

	3	Provide teachers with regular planning time for using data to inform instruction	LEAs						X	X	X	X	X	X	X	X	X	X	X
C	Increase the Availability and Access of Data to Researchers																		
	1	Publish a list of research priorities for DC and encourage development of studies through the P-20	OSSE						X	X	X	X	X	X	X	X	X	X	X
	2	Develop an online research request tool for easy access to data	OSSE						X	X									
	3	Identify and create a portfolio of research-ready data sets	OSSE														X		
Section D (2) - Improving Teacher & Principal																			
A	Ensure That All LEAs Have Student Growth Data for Tested Grades																		
	1	Select members of a Student Growth Measure Task Force responsible for overseeing implementation of a measure for all LEAs	OSSE		X	X													
	2	Determine the statewide growth measure and draft a concrete plan	Student Growth Measure Task Force			X	X	X	X	X									
	3	Build relevant data systems	Student Growth Measure Task Force			X	X	X	X	X	X	X	X	X	X	X	X	X	X
	4	Use the student growth measure for DC-CAS tested grades and subjects for educator evaluations	LEAs											X DCPS					
B	Expand Pilot Growth Measure to Additional Grades/Subjects for Teacher & Principal Evaluation Purposes																		
	1	Convene the Student Growth Measure Task Force to: a) develop priority list of grades and content areas for expanded coverage, b) develop specifications for assessments that may be used to identify growth measures that are appropriate for the purposes of teacher evaluation	OSSE, Student Growth Measure Task Force					X	X	X	X	X	X	X					
	2	Identify growth assessments that cover priority grades and content areas to use for a two-year trial	LEAs							X	X	X	X						
	3	Based on two-year trial, confirm the menu of assessments appropriate for measuring priority non-tested grades and subjects	Student Growth Measure Task Force																
	4	Adopt new assessments aligned with evaluations	LEAs																
	5	Devise other methods for expanding the grades and subject areas for which a growth measure may be calculated	LEAs																
	6	Share best practices among LEAs related to expanding the growth measure across grades and subject areas and using new assessments for the purposes of teacher evaluation	Student Growth Measure Task Force																
C	Develop Robust Teacher and Principal Evaluation Systems																		
	1	Publish requirements for teacher and principal evaluation systems	OSSE					X	X										
	2	Review Plans for LEA Evaluation Systems to ensure they meet the requirements	OSSE											X	X				

	1	Conduct quality review of DC public schools using quality indicators that will provide comprehensive understanding of: (1) the quality of special education service delivery at the school-level; (2) barriers to special education service delivery at the school-level; and (3) best practices at the school-level that can be modeled for comparable schools	OSSE																
Grant Management System																			
A	Develop and Acquire new Grant Management System																		
	1	Develop Statement of Work and needed specifications in conjunction with grant managers throughout agency and Office of Grant Management	OSSE											X	X	X	X		
	2	Contract with a vendor	OSSE																
	i.	Develop vendor contract for grant management software and training	OSSE																
	ii.	Hire vendor to provide grant management software and training	OSSE																
	iii.	Manage vendor to completion	OSSE																

LEGEND	
OSSE	X
LEAs (all)	X
DCPS	X
Charter LEA	X
Task Forces	X

DC Race to the Top Implementation Timeline -- January 2012 through June 2013

RTTT Project Plan		Responsible Party	Jan-Mar 2012	Apr-Jun 2012	July-Sept 2012	Oct-Dec 2012	Jan-Mar 2013	Apr-Jun 2013
SECTION B (3) - Supporting the Transition to Enhanced Standards and High-Quality Assessments								
A Implement a Fast, Aggressive Rollout Plan for Common Core Standards and Assessments								
1	Adopt Standards	State Board of Education						
2	Hold Community Meetings to inform parents and community members	OSSE, LEAs						
3	Design and Develop Core Standards Materials	OSSE						
i.	Write introductory material and develop vendor contract	OSSE						
ii.	Hire graphic designer and printer to produce booklets and brochures	OSSE						
iii.	Hire web designer to launch website	OSSE	X	X	X			
iv.	Manage all vendors to completion	OSSE	X	X	X			
4	Revise DC-CAS; Create Interim Assessments	OSSE						
i.	Develop vendor contract	OSSE						
ii.	Hire vendor to work on revision of DCCAS for administration in 2012	OSSE						
	Work with Technical Advisory Council to ensure transition maintains achievement standards	OSSE						
iii.	Interim Assessment: create a list of vendor possibilities	OSSE						
iv.	Interim Assessment: sign contract with approved vendor	LEAs						
v.	Organize meetings for LEAs to meet and discuss interim assessment purchasing partnerships	OSSE						
vi.	Manage all vendors to completion	OSSE	X					
vii.	Implement new Interim Assessments aligned to common standards	LEAs	X	X				
B Create, Organize, and Fund a Common Core Standards Working Group								
1	Hold Common Core Standards Working Group Meetings	OSSE						
i.	Invite LEAs to put together leadership teams to participate	OSSE						
ii.	Participate in working group meetings (voluntary)	LEAs						
iii.	Develop collaboration infrastructure	OSSE						
3	Conduct Information Sessions with Parents and Other Community Members	LEAs	X	X	X	X	X	X
2	Provide School-Level Professional Development on Common Core Standards	LEAs	X	X	X	X	X	X
C Create Standards Entry Points for Differentiated Learning								
1	Partner with a state Dept. of Education to create Standards Entry Points for Differentiated Learning	OSSE						
i.	Develop vendor contract for teacher training on Standards Entry Points	OSSE						
ii.	Hire vendor to provide teacher training on Standards Entry Points	OSSE						
iii.	Manage vendor to completion	OSSE						
iv.	Fund a vendor to align the Special Education Data System with the Common Core Standards	OSSE	X	X	X	X		
D Align High School Curricula and Graduation Requirements with College Entrance Requirements								
1	Convene a P-20 Consortium (Fall 2010, monthly)	OSSE	X	X	X	X	X	X
i.	Identify and publish research priority	OSSE	X					

ii.	Solicit researchers	OSSE	X					
iii.	Contract with a research team	OSSE	X					
2	Work with DTN and local IHEs to collect data on the level of preparation of students graduating from DC high schools	OSSE						
Section C (2) - Accessing and Using State Data								
A Expand Capacity and Systems for Data Access								
1	Create website that allows key stakeholders easy-to-use access to data through interactive web functions	OSSE						
i.	Outline functionalities required	OSSE						
ii.	Develop vendor process and/or execute in-house	OSSE	X					
iii.	Roll out new, interactive, user-friendly OSSE website	OSSE			X	X		
2	Hold community meetings to discuss with parents and other community members how data can be made more useful to them	OSSE				X		
B Enhance Availability of Statewide Data to Key Stakeholders								
1	Determine statewide list of research priorities and encourage research studies through the P-20	OSSE	ONGOING					
2	Develop an online research request tool for easy access to data	OSSE						
3	Identify/create research-ready data sets, including assessment, enrollment, teacher & financial data	OSSE		X	X	X	X	X
4	Publish additional data to key stakeholders including parents, decision-makers, and researchers	OSSE				X		
Section C (3) - Use Data to Improve Instruction								
A Develop Instructional Improvement Systems Aligned to Data Systems								
1	Identify preferred vendors capable of meeting the needs of LEAs for data-driven instruction and submit list to LEAs	OSSE						
2	Identify, with external partners, current LEA capacities and needs with regard to instructional improvement systems	OSSE, LEAs						
3	Submit a plan for using RTTT funds to adopt or expand an instructional improvement system	LEAs						
4	Award grants to LEAs	OSSE						
5	Sign a contract with an OSSE-approved vendor	LEAs						
6	Implement instructional improvement systems	LEAs				X		
B Support Participating LEAs in Providing Effective Professional Development on Data-Driven Instruction								
1	Provide formula funding for one of the following:	OSSE	X	X	X	X	X	X
i.	Submit plan to hire a school-based Instructional Data Analyst/Coach	LEAs	X	X	X	X	X	X
ii.	Submit plan to train and offer stipends to data leads in schools	LEAs	X	X	X	X	X	X
iii.	Submit plan for ongoing, job-embedded professional development on data-driven instruction	LEAs	X	X	X	X	X	X
2	Submit best practices on uses of data-driven instruction to the Individualized PD Platform	OSSE						
3	Provide teachers with regular planning time for using data to inform instruction	LEAs	X	X	X	X	X	X
C Increase the Availability and Access of Data to Researchers								
1	Publish a list of research priorities for DC and encourage development of studies through the P-20	OSSE	X	X	X	X	X	X
2	Develop an online research request tool for easy access to data	OSSE						

3	Identify and create a portfolio of research-ready data sets	OSSE	X	X	X	X	X	X
Section D (2) - Improving Teacher & Principal Effectiveness Based on Performance								
A Ensure That All LEAs Have Student Growth Data for Tested Grades								
1	Select members of a Student Growth Measure Task Force responsible for overseeing implementation of a measure for all LEAs	OSSE						
2	Determine the statewide growth measure and draft a concrete plan	Student Growth Measure Task Force						
3	Build relevant data systems	Student Growth Measure Task Force						
4	Use the student growth measure for DC-CAS tested grades and subjects for educator evaluations	LEAs	X	X	X	X	X	X
B Expand Pilot Growth Measure to Additional Grades/Subjects for Teacher & Principal Evaluation Purposes								
1	Convene the Student Growth Measure Task Force to: a) develop priority list of grades and content areas for expanded coverage, b) develop specifications for assessments that may be used to identify growth measures that are appropriate for the purposes of t	OSSE, Student Growth Measure Task Force						
2	Issue RFP to support the development of growth measures in non-DC CAS grades and subjects	OSSE		X				
3	Hold competitive grant process for LEAs	OSSE		X				
4	Submit proposal for expanded growth assessment funding	OSSE		X				
5	Award grants	OSSE			X			
6	Launch growth measures	LEAs			X			
7	Based on two-year trial, confirm the menu of assessments appropriate for measuring priority non-tested grades and subjects	Student Growth Measure Task Force			X			
8	Adopt new assessments aligned with evaluations	LEAs				X		
9	Devise other methods for expanding the grades and subject areas for which a growth measure may be calculated	LEAs				X	X	X
10	Share best practices among LEAs related to expanding the growth measure across grades and subject areas and using new assessments for the purposes of teacher evaluation	Student Growth Measure Task Force				X	X	X
C Develop Robust Teacher and Principal Evaluation Systems								
1	Publish requirements for teacher and principal evaluation systems	OSSE						
2	Review Plans for LEA Evaluation Systems to ensure they meet the requirements	OSSE						
3	Expand and refine IMPACT	DCPS	X	X	X	X		
i.	Submit a plan to OSSE for expansion and refinement of IMPACT	DCPS						
ii.	Involve teachers and principals in plans for expansion and refinement of IMPACT	DCPS						
4	Submit a plan to OSSE for how DCPS will approach principal evaluation	DCPS						
5	Submit plans to OSSE for how charter LEAs will approach teacher and principal evaluation	Charter LEAs						
6	Leverage lessons from DCPS and other charters in developing human capital evaluation systems	Human Capital Task Force	X	X	X	X	X	X
D Use Evaluations to Make Human Capital Decisions								
1	Ensure that all evaluation systems include annual evaluations	OSSE	X	X	X	X	X	X
2	Use evaluation to support human capital decisions	LEAs	X	X	X	X	X	X

E	Collaborate Across Sectors to Support Best Practices in Human Capital							
1	Select members of a Human Capital Task Force	OSSE						
	Engage in discussions about the implementation of RTTT and other statewide human capital initiatives	Human Capital Task Force	X	X	X	X	X	X
Section D (3) - Ensuring Equitable Distribution of Effective Teachers & Principals								
A	Improve Process for Analyzing Equitable Distribution of Effectiveness							
1	Build capacity into evaluation systems to determine effectiveness of teachers within schools	LEAs						
2	Submit percentages of effective and highly effective teachers and administrators by school to OSSE	LEAs			X			
3	Develop state-wide picture of effectiveness distribution based on the correlation of high-poverty and high-minority schools to teacher effectiveness	OSSE				X		
4	Require LEAs to submit a plan to increase teacher effectiveness in the 25% of schools for which high-poverty/high-minority and low effectiveness are most highly correlated	LEAs				X		
5	Monitor and work with LEAs on corrective action plans where plans do not adequately address equity needs	OSSE				X		
B	Engage in Smart Targeting							
1	Engage in recruitment, selection, and retention strategies to increase the effectiveness of teachers in high-needs schools	LEAs	X	X	X	X	X	X
C	Improve Process for Analyzing Effectiveness of Teachers in Hard-to-Staff Areas							
1	Build capacity into evaluation systems to sort effectiveness of teachers by content area	LEAs						
2	Develop, through coordination with LEAs, and publish a list of content areas identified as high-need by LEA	OSSE, LEAs				X		
3	Submit percentages of effective and highly effective teachers and administrators by content area	LEAs			X			
4	Develop state-wide picture of effectiveness in high needs content areas	OSSE				X		
5	Require LEAs to submit a plan to increase teacher effectiveness in the bottom 5 "high needs" content areas and grade levels	OSSE				X		
Section D (4) - Improving the Effectiveness of Teacher & Principal Preparation Programs								
A	Evaluate and Support Preparatory Programs (alternative routes and IHE) on Teacher/Principal Effectiveness Measures							
1	Collaborate with Preparation Programs to develop a list of information required from LEAs for creating the Prep Program Scorecard	OSSE						
2	Design Prep Program Scorecards with input from multiple stakeholders	OSSE	X	X	X	X	X	
3	Submit required information to OSSE	LEAs			X			
4	Match teachers to their certification programs	OSSE			X	X	X	X
5	Create Prep Program Scorecards	OSSE				X	X	X
6	Establish a minimum threshold for performance & process for reapproval	OSSE				X	X	X
7	Establish a process whereby OSSE supports programs in determining improvements to meet needs identified by the Prep Program Scorecard	OSSE				X	X	X
8	Establish a process by which a program can demonstrate that it should be reconsidered for approval	OSSE				X	X	X
9	Provide guidance to deans of IHEs and directors of alternative certification programs regarding new quality guidelines	OSSE				X	X	X
10	Pilot Prep Program Scorecards and provide information to Preparation Programs	OSSE				X	X	X
11	Share Prep Program Scorecards with Prep Programs one week prior to making them public	OSSE						

12	Publish Scorecards to the OSSE website	OSSE							
B Build Pipelines of Effective and Highly Effective Teachers, especially in Hard to Staff Areas									
1	Issue RFP	OSSE	X						
2	Hold a competitive grant process for LEAs	OSSE	X						
3	Submit proposal for teacher pipeline funding	LEAs		X					
4	Award grants	OSSE		X					
5	Launch charter LEA-sponsored programs	LEAs			X				
Section D (5) - Providing Effective Support to Teachers & Principals									
A Launch Individualized PD Platform									
1	Phase I: Build interface and connect IMPACT to PD platform	vendor under DCPS	X	X	X	X	X	X	X
2	Phase II: Develop/acquire content, such as video exemplars of effective practice	vendor under DCPS							
3	Phase III: Add external PD providers such as online courses and higher level content/provide charter schools with access to the system	vendor under DCPS	X	X	X	X	X	X	X
B Support Charter Professional Development Solutions Tied to Evaluations									
1	Submit plans to OSSE for developing or purchasing professional development systems or strategies	participating Charter LEAs		X					
	Review LEA plans and provide technical assistance	OSSE		X	X				
C Launch Learning Communities for Effectiveness (PLaCEs)									
1	Work with OSSE to determine the parameters of an RFP that effectively captures the collaboration needs for statewide reform	Human Capital Task Force; OSSE							
2	Issue RFP	OSSE	X						
3	Apply for grant funding	LEA Collaboratives	X	X					
4	Award grants (3 rounds - Summer 2010 and Spring 2011, Spring 2012)	OSSE			X				
5	Implement plans	PLaCEs	X	X	X	X	X	X	X
6	Provide guidance to OSSE on how to effectively oversee and administer the PLaCEs	Human Capital Task Force	X	X	X	X	X	X	X
7	Review results from PLaCEs clusters	OSSE, Human Capital Task Force							
D Develop PD Tracking Capabilities in the Individualized PD Platform									
1	Design a process for tracking online and offline PD experiences in My PD Platform	vendor under DCPS	X	X	X				
2	Compile PD effectiveness data stripped of personal identifiers and make available to researchers	OSSE							X
Section E (2) - Turning Around Lowest-Achieving Schools									
A Identify and Plan for the Turnaround of Persistently Lowest-Achieving Schools									
1	Finalize list of schools to turn around, including at least the ten schools identified and others within the bottom 20% to be determined	OSSE, DCPS, PCSB							
2	Examine ranking of schools and eliminate (1) any schools for which an adequate intervention has occurred in the past two years and (2) any schools that may have been flagged due to the special populations they serve but that are performing effectively	OSSE (with DCPS or PCBS, as relevant)							

3	Publish list of schools slated for turnaround	OSSE	X					
4	Revisit the adequacy and appropriateness of the definition outlined above for identifying the truly persistently lowest-achieving schools	OSSE, DCPS, PCSB			X			
5	Establish a detailed turnaround plan and timeline for each school slated for turnaround	OSSE/DCPS and OSSE/PCSB	X					
6	Plan for additional turnarounds for schools on the "persistently lowest achieving schools list"	OSSE/DCPS and OSSE/PCSB			X			
B Provide Preparation Support for Potential Turnaround Teams								
1	Establish new organizational chart and job responsibilities for the Office of Human Capital	DCPS	X	X				
2	Submit these along with a sustainability plan to OSSE	DCPS						
3	Hire new team members		X	X	X			
1	Upon identification of schools for turnaround, decide which schools will be turned around in which of the next three years and assemble administrative teams to take on the turnarounds	DCPS Office of School Innovation and the Office of Human Capital	X	X	X	X	X	X
2	Fund planning years for administrative teams who will take on the turnaround of a school in the following school year	OSSE	X					
C Align School Modernization Efforts to Support School Turnaround								
1	Facilitate quarterly discussions between the Mayor's Office responsible for the Facilities Modernization Plan and the DCPS team responsible for planning and executing turnarounds	OSSE						
D Provide Differential Funding for Turnaround Schools								
1	Develop a plan for use of differential funding for each school in turnaround	DCPS		X				X
2	Provide differential funding for turnaround schools based on number of students served	DCPS				X		
E Ensure Capacity for Strong Management of Turnaround Partnerships								
1	Establish new organization chart and job responsibilities for the Office of School Innovation	DCPS	X	X	X			
2	Submit these, along with a sustainability plan to OSSE	DCPS	X	X	X			
3	Hire new team members	DCPS	X	X	X			
Priority #2 - STEM Education								
A Develop a DC STEM Learning Network								
1	Partner with national expert organization to develop and implement a DC STEM Learning Network and Coordinating Council	OSSE, LEAs	X	X	X			
Special Education Quality Assessment								
A Perform Research and Develop Indicators								
1	Conduct and submit written literature and practice review of international and national special education practices	OSSE	X					
2	Facilitate stakeholder focus groups to solicit input regarding the development of special education quality indicators	OSSE	X					
3	Develop a set of research-based and stakeholder-informed special education "quality indicators" tailored to DC	OSSE	X					
B Conduct Review								

1	Conduct quality review of DC public schools using quality indicators that will provide comprehensive understanding of: (1) the quality of special education service delivery at the school-level; (2) barriers to special education service delivery at the school-level; and (3) best practices at the school-level that can be modeled for comparable schools	OSSE	X	X				
Grant Management System								
A	Develop and Acquire new Grant Management System							
1	Develop Statement of Work and needed specifications in conjunction with grant managers throughout agency and Office of Grant Management	OSSE						
2	Contract with a vendor	OSSE	X					
i.	Develop vendor contract for grant management software and training	OSSE	X					
ii	Hire vendor to provide grant management software and training	OSSE	X	X				
iii.	Manage vendor to completion	OSSE						

LEGEND	
OSSE	X
LEAs (all)	X
DCPS	X
Charter LEAs	X
Task Forces	X

DC Race to the Top Implementation Timeline -- July 2013 through September 2014

RTTT Project Plan		Responsible Party	July-Sept 2013	Oct-Dec 2013	Jan-Mar 2014	Apr-Jun 2014	July-Sept 2014	Oct-Dec 2014
SECTION B (3) - Supporting the Transition to Enhanced Standards and High-Quality Assessments								
A Implement a Fast, Aggressive Rollout Plan for Common Core Standards and Assessments								
1	Adopt Standards	State Board of Education						
2	Hold Community Meetings to inform parents and community members	OSSE, LEAs						
3	Design and Develop Core Standards Materials	OSSE						
i.	Write introductory material and develop vendor contract	OSSE						
ii.	Hire graphic designer and printer to produce booklets and brochures	OSSE						
iii.	Hire web designer to launch website	OSSE						
iv.	Manage all vendors to completion	OSSE						
4	Revise DC-CAS; Create Interim Assessments	OSSE						
i.	Develop vendor contract	OSSE						
ii.	Hire vendor to work on revision of DCCAS for administration in 2012	OSSE						
	Work with Technical Advisory Council to ensure transition maintains achievement standards	OSSE						
iii.	Interim Assessment: create a list of vendor possibilities	OSSE						
iv.	Interim Assessment: sign contract with approved vendor	LEAs						
v.	Organize meetings for LEAs to meet and discuss interim assessment purchasing partnerships	OSSE						
vi.	Manage all vendors to completion	OSSE						
vii.	Implement new Interim Assessments aligned to common standards	LEAs						
B Create, Organize, and Fund a Common Core Standards Working Group								
1	Hold Common Core Standards Working Group Meetings	OSSE						
i.	Invite LEAs to put together leadership teams to participate	OSSE						
ii.	Participate in working group meetings (voluntary)	LEAs						
iii.	Develop collaboration infrastructure	OSSE						
3	Conduct Information Sessions with Parents and Other Community Members	LEAs	X	X	X	X	X	X
2	Provide School-Level Professional Development on Common Core Standards	LEAs	X	X	X	X	X	X
C Create Standards Entry Points for Differentiated Learning								
1	Partner with a state Dept. of Education to create Standards Entry Points for Differentiated Learning	OSSE						
i.	Develop vendor contract for teacher training on Standards Entry Points	OSSE						
ii	Hire vendor to provide teacher training on Standards Entry Points	OSSE						
iii.	Manage vendor to completion	OSSE						
iv.	Fund a vendor to align the Special Education Data System with the Common Core Standards	OSSE						
D Align High School Curricula and Graduation Requirements with College Entrance Requirements								
1	Convene a P-20 Consortium (Fall 2010, monthly)	OSSE	X	X	X	X	X	X
i.	Identify and publish research priority	OSSE						
ii.	Solicit researchers	OSSE						
iii.	Contract with a research team	OSSE						
2	Work with DTN and local IHEs to collect data on the level of preparation of students graduating from DC high schools	OSSE						
Section C (2) - Accessing and Using State Data								
A Expand Capacity and Systems for Data Access								
1	Create website that allows key stakeholders easy-to-use access to data through interactive web functions	OSSE						
i.	Outline functionalities required	OSSE						

ii.	Develop vendor process and/or execute in-house	OSSE						
iii.	Roll out new, interactive, user-friendly OSSE website	OSSE						
2	Hold community meetings to discuss with parents and other community members how data can be made more useful to them	OSSE						
B Enhance Availability of Statewide Data to Key Stakeholders		OSSE						
1	Determine statewide list of research priorities and encourage research studies through the P-20	OSSE	ONGOING					
2	Develop an online research request tool for easy access to data	OSSE						
3	Identify/create research-ready data sets, including assessment, enrollment, teacher & financial data	OSSE	X	X	X	X	X	X
4	Publish additional data to key stakeholders including parents, decision-makers, and researchers	OSSE						
Section C (3) - Use Data to Improve Instruction								
A Develop Instructional Improvement Systems Aligned to Data Systems								
1	Identify preferred vendors capable of meeting the needs of LEAs for data-driven instruction and submit list to LEAs	OSSE						
2	Identify, with external partners, current LEA capacities and needs with regard to instructional improvement systems	OSSE, LEAs						
3	Submit a plan for using RTTT funds to adopt or expand an instructional improvement system	LEAs						
4	Award grants to LEAs	OSSE						
5	Sign a contract with an OSSE-approved vendor	LEAs						
6	Implement instructional improvement systems	LEAs						
B Support Participating LEAs in Providing Effective Professional Development on Data-Driven Instruction								
1	Provide formula funding for one of the following:	OSSE	X	X	X	X	X	X
i.	Submit plan to hire a school-based Instructional Data Analyst/Coach	LEAs	X	X	X	X	X	X
ii.	Submit plan to train and offer stipends to data leads in schools	LEAs	X	X	X	X	X	X
iii.	Submit plan for ongoing, job-embedded professional development on data-driven instruction	LEAs	X	X	X	X	X	X
2	Submit best practices on uses of data-driven instruction to the Individualized PD Platform	OSSE	X	X	X	X	X	X
3	Provide teachers with regular planning time for using data to inform instruction	LEAs	X	X	X	X	X	X
C Increase the Availability and Access of Data to Researchers								
1	Publish a list of research priorities for DC and encourage development of studies through the P-20	OSSE	X	X	X	X	X	X
2	Develop an online research request tool for easy access to data	OSSE						
3	Identify and create a portfolio of research-ready data sets	OSSE	X	X	X	X	X	X
Section D (2) - Improving Teacher & Principal Effectiveness Based on Performance								
A Ensure That All LEAs Have Student Growth Data for Tested Grades								
1	Select members of a Student Growth Measure Task Force responsible for overseeing implementation of a measure for all LEAs	OSSE						
2	Determine the statewide growth measure and draft a concrete plan	Student Growth Measure Task Force						
3	Build relevant data systems	Student Growth Measure Task Force						
4	Use the student growth measure for DC-CAS tested grades and subjects for educator evaluations	LEAs	X	X	X	X	X	X
B Expand Pilot Growth Measure to Additional Grades/Subjects for Teacher & Principal Evaluation Purposes								
1	Convene the Student Growth Measure Task Force to: a) develop priority list of grades and content areas for expanded coverage, b) develop specifications for assessments that may be used to identify growth measures that are appropriate for the purposes of teacher evaluation	OSSE, Student Growth Measure Task Force						
2	Identify growth assessments that cover priority grades and content areas to use for a two-year trial	LEAs						

3	Based on two-year trial, confirm the menu of assessments appropriate for measuring priority non-tested grades and subjects	Student Growth Measure Task Force						
4	Adopt new assessments aligned with evaluations	LEAs						
5	Devise other methods for expanding the grades and subject areas for which a growth measure may be calculated	LEAs	X	X				
6	Share best practices among LEAs related to expanding the growth measure across grades and subject areas and using new assessments for the purposes of teacher evaluation	Student Growth Measure Task Force	X	X	X	X	X	X
C Develop Robust Teacher and Principal Evaluation Systems								
1	Publish requirements for teacher and principal evaluation systems	OSSE						
2	Review Plans for LEA Evaluation Systems to ensure they meet the requirements	OSSE						
3	Expand and refine IMPACT	DCPS						
i.	Submit a plan to OSSE for expansion and refinement of IMPACT	DCPS						
ii.	Involve teachers and principals in plans for expansion and refinement of IMPACT	DCPS						
4	Submit a plan to OSSE for how DCPS will approach principal evaluation	DCPS						
5	Submit plans to OSSE for how charter LEAs will approach teacher and principal evaluation	Charter LEAs						
6	Leverage lessons from DCPS and other charters in developing human capital evaluation systems	Human Capital Task Force	X	X	X	X	X	X
D Use Evaluations to Make Human Capital Decisions								
1	Ensure that all evaluation systems include annual evaluations	OSSE	X	X	X	X	X	X
2	Use evaluation to support human capital decisions	LEAs	X	X	X	X	X	X
E Collaborate Across Sectors to Support Best Practices in Human Capital								
1	Select members of a Human Capital Task Force	OSSE						
	Engage in discussions about the implementation of RTTT and other statewide human capital initiatives	Human Capital Task Force	X	X	X	X	X	X
Section D (3) - Ensuring Equitable Distribution of Effective Teachers & Principals								
A Improve Process for Analyzing Equitable Distribution of Effectiveness								
1	Build capacity into evaluation systems to determine effectiveness of teachers within schools	LEAs						
2	Submit percentages of effective and highly effective teachers and administrators by school to OSSE	LEAs	X				X	
3	Develop state-wide picture of effectiveness distribution based on the correlation of high-poverty and high-minority schools to teacher effectiveness	OSSE		X				X
4	Require LEAs to submit a plan to increase teacher effectiveness in the 25% of schools for which high-poverty/high-minority and low effectiveness are most highly correlated	LEAs		X				X
5	Monitor and work with LEAs on corrective action plans where plans do not adequately address equity needs	OSSE		X				X
B Engage in Smart Targeting								
1	Engage in recruitment, selection, and retention strategies to increase the effectiveness of teachers in high-needs schools	LEAs	X	X	X	X	X	X
C Improve Process for Analyzing Effectiveness of Teachers in Hard-to-Staff Areas								
1	Build capacity into evaluation systems to sort effectiveness of teachers by content area	LEAs						
2	Develop, through coordination with LEAs, and publish a list of content areas identified as high-need by LEA	OSSE, LEAs		X				X
3	Submit percentages of effective and highly effective teachers and administrators by content area	LEAs	X				X	
4	Develop state-wide picture of effectiveness in high needs content areas	OSSE		X				X
5	Require LEAs to submit a plan to increase teacher effectiveness in the bottom 5 "high needs" content areas and grade levels	OSSE		X				X
Section D (4) - Improving the Effectiveness of Teacher & Principal Preparation Programs								
A Evaluate and Support Preparatory Programs (alternative routes and IHE) on Teacher/Principal Effectiveness Measures								
1	Collaborate with Preparation Programs to develop a list of information required from LEAs for creating the Prep Program Scorecard	OSSE						

2	Design Prep Program Scorecards with input from multiple stakeholders	OSSE						
3	Submit required information to OSSE	LEAs	X	X	X	X	X	X
4	Match teachers to their certification programs	OSSE	X	X	X	X	X	X
5	Create Prep Program Scorecards	OSSE		X	X	X	X	X
6	Establish a minimum threshold for performance & process for reapproval	OSSE						
7	Establish a process whereby OSSE supports programs in determining improvements to meet needs identified by the Prep Program Scorecard	OSSE						
8	Establish a process by which a program can demonstrate that it should be reconsidered for approval	OSSE						
9	Provide guidance to deans of IHEs and directors of alternative certification programs regarding new quality guidelines	OSSE						
10	Pilot Prep Program Scorecards and provide information to Preparation Programs	OSSE	X	X	X	X	X	X
11	Share Prep Program Scorecards with Prep Programs one week prior to making them public	OSSE						X
12	Publish Scorecards to the OSSE website	OSSE						X
B Build Pipelines of Effective and Highly Effective Teachers, especially in Hard to Staff Areas								
1	Issue RFP	OSSE						
2	Hold a competitive grant process for LEAs	OSSE						
3	Submit proposal for teacher pipeline funding	LEAs						
4	Award grants	OSSE						
5	Launch charter LEA-sponsored programs	LEAs						
Section D (5) - Providing Effective Support to Teachers & Principals								
A Launch Individualized PD Platform								
1	Phase I: Build interface and connect IMPACT to PD platform	vendor under DCPS	X					
2	Phase II: Develop/acquire content, such as video exemplars of effective practice	vendor under DCPS						
3	Phase III: Add external PD providers such as online courses and higher level content/provide charter schools with access to the system	vendor under DCPS	X					
B Support Charter Professional Development Solutions Tied to Evaluations								
1	Submit plans to OSSE for developing or purchasing professional development systems or strategies	participating Charter LEAs						
	Review LEA plans and provide technical assistance	OSSE						
C Launch Learning Communities for Effectiveness (PLaCEs)								
1	Work with OSSE to determine the parameters of an RFP that effectively captures the collaboration needs for statewide reform	Human Capital Task Force; OSSE						
2	Issue RFP	OSSE						
3	Apply for grant funding	LEA Collaboratives						
4	Award grants (3 rounds - Summer 2010 and Spring 2011, Spring 2012)	OSSE						
5	Implement plans	PLaCEs	X	X	X	X	X	X
6	Provide guidance to OSSE on how to effectively oversee and administer the PLaCEs	Human Capital Task Force	X	X	X	X	X	X
7	Review results from PLaCEs clusters	OSSE, Human Capital Task Force				X		
D Develop PD Tracking Capabilities in the Individualized PD Platform								
1	Design a process for tracking online and offline PD experiences in My PD Platform	vendor under DCPS						
2	Compile PD effectiveness data stripped of personal identifiers and make available to researchers	OSSE						
Section E (2) - Turning Around Lowest-Achieving Schools								
A Identify and Plan for the Turnaround of Persistently Lowest-Achieving Schools								

1	Finalize list of schools to turn around, including at least the ten schools identified and others within the bottom 20% to be determined	OSSE, DCPS, PCSB						
2	Examine ranking of schools and eliminate (1) any schools for which an adequate intervention has occurred in the past two years and (2) any schools that may have been flagged due to the special populations they serve but that are performing effectively	OSSE (with DCPS or PCBS, as relevant)						
3	Publish list of schools slated for turnaround	OSSE						
4	Revisit the adequacy and appropriateness of the definition outlined above for identifying the truly persistently lowest-achieving schools	OSSE, DCPS, PCSB	X				X	
5	Establish a detailed turnaround plan and timeline for each school slated for turnaround	OSSE/DCPS and OSSE/PCSB						
6	Plan for additional turnarounds for schools on the "persistently lowest achieving schools list"	OSSE/DCPS and OSSE/PCSB	X				X	
B Provide Preparation Support for Potential Turnaround Teams								
1	Establish new organizational chart and job responsibilities for the Office of Human Capital	DCPS						
2	Submit these along with a sustainability plan to OSSE	DCPS						
3	Hire new team members							
1	Upon identification of schools for turnaround, decide which schools will be turned around in which of the next three years and assemble administrative teams to take on the turnarounds	DCPS Office of School Innovation and the Office of Human Capital	X	X	X	X	X	X
2	Fund planning years for administrative teams who will take on the turnaround of a school in the following school year	OSSE	X	X	X	X	X	X
C Align School Modernization Efforts to Support School Turnaround								
1	Facilitate quarterly discussions between the Mayor's Office responsible for the Facilities Modernization Plan and the DCPS team responsible for planning and executing turnarounds	OSSE						
D Provide Differential Funding for Turnaround Schools								
1	Develop a plan for use of differential funding for each school in turnaround	DCPS				X		
2	Provide differential funding for turnaround schools based on number of students served	DCPS		X				X
E Ensure Capacity for Strong Management of Turnaround Partnerships								
1	Establish new organization chart and job responsibilities for the Office of School Innovation	DCPS						
2	Submit these, along with a sustainability plan to OSSE	DCPS						
3	Hire new team members	DCPS						
Priority #2 - STEM Education								
A Develop a DC STEM Learning Network								
1	Partner with national expert organization to develop and implement a DC STEM Learning Network and Coordinating Council	OSSE, LEAs	X					
Special Education Quality Assessment								
A Perform Research and Develop Indicators								
1	Conduct and submit written literature and practice review of international and national special education practices	OSSE						
2	Facilitate stakeholder focus groups to solicit input regarding the development of special education quality indicators	OSSE						
3	Develop a set of research-based and stakeholder-informed special education "quality indicators" tailored to DC	OSSE						
3 Conduct Review								
3	Conduct quality review of DC public schools using quality indicators that will provide comprehensive understanding of: (1) the quality of special education service delivery at the school-level; (2) barriers to special education service delivery at the school-level; and (3) best practices at the school-level that can be modeled for comparable schools	OSSE						

Grant Management System								
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A	Develop and Acquire new Grant Management System							
1	Develop Statement of Work and needed specifications in conjunction with grant managers throughout agency and Office of Grant Management	OSSE						
2	Contract with a vendor	OSSE	X					
i.	Develop vendor contract for grant management software and training	OSSE	X					
ii	Hire vendor to provide grant management software and training	OSSE	X	X				
iii.	Manage vendor to completion	OSSE		X				

LEGEND	
OSSE	X
LEAs (all)	X
DCPS	X
Charter LEAs	X
Task Forces	X

DC Race to the Top Implementation Timeline -- July 2014 through June 2015

RTTT Project Plan		Responsible Party	July-Sept	Oct-Dec	Jan-Mar	Apr-Jun
			2014	2014	2015	2015
SECTION B (3) - Supporting the Transition to Enhanced Standards and High-Quality Assessments						
A	Implement a Fast, Aggressive Rollout Plan for Common Core Standards and Assessments					
1	Web designer performs phase 2 enhancements to Learn DC website	OSSE	Ongoing			
2	Develop additional college and career ready standards materials	OSSE	Ongoing			
3	Engage with third party to provide PD on CCSS and to support external engagement	OSSE	Ongoing			
Section C (3) - Use Data to Improve Instruction						
A	Develop Instructional Improvement Systems Aligned to Data Systems					
1	Complete Dashboards and Sustainability Plan	LEA	X	X	X	
Section D (3) - Ensuring Equitable Distribution of Effective Teachers & Principals						
B	Expanded Growth Project					
1	Complete item development, field testing and analysis	LEA	Ongoing			
Section D (4) - Improving the Effectiveness of Teacher & Principal Preparation Programs						
A	Evaluate and Support Preparatory Programs (alternative routes and IHE) on Teacher/Principal Effectiveness Measures (Teacher Prep Profiles)					
1	Vendor provides technical assistance and strategic planning support on the use of the profile	OSSE	Ongoing			
2	Create profiles focused on principal preparation programs	OSSE	Ongoing			
3	Share Prep Program Profile with Prep Programs one week prior to making them public	OSSE	X			
4	Publish Profile to the OSSE website	OSSE	X	X		
Section D (5) - Providing Effective Support to Teachers & Principals						
C	Launch Learning Communities for Effectiveness (PLaCEs)					
1	Complete Inquiry Cycle and Summative Data/Program Analysis Report	LEA	Ongoing			
Section D (5) - Data PLC						
1	Procure vendor to support mini-grant competition	OSSE		X	X	
2	Hire FTE top manage the vendor	OSSE		X		
3	Lead communities of practice and provide PD on data tools	OSSE	Ongoing			
Priority #2 - STEM Education						
A	Develop a DC STEM Learning Network					
1	Partner with national expert organization to develop and implement a DC STEM Learning Network	OSSE	Ongoing			
Section E (2)- Statewide System of Support						
1	Adopt/Implement local education agency (LEA) Support Team Model	OSSE	Ongoing			
2	Convene three (3) annual LEA Support Institutes	OSSE		X	X	X
3	Contract with vendors to provide onsite, data-driven technical assistance to priority & focus schools.	OSSE	Ongoing			
4	Award approximately ten (10) competitive grants to LEAs for dissemination of best practices.	OSSE			X	

LEGEND	
OSSE	X
LEA	X
DCPS	X
Task Forces	X