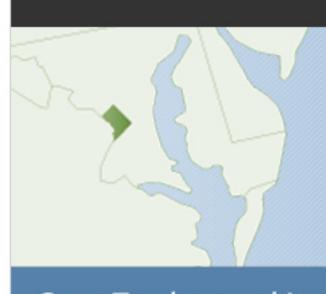
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# District of Columbia

State-reported APR: SY [byear] - [eyear]

**APR Status: Not Certified** 

## **Great Teachers and Leaders**

Providing high-quality pathways for aspiring teachers and principals	
Question:	
In narrative form, describe any changes to legal, statutory, or regulatory provisions made since June 30, [eyear] that allow alternative routes to certification for teachers and principals. When applicable, please provide the date(s) associated with relevant updates to laws and regulations (e.g., date of passage, date of effect).	
Source □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	
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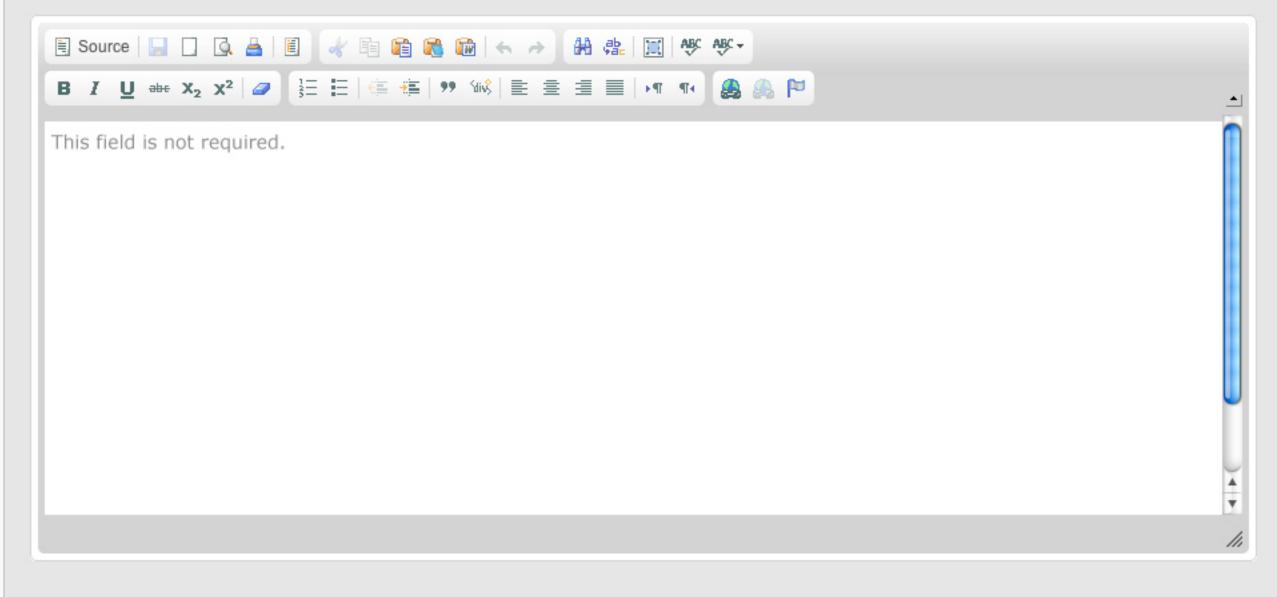
### gtal\_sec\_01\_b

### Question:

Category	Prior year: [Prepopulated Y1]	Most recent year: [Prepopulated Y1]
Number of alternative certification programs for teachers only	[Prepopulated Y1]	
Number of alternative certification programs for principals only	[Prepopulated Y1]	
Number of alternative certification programs for both teachers and principals	[Prepopulated Y1]	
Total number of alternative certification programs for teachers	[Prepopulated Y1]	[Calculated]
Total number of alternative certification programs for principals	[Prepopulated Y1]	[Calculated]

## Additional information:

Please provide additional information regarding the number of alternative certification programs for teachers and/or principals. If no information is provided, the additional information box will not appear on the display page.



# gtal\_sec\_01\_c

# Question:

Report the number of teachers and principals who completed an alternative route to certification in the State.

Category	Prior year: [Prepopulated Y1]	Most recent year: [Prepopulated Y1]
Number of teachers who have completed alternative certifications	[Prepopulated Y1]	
Number of principals who have completed alternative certifications	[Prepopulated Y1	

# Additional information:

Please provide additional information regarding the number of teachers and principals who completed an alternative route to certification in the State. If no information is provided, the additional information box will not appear on the display page.

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## gtal\_sec\_01\_d Question:

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

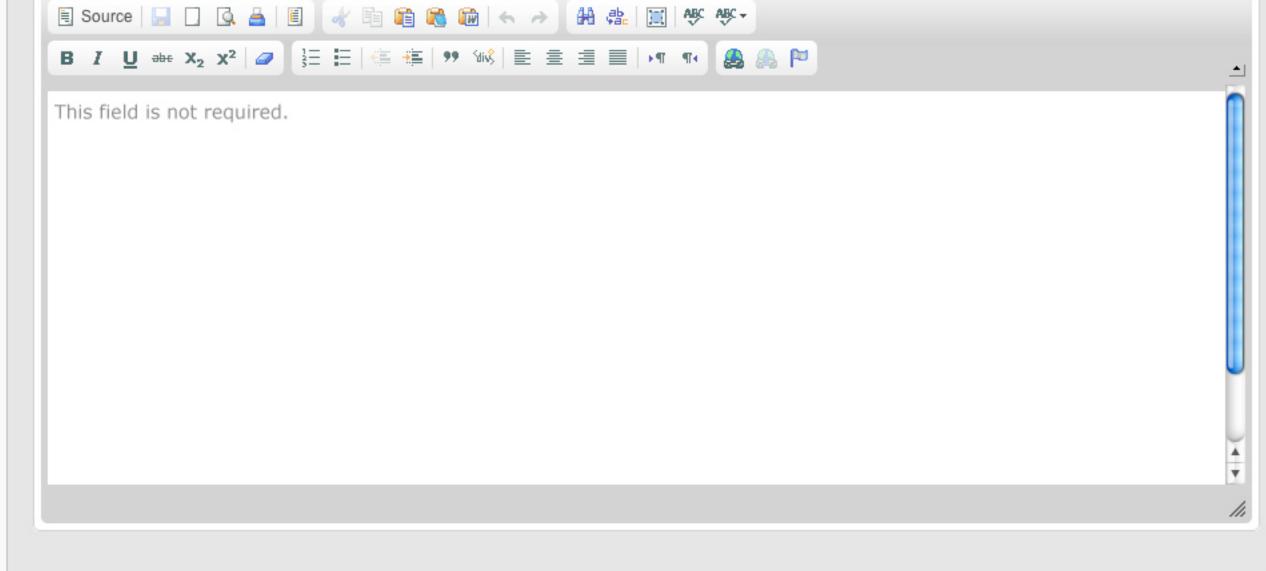
Category	[Prepopulated Y1]	[Prepopulated Y1]
Teachers	[Prepopulated Y1]	
Principals	[Prepopulated Y1	

### Additional information: Please provide additional information regarding the number of teachers and principals who were newly certified statewide. If

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no information is provided, the additional information box will not appear on the display page.



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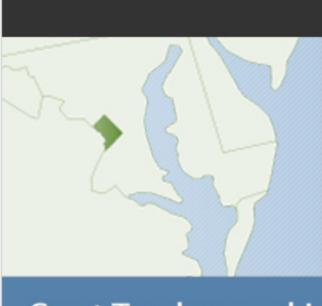


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# District of Columbia

State-reported APR: SY [byear] - [eyear]

**APR Status: Not Certified** 

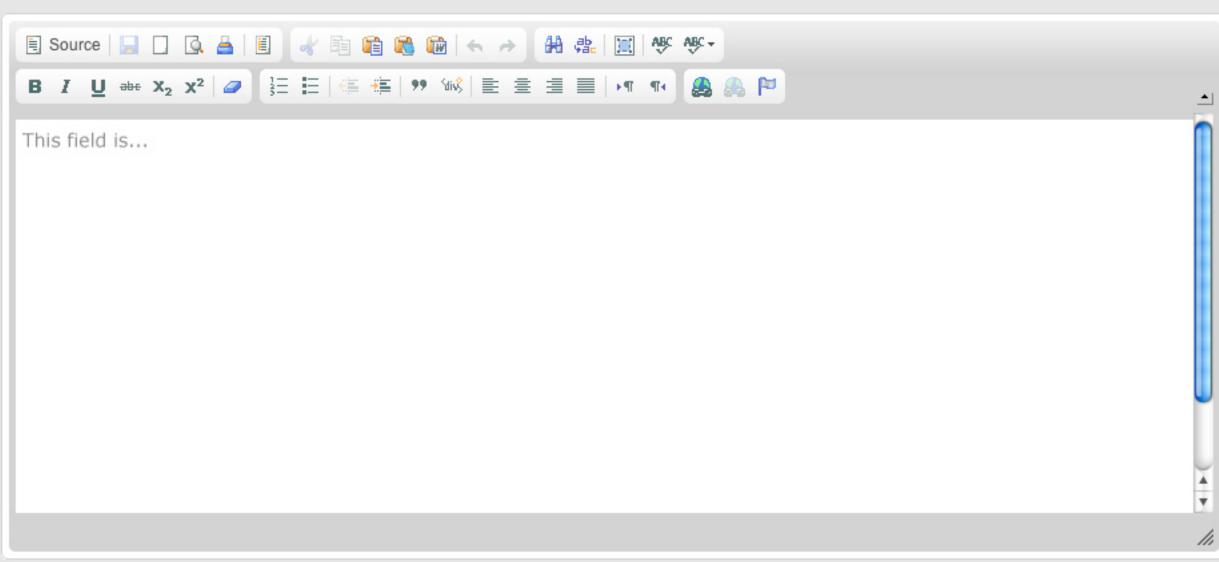
## **Great Teachers and Leaders**

### Improving teacher and principal effectiveness based on performance gtal\_sec\_02\_a Question: Report on the number of participating LEAs that measure student growth. Total participating LEAs (#) as of June 30, [eyear]: [Prepopulated Y2] Number of participating LEAs that measure student growth (as defined in the Race to the Top application): Performance measure Actual: Actual: Target from State's Target from State's SY [byear] - [eyear] SY [byear] - [eyear] approved plan: SY approved plan: SY [byear] - [eyear] [Prepopulated AP] [Prepopulated AP] [Calculated Y2] [Prepopulated AP] [Prepopulated Y1] Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)

## Please provide additional information regarding the percentage of LEAs that measure student growth (as defined in the Race

Additional information:

to the Top application). If no information is provided, the additional information box will not appear on the display page.



gtal\_sec\_02\_b

### Question: Report on the number of participating LEAs with qualifying evaluation systems.

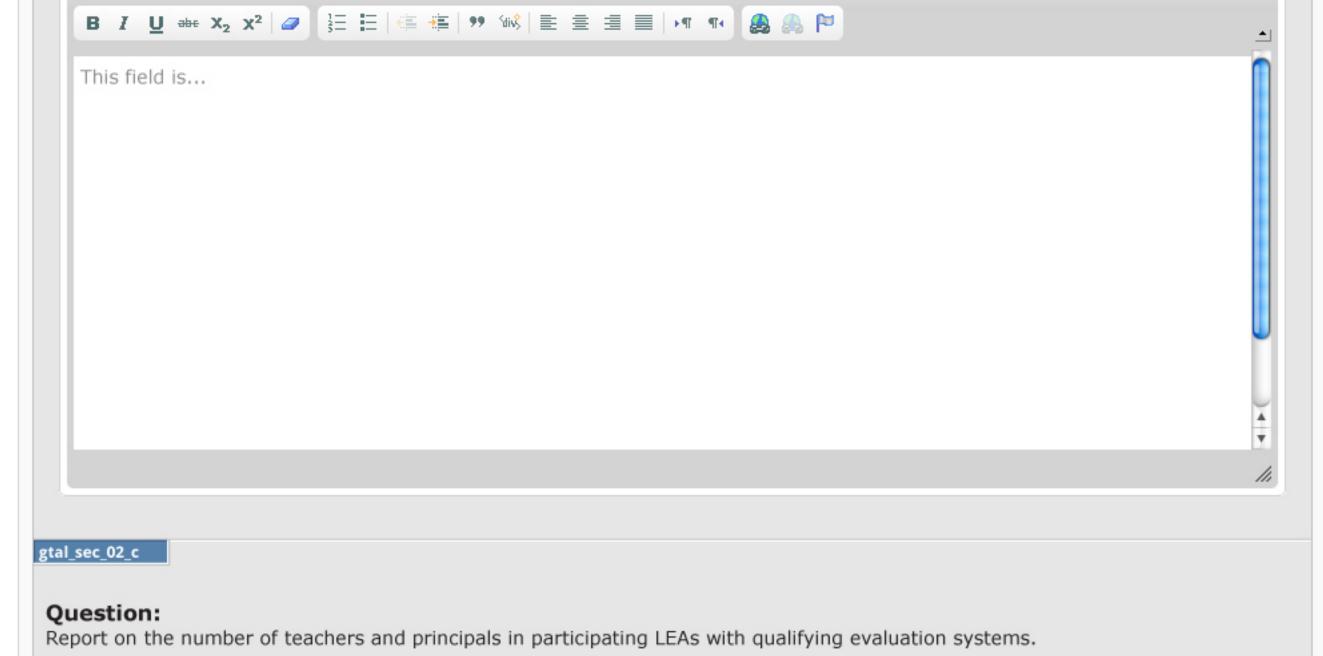
Total participating LEAs (#) as of June 30, [eyear]: [Prepopulated Y2]

Total participating LEAs (#) as of June 30, [eyear]: [Prepopulated Y2]

provided, the additional information box will not appear on the display page.

### Criteria End of SY [byear] - [eyear] (Number) (D)(2)(ii) Number of participating LEAs with qualifying evaluation systems for teachers Number of participating LEAs with qualifying evaluation systems for principals (D)(2)(ii) Number of participating LEAs with qualifying evaluation systems that are used to inform: (D)(2)(iv) Teacher and principal development (D)(2)(iv)(a) Teacher and principal compensation (D)(2)(iv)(b) (D)(2)(iv)(b) Teacher and principal promotion Retention of effective teachers and principals (D)(2)(iv)(b) Granting of tenure and/or full certification (where applicable) to teachers and principals (D)(2)(iv)(c) Removal of ineffective tenured and untenured teachers and principals (D)(2)(iv)(d)

Criteria	Actual: SY [byear] - [eyear]	Actual: SY [byear] - [eyear]	Target from State's approved plan: SY [byear] - [eyear]
Percentage of participating LEAs with qualifying evaluation systems for teachers	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of participating LEAs with qualifying evaluation systems for principals	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of participating LEAs with qualifying evaluation systems that are used to inform	:		
Teacher and principal development	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Teacher and principal compensation	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Teacher and principal promotion	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Retention of effective teachers and principals	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Granting of tenure and/or full certification (where applicable) to teachers and principals	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Removal of ineffective tenured and untenured teachers and principals	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]



# Criteria

(D)(2)(ii)

Number of teachers and principals in participating LEAs with qualifying evaluation systems (D)(2)(iii) who were evaluated as effective or better in the prior academic year

Number of teachers and principals in participating LEAs with qualifying evaluation systems

		Teachers	Principals	Teachers	Principals	Teachers	Principals
Performance measure		Actual: SY [byear]	- [eyear]	Actual: SY [byear]	- [eyear]	Target from approved pl SY [byear]	an:
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year						
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year						
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year						
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year						
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year						
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year						
(D)(2)(III)	who were evaluated as effective or better in the prior academic year						

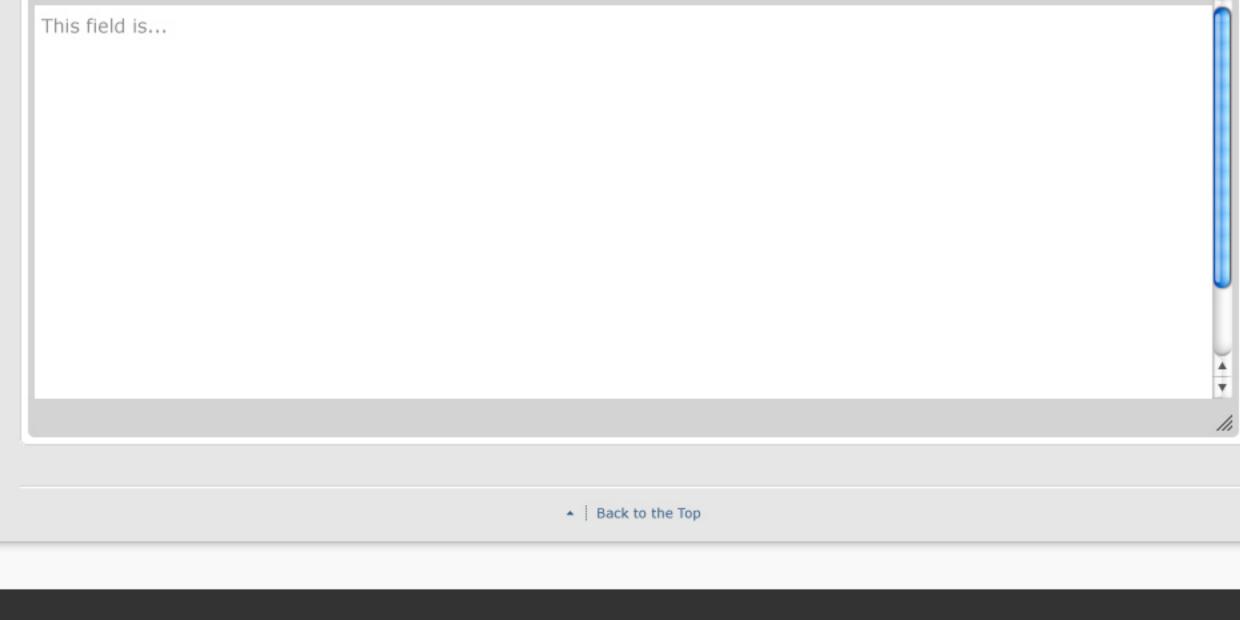
End of SY [byear] - [eyear](Number)

Teachers

Principals

Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopulated AP
for being ineffective in the prior academic year	[Prepopulated Y1]	[Prepopulated Y1]	[Calculated]	[Calculated]	[Prepopulated AP]	[Prepopula

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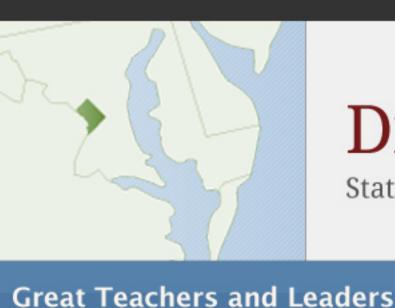
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# District of Columbia

State-reported APR: SY [byear] - [eyear]

**APR Status: Not Certified** 

End of [byear] - [eyear] (Number)

Principals

Teachers

Ensuring equitable distribution of effective teachers and principals gtal sec 03 a

Question:

Category

Provide the number of teachers, principals, or schools in the applicable rating category and the total number of teachers (or principals) in schools that are high-poverty, high-minority, or both (or, as the case may be, low-poverty, low-minority, or both), for participating LEAs with qualifying evaluation systems.

Category End of [byear] - [eyear] (Number) Total number of schools that are high-poverty, high-minority, or both (as defined in the Race to the Top application) Total number of schools that are low-poverty, low-minority, or both

(as defined in the Race to the Top application)

Total number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in the Race to the Top application) Total number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in the Race to the Top application) Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined

in the Race to the Top application) who were evaluated as highly effective (as defined in the Race to the Top application) in the prior academic year Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in the Race to the Top application) who were evaluated as highly effective (as defined in the Race to the

Top application) in the prior academic year Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in the Race to the Top application) who were evaluated as effective or better (as defined in the Race to the Top application) in the prior academic year

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in the Race to the Top application) who were evaluated as effective or better (as defined in the Race to the Top application) in the prior academic year Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in the Race to the Top application) who were evaluated as ineffective in the prior academic year gtal\_sec\_03\_b

Race to the Top application): [Prepopulated Y2] Total number of principals in schools that are high-poverty, high-minority, or both (as defined in the Race to the Top application): [Prepopulated Y2]

Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in the

in the Race to the Top application) who were evaluated as ineffective in the prior academic year

Race to the Top application): [Prepopulated Y2]

Total number of principals in schools that are low-poverty, low-minority, or both (as defined in the Race to the Top application): [Prepopulated Y2]

Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in the

Target from State's Actual: Actual: Category

SY [byear] - [eyear] SY [byear] - [eyear] approved plan:

	St [byear] - [eyear]	St [byear] - [eyear]	SY [byear] - [eyear]
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]
Percentage of principals in schools that are low-poverty, low-minority,	[Prepopulated Y1]	[Calculated]	[Prepopulated AP]

Additional information:

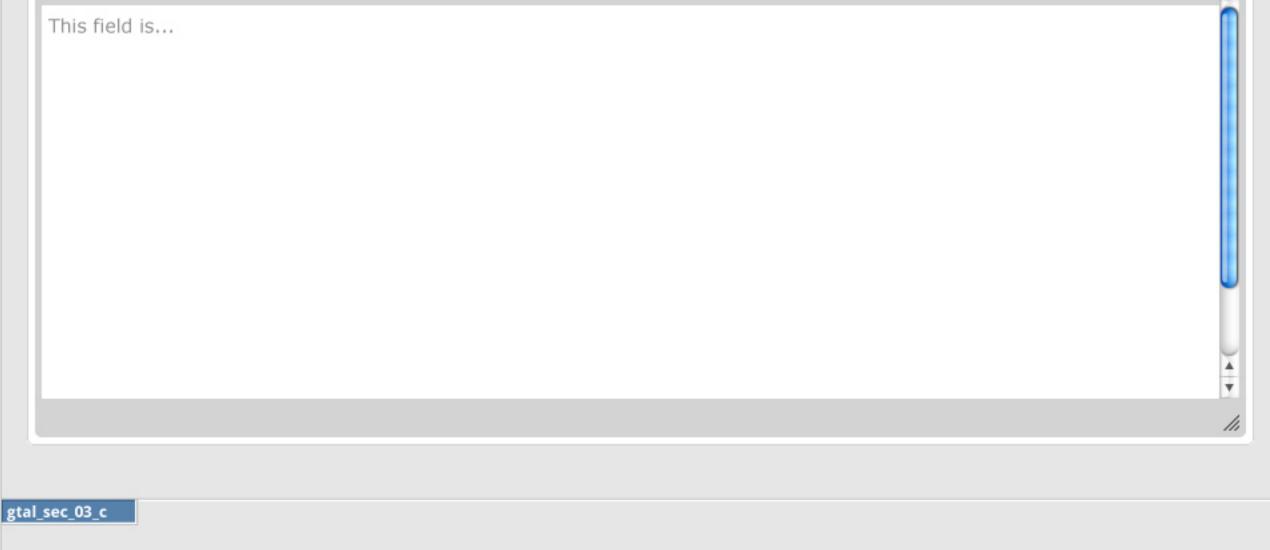
or both (as defined in the application) who are ineffective

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Please provide additional information regarding the percentage of teachers and principals in schools that are high-poverty,

high-minority, or both (or, as the case may be, low-poverty, low-minority, or both) that are in each of the applicable

categories. If no information is provided, the additional information box will not appear on the display page.



# Criteria

Question:

Number of mathematics teachers who were evaluated as effective or better Number of science teachers who were evaluated as effective or better

Provide the number of teachers in the applicable category and the total number of teachers in each subject for

Number of special education teachers who were evaluated as effective or better	
Number of teachers in language instruction educational programs who were evaluated as effective or better	
Total number of mathematics teachers	
Total number of science teachers	
Total number of special education teachers	
Total number of teachers in language instruction educational programs	
Number of mathematics teachers: [Prepopulated Y2]	
Number of science teachers: [Prepopulated Y2]	

Actual:

SY [byear] - [eyear]

[Prepopulated Y1]

[Prepopulated Y1]

Actual:

SY [byear] - [eyear]

End of SY [byear] - [eyear]

Target from State's

SY [byear] - [eyear]

approved plan:

[Prepopulated AP]

[Prepopulated AP]

[Prepopulated AP]

(Number)

Performance measure Percentage of mathematics teachers who were evaluated as

Number of special education teachers: [Prepopulated Y2]

participating LEAs with qualifying evaluation systems.

Percentage of science teachers who were evaluated as effective [Prepopulated Y1] or better Percentage of special education teachers who were evaluated as

Number of teachers in language instruction educational programs: [Prepopulated Y2]

effective or better	[Prepopulated Y1]		[Prepopulated AP]
Percentage of teachers in language instructional programs who were evaluated as effective or better	[Prepopulated Y1]		[Prepopulated AP]
Additional information: Please provide additional information regarding the percentage of telefective or better. If no information is provided, the additional info		_	
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effective or better

			<b>▼</b>
P	Question: Please provide the State's definition of "teacher," "princeducation teachers," and "teachers in language instruct	ipal," "mathematics teachers," "science teachers," "special tion educational programs."	
	Term	State's definition	
	Teacher	[Prepopulated Y1]	
	Principal	[Prepopulated Y1]	

Mathematics teachers	[Prepopulated Y1]
Science teachers	[Prepopulated Y1]
Special education teachers	[Prepopulated Y1]
Teachers in language instruction educational programs	[Prepopulated Y1]
Confirm Definitions: Please confirm your definitions:  These data are correct	

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These data are not correct



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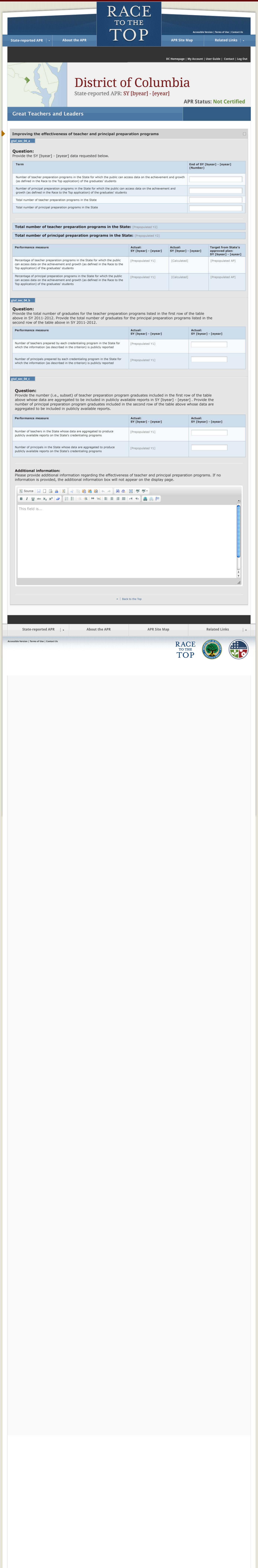
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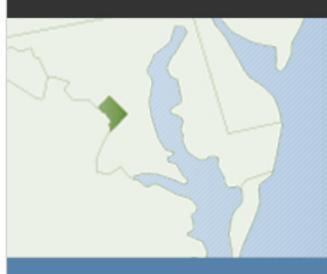
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# District of Columbia

State-reported APR: SY [byear] - [eyear]

**APR Status: Not Certified** 

### **Great Teachers and Leaders**

## Great teachers and leaders: Additional performance measures gtal\_sec\_05\_a If the State has additional performance measures in its approved plan, the State must report against those measures. Target from State's Performance measure Race to the Top plan Actual: Actual: subcriterion SY [byear] - [eyear] SY [byear] - [eyear] approved plan: SY [byear] - [eyear] [Prepopulated AP] [Prepopulated AP] [Prepopulated Y1] [Prepopulated AP] Additional information: Please provide additional information regarding great teachers and leaders optional performance measures. If no information is provided, the additional information box will not appear on the display page. This field is...

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