



## District of Columbia

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

APR Status: **Not Certified**

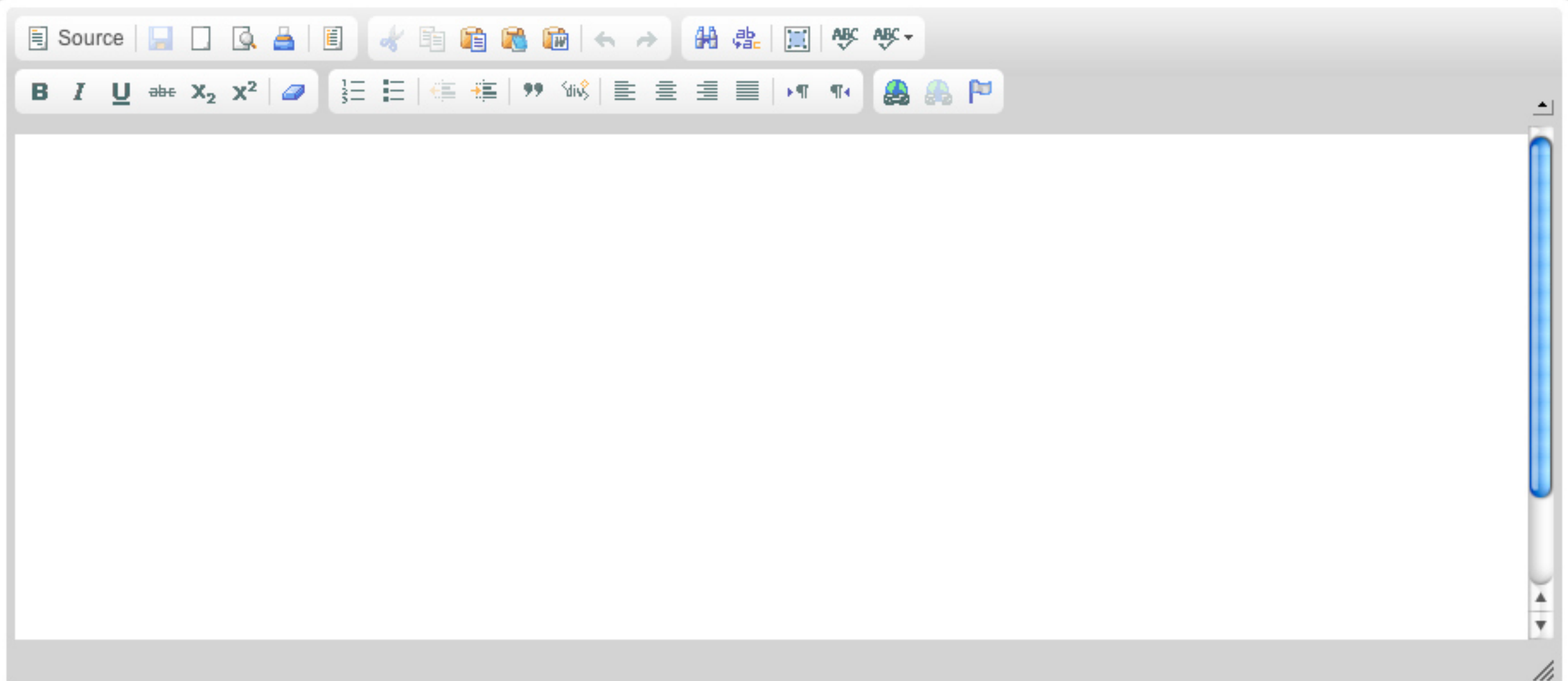
### Progress Updates on Invitational Priorities

#### Innovations for improving early learning outcomes (Optional)

puij\_sec\_01\_a

##### Question:

Describe the State's progress between June 30, [byear] and June 30, [eyear] in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten. When applicable, please provide the date(s) associated with relevant updates to laws and regulations (e.g., date of passage, date of effect).



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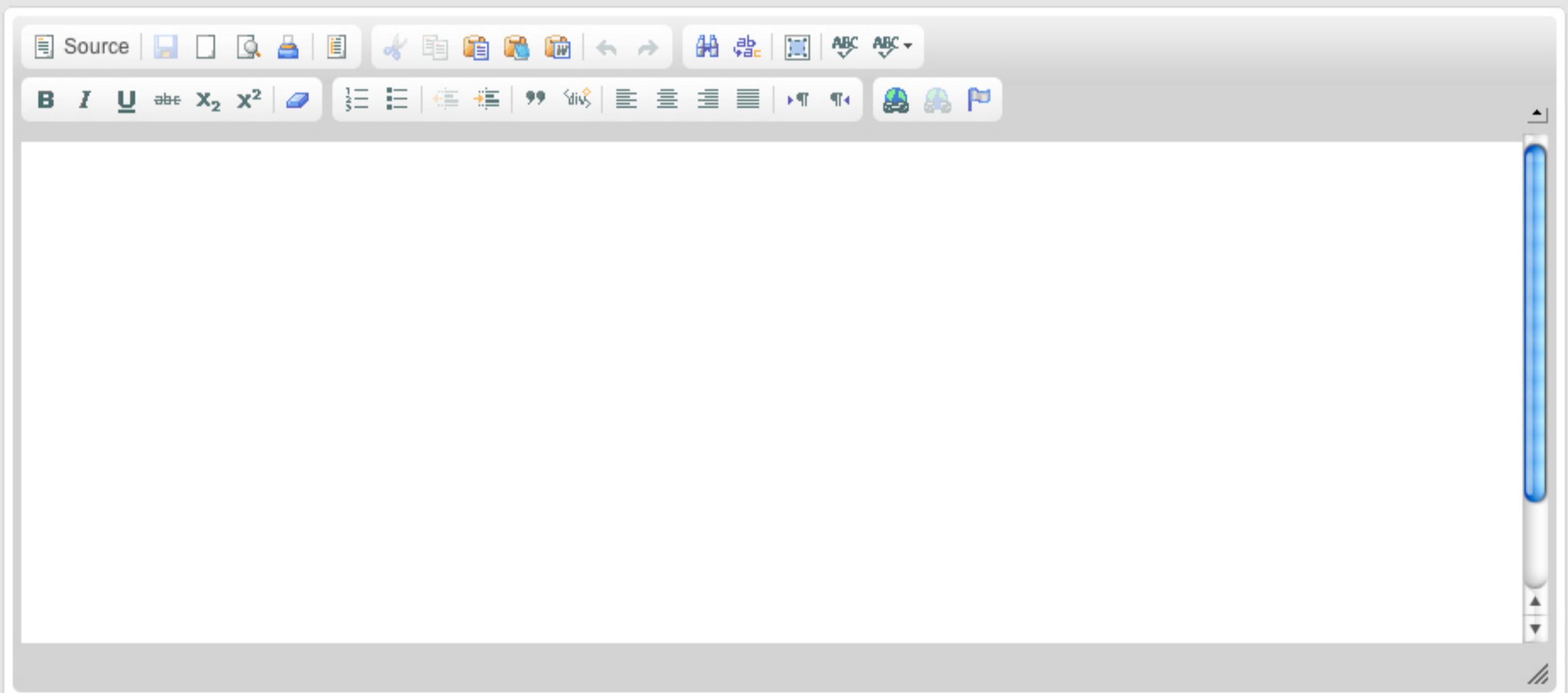
### Progress Updates on Invitational Priorities

#### Expansion and adaption of statewide longitudinal data systems (Optional) ▢

puij\_sec\_02\_a

##### Question:

Describe the State's progress between June 30, [byear] and June 30, [eyear] expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and State-reported information incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently. When applicable, please provide the date(s) associated with relevant updates to laws and regulations (e.g., date of passage, date of effect).



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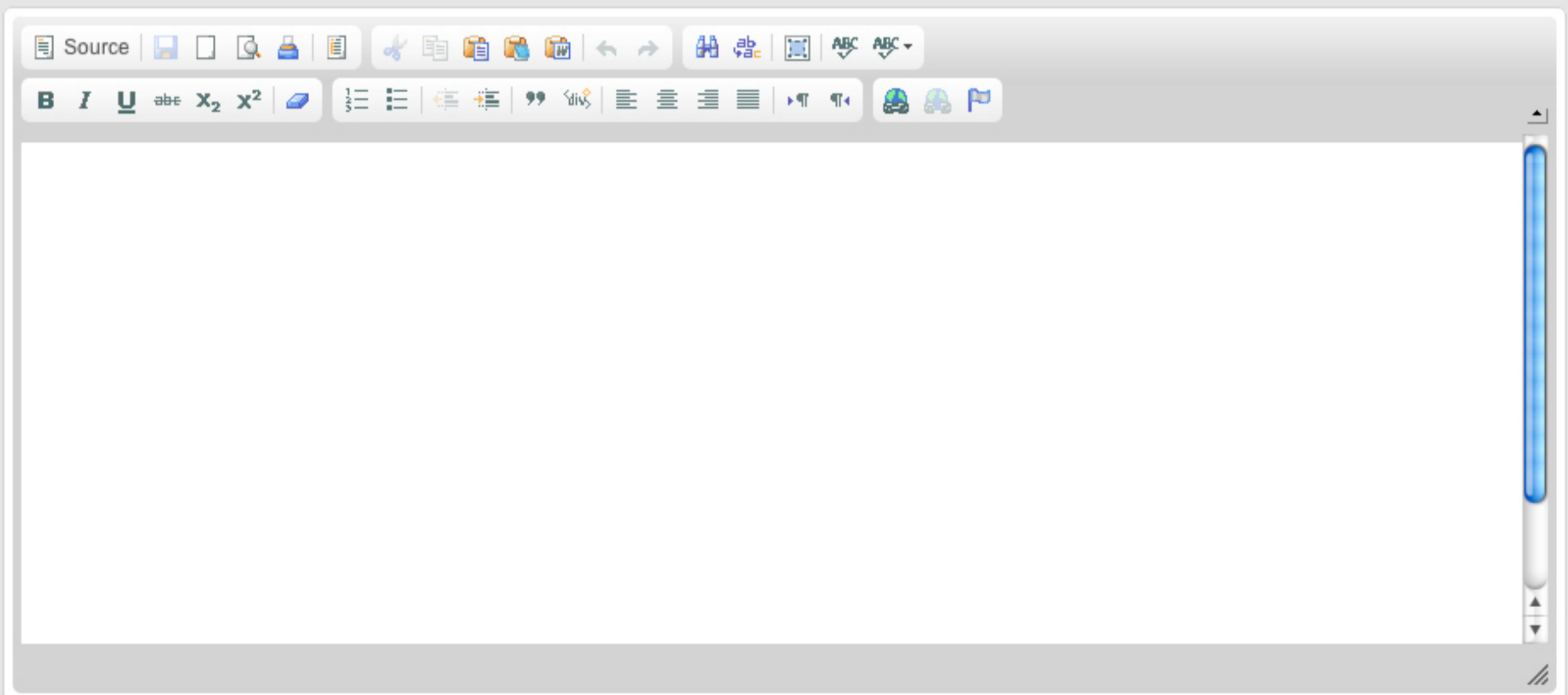
### Progress Updates on Invitational Priorities

#### P-20 coordination, vertical and horizontal alignment (Optional) ☰

[pulp\\_sec\\_03\\_a](#)

##### Question:

Describe the State's progress between June 30, [byear] and June 30, [eyear] addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide. When applicable, please provide the date(s) associated with relevant updates to laws and regulations (e.g., date of passage, date of effect).



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## District of Columbia

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APR Status: **Not Certified**

### Progress Updates on Invitational Priorities

#### School-level conditions for reform, innovation, and learning (Optional) ☰

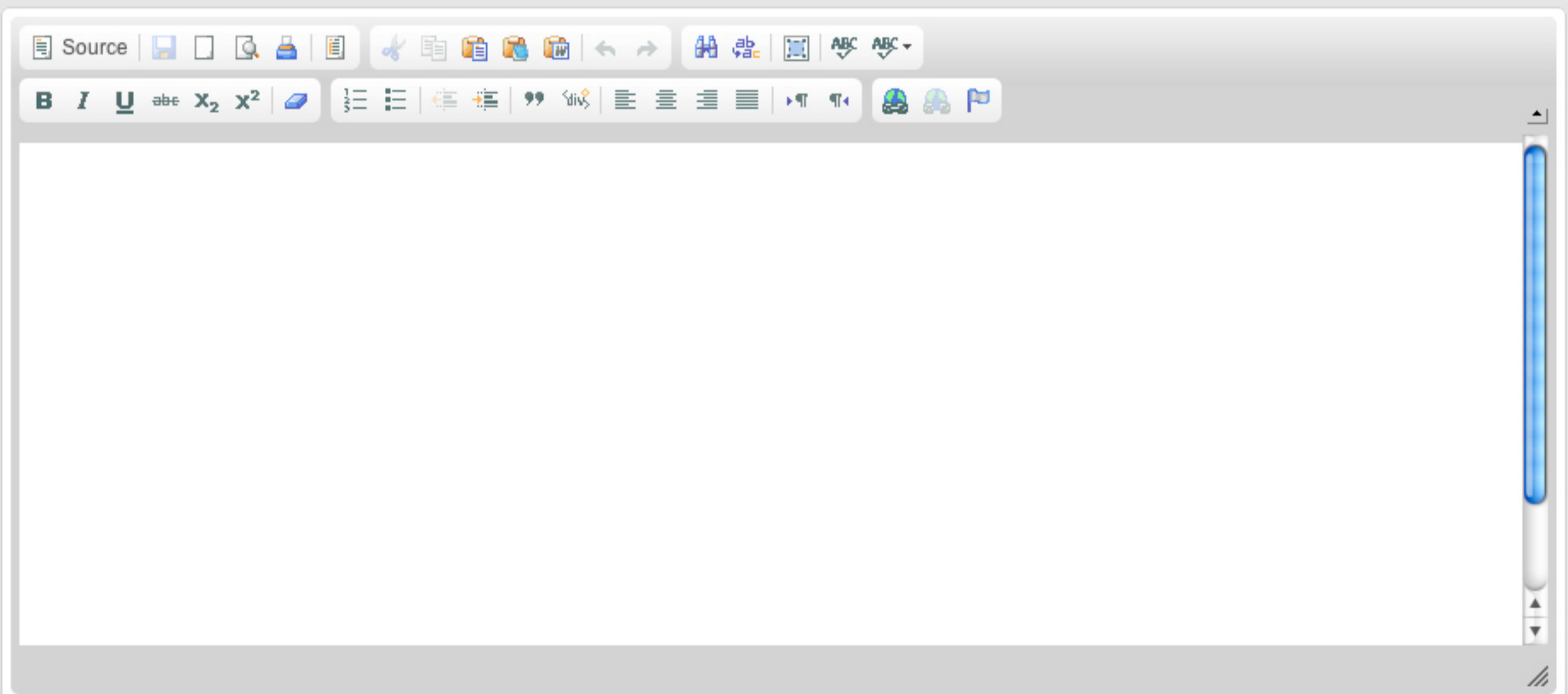
puip\_sec\_04\_a

##### Question:

Describe the State's progress between June 30, [byear] and June 30, [eyear] consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

When applicable, please provide the date(s) associated with relevant updates to laws and regulations (e.g., date of passage, date of effect).



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