-2012.

In summer 2013, the State was scheduled to replace Kentucky's core academic standards for sciences in CIITS with Next Generation Science Standards (NGSS), and begin activities in the approved Scope of Work to support LEA implementation of NGSS. These activities include expanding the Classroom Assessment module with NGSS items, reviewing LEA-developed NGSS instructional materials for posting in CIITS, and coordinating and delivering professional learning to LEAs on the use of NGSS. KDE added the new science standards to CIITS but has not begun other planned activities. The State is expected to submit an amendment request, revising the timeline for NGSS activities in 2014. The delay is due, in part, to the legislative review process. While the Kentucky Board of Education approved NGSS to be included as part of the State's CCSS in June 2013, the legislative review process is still underway and adoption of NGSS is not considered final until legislative approval is received.

Looking Ahead to Year 3

The State is planning to continue its focus on supporting CIITS users statewide and expects to select schools for Advance Kentucky Cohort 3 in Year 3. *CIITS News*, *PGES Newsletter*, and Twitter are expected to continue to serve as primary vehicles for keeping KDE educators informed of the State's progress and available resources as well as sharing user experiences. The State plans to use online mailboxes for CIITS and PGES, user surveys, and feedback from PGES coaches to gather data on users' concerns, technical problems, and requests for additional resources and support. The State plans to continue to provide training and resources to increase educator and administrator use of CIITS, and support educators in creating and sharing instructional resources via CIITS, aiming to see greater use of data to drive instructional improvement and increase student achievement in the long-run. Additionally, with the statewide implementation of PGES and the EDS in SY 2014-2015, KDE plans to continue to assess and develop the EDS training events and materials. The State expects

to continue the PGES Office Hours sessions twice a week as well as continue to provide direct support to LEAs via coaches. In response to feedback from the PGES and EDS pilot, the State is planning to create resources that identify key activities and milestones along with a timeline to support LEAs in the planning and implementation of PGES.

In support of STEM, the State plans to expand the number of schools participating in AdvanceKentucky and to support KDE educators' transition to NGSS. KSTC is planning to focus on sustainability, especially for Cohort 1 schools as they will receive their final year of Race to the Top funding. While the State has replaced science standards with NGSS within CIITS, the State is expected to adjust its timeline for developing NGSS instructional materials and resources in CIITS and provide LEAs with professional development during this transitional year.

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 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 12 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 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.

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.

Glossary

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, 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 (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."