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(Karelle Rippin)

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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 158 pages. Original publisher: Washington : U. S. G. P. O. , 2010. LC Number: KF26 . H636 2009g OCLC Number: (OCoLC)612383134 Subject: School improvement programs -- Washington (D. C.). Excerpt: . . . 11 stimulus funds and our high-risk grantee status are providing OSSE with a new opportunity to set standards around Federal grants management. We will also take advantage of the ARRA re-orting requirements to gather and analyze data that will in turn inform future policy decisions. While we are cleaning up our business operations, we are also working on efforts to improve student achievement. My team is currently assessing our data systems and capabilities and will work aggressively to improve upon them to make data an effective tool at the school, District, and State level. The first step in that proc-ess is to develop and implement the Statewide Longitudinal Edu-cation Data (SLED) System. Once built, this database will enable the sharing of critical infor-mation that tracks student learning, spanning early child care, pre-school, K - 12, post-secondary, and adult-serving institutions. During this past year, the production of the Unique Student Identifier (USI), which included student demographic information, was released. The USI is the key lever for linking all student data together within the SLED System and with all other educational systems within OSSE. The State Superintendents Office also sets teacher quality cri-teria as required by the No Child Left Behind Act. As of October 2006, OSSE changed its criteria to align with the Federal definition of highly qualified teachers. Under this definition, all teachers must have, at a minimum, a bachelors degree, State certification, and demonstrated subject area knowledge through a competency test, an evaluation, or completion of additional degrees....



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