



Race to the Top

Systems Performance Accountability Workgroup

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Race to the Top SPA Discussion

1. Provide a quick overview of Race to the Top
2. Discuss potential state strategies and initiatives for lowest achieving schools
3. Examine state examples of RTTT Round I applications for lowest achieving schools
4. Examine profiles of lowest achieving schools in our state and needs those schools and districts have
5. Discuss ways to improve our potential list

What is Race to the Top?

- A federal grant program that could deliver \$150-\$250 million to Washington state and its school districts to promote education reform
- Phase II applications are due June 1
- Winners will be announced by Sept. 30

Why is RTTT important to Washington?

- The reforms promoted by RTTT will help:
 - Improve instruction and assessments to boost student learning
 - Allow our students to be competitive in global society
 - Create and retain great teachers and leaders
 - Improve math and science achievement for students
- RTTT incentivizes education change
 - It fits with ESHB 226 I, which will create a new school funding system

What is Race to the Top?

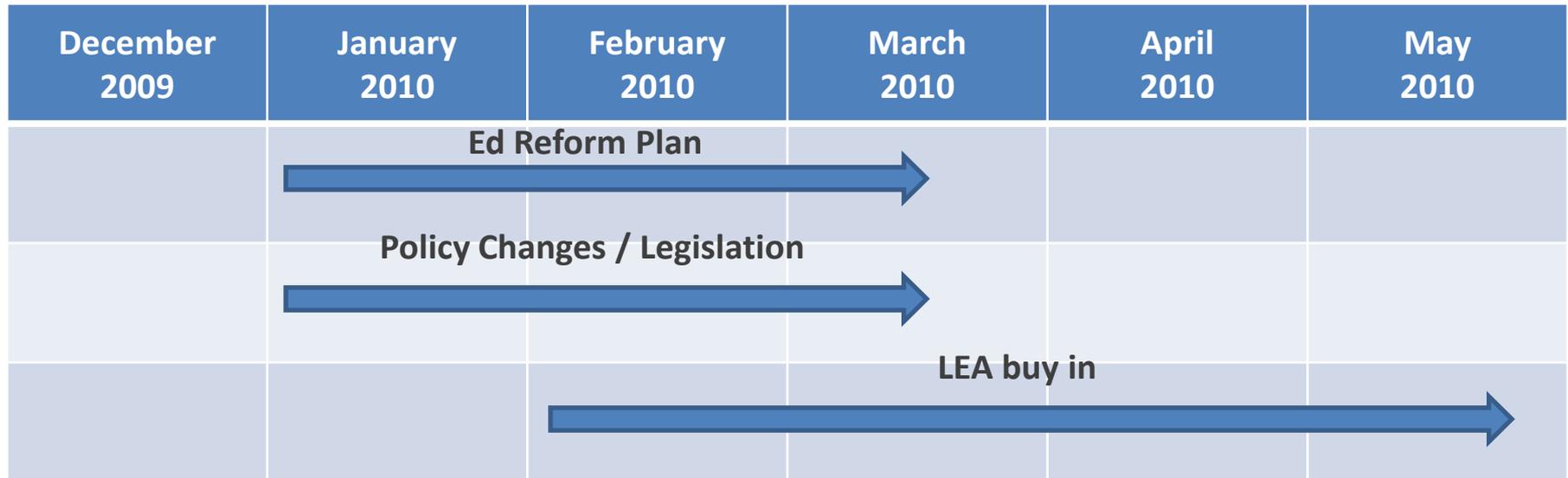
- RTTT is part of the American Recovery and Reinvestment Act.
- ARRA defines four areas of funding priorities:
 1. Standards and assessments
 2. Teacher/leader quality
 3. Data collection and use
 4. Lowest Achieving “struggling” schools

The grant application

- The Department of Education will score all applications based on a 500-point scale.
- The points will be divided into six criteria and one competitive priority, as follows:

	Points
▪ Criteria A: State success factors	125
▪ Criteria B: Standards and assessments	70
▪ Criteria C: Data systems to drive instruction	47
▪ Criteria D: Great teachers and leaders	138
▪ Criteria E: Turning around the lowest achieving schools	50
▪ Criteria F: General criteria	55
▪ Competitive priority: STEM	15

Race to the Top Timeline



RTTT Round 2 Timelines:

- Final application due to USDoE on June 1, 2010

New Requirements:

- Develop a state educational reform plan and theory of action
- Develop an application for RTTT based on the plan
- Secure LEA (district sign-offs) via a Memorandum of Understanding
- Meet the grant's very prescriptive scorecard

RTTT – Washington’s Status

Criteria B, C, D, E: The “Four Assurances” ¹		Compliant with RTTT criteria		Compliant with RTTT criteria	
		0%	100%		
<u>Standards and Assessments</u>				<u>Great teachers and leaders</u>	
SA1	Washington is committed to developing and adopting common standards			TL1	Providing alternative pathways for aspiring teachers and principals
SA2	Washington is committed to developing and implementing common high-quality assessments			TL2	Differentiation of teachers and principals based on performance
SA3	Washington is supporting transition to enhanced standards and high-quality assessments			TL3	Ensuring equitable distribution of effective teachers and principals
<u>Data systems to drive instruction</u>				TL4	Reporting the effectiveness of teacher and principal preparation programs
DS1	Washington has fully implemented a statewide longitudinal data system			TL5	Providing effective support to teachers and principals
DS2	Key stakeholders have access to and use State Data			<u>Turning around lowest-achieving schools</u>	
DS3	Stakeholders use data to improve instruction			LS1	Intervening at the lowest-performing schools and districts
<u>State Success Factors</u>				LS3	Turning around lowest-achieving schools
1.	Building strong statewide capacity to implement, scale, and sustain proposed plans			<u>STEM</u>	
2.	Enlisting statewide support and commitment			ST1	Rigorous course of study in mathematics, sciences, technology and engineering
3.	Raising achievement and closing gaps			ST2	Community partners assist teachers in integrating STEM content across grades / disciplines, promoting effective instruction, and offering applied learning opportunities for students
<u>General</u>				ST3	More students prepared for advanced study and careers in STEM, including underrepresented groups and women
CS2	Ensuring successful conditions for high-performing charter and other innovative schools				

¹ These thematic areas are what the U.S. Department of Education (ED) calls the “Four Assurances.” The ED considers them to be priority areas that will drive the most education reform and have focused federal funds around them

Race to the Top: Vision and Reform

Vision

Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

Education Reform Plan

Strengthen our P-20 system to support our students and educators.

State Strategies Related to School Turnaround

- Establish clear, consistent and measurable criteria to identify persistently lowest-achieving schools and their districts with greatest need for intervention
- Develop strategies and provide resources (including tools, approaches, training, and technical assistance) to support successful turnarounds
- Promote disciplined, coordinated execution of initiatives, with focus on results and accountability

Current Initiatives

1. Develop framework for identifying 5% persistently lowest-achieving schools
2. Build OSPI team and external to support turnaround efforts under federal school improvement guidelines- voluntary in 2010
3. Propose required action legislation for turnaround efforts using federal school improvement guidelines to be implemented in 2011 for districts with persistently lowest-achieving schools

Potential RTTT Initiatives

1. Serve additional districts and schools under turnaround initiative that might include schools in lowest 10% that are not served under Title I
2. Cluster similar school efforts for specific professional development and support:
 - Alternative schools
 - Tribal schools
 - Schools with large ELL populations

Potential Initiatives

4. Create cadre of turnaround teachers and principals to serve in lowest achieving schools
5. Review and vet private or public providers that provide group of education management operations to support turnaround models
6. Provide professional development for educators in effective instructional practices

SPA Member Tasks

1. Examine other states plans for lowest achieving schools
2. Examine profiles of lowest achieving Washington schools
3. Provide feedback on propose initiatives

SPA Member Feedback

- After reviewing the sample RTTT states plans for lowest achieving schools initiatives and share 2 things you like or dislike about their plans
- What do you think is important based on the review of profile schools for us to consider for initiatives to make schools successful?
- What do you think of the concepts of the six WA potential initiatives ? What changes/adds do you have?