

Washington State Race to the Top Application and Education Reform Plan Framework

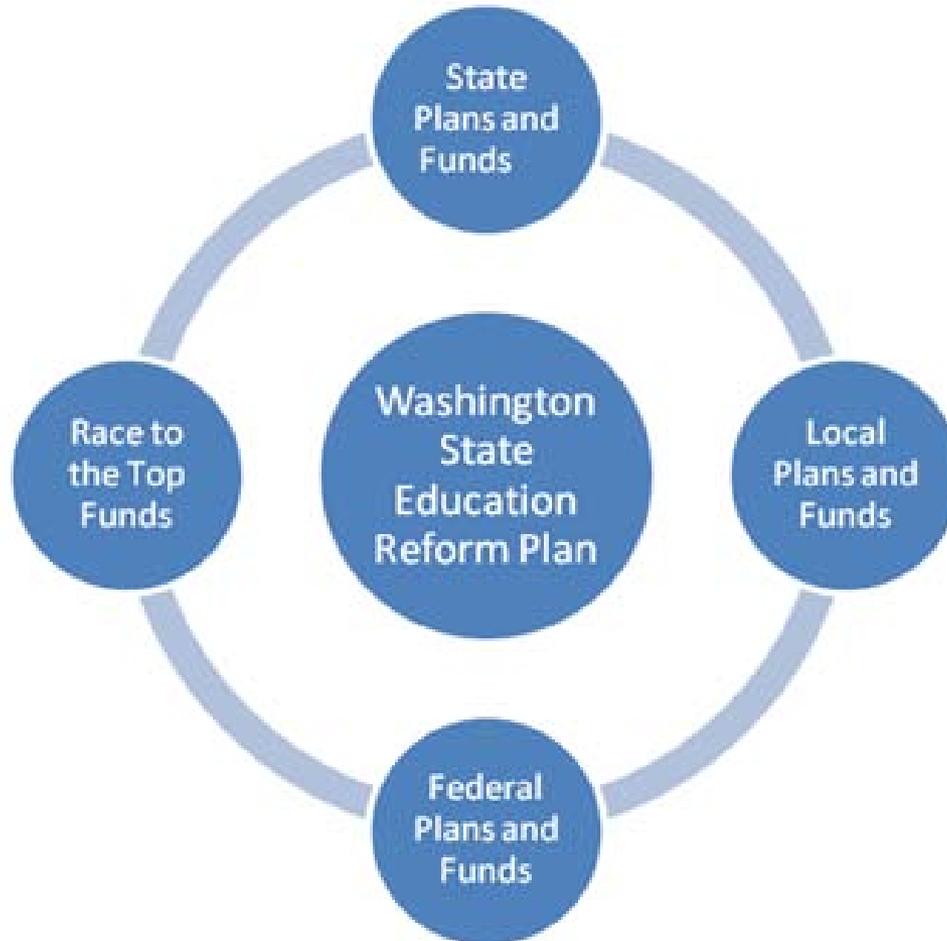
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This Update:

1. Race to the Top Overview
2. Race to the Top Application Status
3. Education Reform Plan Framework
4. Next Steps

Race to the Top – One Piece of the Whole Puzzle



Race to the Top Overview

What is Race to the Top?

\$5 billion portion of The American Recovery and Reinvestment Act

- Designated for competitive grants to encourage and incentivize significant education reform
 - **\$650 million** available through Investing in Innovation Fund (i3)
 - Grant links districts directly with USED
 - OSPI not connected except to provide letter of support
 - **\$350 million** available through **summative assessment** consortia grants
 - Two groups actively pursuing these funds
 - WA is part of SMARTER balance consortia
 - **\$4 billion for RTTT**
 - Delaware and Tennessee received Phase 1 Grants—total \$600 million
 - Washington could receive up to \$250 million
 - Phase 2 applications are due June 1, 2010
 - ▶ Requires sign-off by Governor, State Superintendent of Public Instruction, and Chair of State Board of Education

What are the Four Assurances?

1. Develop and Adopt Common Standards and Assessments
2. Data Systems for Increased Access and Use
3. Support of Effective Teachers and School Leaders
4. Turn around Struggling Schools

Race to the Top Application

Scoring Criteria for Application

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

Criteria	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

Outreach Status

- ▶ Requests for letters of support (week of April 26)
- ▶ Calls, meetings, presentations, press conferences, media interviews re: partnership agreement signatures (weeks of April 12, 19, 26 and May 3 & 10)
- ▶ Letter from Governor going to districts who have yet to sign on (deadline is May 17)
- ▶ Use of web, twitter, Face book, media advisories, and networks to communicate status
- ▶ Collecting letters of support (week of May 17)

As of Wednesday, May 13, X% of the districts (representing X% of students in the state) have signed the Partnership Agreement.

Budget Assumptions for 4 Year Grant

\$137 million for districts that sign partnership agreement
(ranges from \$1,400 to \$9.5 million)

\$55 million for Innovation Clusters to districts
(competitive grants)

\$58 million for state capacity, partnerships, and
implementation of four federal assurances

\$250 million total (\$62.5 million per year)

Budget Model

Allocating dollars to each of six major budget categories

Leadership for Education Reform & Innovation

PROJECTS:

- Leadership Office
- Dashboard & Reporting
- Grants & Fiscal Management
- Governance
- Research / Evaluation

Supporting Struggling Schools

PROJECTS:

- Innovation Cluster
- Unfunded SIG Schools
- Additional Required Action Schools
- 6-10% / WIIN
- PD Delivery

Teachers and Leaders

PROJECTS:

- Innovation Cluster
- Alternative Routes
- Evaluation Model
- PD Delivery

STEM

PROJECTS:

- Innovation Cluster
- STEM Portal
- Cross cutting STEM activities
- PD Delivery

Standards & Assessment Implementation

PROJECTS:

- Innovation Cluster
- Standards and Assessment Support to field
- Assessment
- PD Delivery

Data Systems to Support Instruction

PROJECTS:

- PD Delivery & Data Coaches
- Instructional Improvement Data System
- Growth Model

ATTACHMENT A: WA Estimated RTTT Allocations for Required Portion of Exhibit 1

NOTE: Assumes \$250M grant with 50% distributed Title I formula over a four year period. Dollars listed are per district per year.

Funding equals a minimum of \$22/FTE. For very small districts if the \$22/FTE threshold did not equal at least \$4,000, then funding was increased to the lesser of \$50/FTE or \$4,000 per year.

School District	Enrollment (FTEs)	2009-2010 Title I Allocations		Estimated RTTT Allocation (\$22 base)		
		\$ Per District	% Per District	Total \$/FTE	Annual Total \$	4-year Total \$
State Summary	988,416.63	\$185,685,388	100.00%	\$34.72	\$ 34,317,750	\$ 137,271,000
Aberdeen School District	3,170.55	\$940,160	0.51%	\$49.90	\$158,224.62	\$632,898
Adna School District	572.81	\$52,289	0.03%	\$22.00	\$12,601.82	\$50,407
Almira School District	65.34	\$27,393	0.01%	\$70.56	\$4,610.12	\$18,440
Anacortes School District	2,630.68	\$352,969	0.19%	\$22.58	\$59,403.07	\$237,612
Arlington School District	5,212.39	\$413,313	0.22%	\$22.00	\$114,672.58	\$458,690
Asotin-Anatone School District	621.84	\$135,694	0.07%	\$36.72	\$22,836.68	\$91,347
Auburn School District	14,003.80	\$2,134,280	1.15%	\$25.65	\$359,189.54	\$1,436,758
Bainbridge Island School District	3,831.84	\$96,146	0.05%	\$22.00	\$84,300.48	\$337,202
Battle Ground School District	12,796.29	\$1,150,951	0.62%	\$22.00	\$281,518.38	\$1,126,074
Bellevue School District	16,811.88	\$1,566,675	0.84%	\$22.00	\$369,861.36	\$1,479,445
Bellingham School District	10,306.13	\$1,885,917	1.02%	\$30.80	\$317,391.19	\$1,269,565
Benge School District	7.00	\$0	0.00%	\$50.00	\$350.00	\$1,400
Bethel School District	16,879.41	\$2,376,425	1.28%	\$23.69	\$399,941.44	\$1,599,766
Bickleton School District	87.34	\$1,393	0.00%	\$45.80	\$4,000.00	\$16,000
Blaine School District	2,066.10	\$288,586	0.16%	\$23.51	\$48,567.70	\$194,271
Boistfort School District	81.73	\$50,920	0.03%	\$104.85	\$8,569.60	\$34,278
Bremerton School District	4,915.55	\$1,709,576	0.92%	\$58.53	\$287,713.81	\$1,150,855
Brewster School District	886.92	\$618,734	0.33%	\$117.41	\$104,130.10	\$416,520
Bridgeport School District	722.71	\$355,452	0.19%	\$82.77	\$59,820.94	\$239,284
Brinnon School District	30.43	\$43,861	0.02%	\$242.58	\$7,381.61	\$29,526
Burlington-Edison School District	3,743.65	\$528,786	0.28%	\$23.77	\$88,992.26	\$355,969
Camas School District	5,588.85	\$269,739	0.15%	\$22.00	\$122,954.70	\$491,819
Cape Flattery School District	439.05	\$252,418	0.14%	\$96.76	\$42,480.79	\$169,923
Carbonado School District	172.31	\$0	0.00%	\$23.21	\$4,000.00	\$16,000
Cascade School District	1,175.61	\$106,998	0.06%	\$22.00	\$25,863.42	\$103,454
Cashmere School District	1,397.55	\$160,890	0.09%	\$22.00	\$30,746.10	\$122,984
Castle Rock School District	1,328.67	\$216,196	0.12%	\$27.38	\$36,384.80	\$145,539
Centerville School District	79.84	\$32,581	0.02%	\$68.68	\$5,483.23	\$21,933
Central Kitsap School District	11,210.50	\$1,121,454	0.60%	\$22.00	\$246,631.00	\$986,524

The Essence of the Partnership Agreement

- ▶ Generally, a state action is linked to a similar district action
- ▶ The idea is to build on current programs and practices and not necessarily start programs from scratch
- ▶ Emphasis is on enhancing existing programs and filling gaps
- ▶ Many items are required by state law—many are included in the recently passed E2SSB 6696

State Role: Partnership Agreement

State Assistance:

- Work collaboratively with district in carrying out plan outlined in the Partnership Agreement
- Distribute district RTTT funds in a timely manner
- Provide feedback and status reports
- Provide technical assistance

State Role: Support Districts With Implementation of:

- ▶ Common Core Standards
- ▶ Aligned Formative & Summative Assessments
- ▶ Instructional Improvement Data System & Technical Assistance
- ▶ Improved Math and Science Instruction and Comprehensive STEM Models
- ▶ Model Teacher & Leader Evaluation Systems
- ▶ New, District-based Teacher Preparation Models
- ▶ Regional Professional Development Delivery Network & New PD Center
- ▶ Math & Science Specialty Endorsements (elementary) and Credentialing (middle & high)

District Role in Partnership Agreement

- Implement plan outlined in Exhibit I
- Participate in RTTT sharing activities
- Follow USDE guidelines for posting products developed through RTTT and completing evaluation requirements
- Be supportive and committed to working on all or a significant portion of the state reform plan
- Will provide a “Final Scope of Work” to the state no later than 90 days following the awarding of the grant
- Provisions of RTTT must be in alignment with applicable district/association collective bargaining agreement
- Four year grant
- Agreement null and void if grant is not awarded

District Responsibilities For Assurance #1: Standards and Assessments

- ▶ Adopt and implement the Common Core Standards in mathematics and English/Language Arts
- ▶ Utilize state–provided formative and summative assessments
- ▶ Align Early Learning Development Benchmarks to Kindergarten programs
- ▶ Provide access to college readiness exam (Transition Math Project)
- ▶ Increase student participation in courses that earn college credit

District Responsibilities For Assurance #2: Data Systems

- ▶ Districts with local instructional improvement systems will enhance usefulness through state-developed tools
- ▶ Districts without local instructional improvement systems will implement a system developed by the state.
- ▶ Districts will, as appropriate, use regional data coaches supplied and supported by the state
- ▶ Districts will make instructional improvement data available for research purposes

District Responsibilities For Assurance #3: Effective Teachers and leaders

- ▶ Under the 2010 education reform law:
 - Implement the new principal and teacher evaluation system
 - Participate in annual regional work force planning session
- ▶ Choose one or more reform priorities for a local improvement initiative
 - Turning around low-performing schools
 - Closing the P-12 achievement gap and reducing dropouts
 - Enhancing P-12 STEM instruction
 - Improving college and career readiness

District Responsibilities For Assurance #4: School Turnaround

Per recent state education reform law and subject to federal funding and OSPI criteria for identifying persistently lowest-achieving schools, State Board of Education will designate a small subset of districts as Required Action districts to implement a federally approved intervention model .

District Responsibility: STEM

- ▶ Ensure adequate preparation for mathematics and science end-of-course assessments
- ▶ Increase science exposure in elementary grades
- ▶ Support integration of STEM instruction across grades and subjects
- ▶ Create a STEM support mechanism using resources of ESDs, practitioner experts, STEM Partners (LASER, new STEM resource center), museums, and researchers

What does it mean to be an “innovation cluster”?

- ▶ Must sign-off on required portions as a pre-condition for qualifying for optional/competitive clusters
- ▶ Competitive and non-required components of the state plan
- ▶ Rewarding excellence in innovation
- ▶ Groups of school district innovators share interests, research and new strategies for improving student achievement and outcomes or closing achievement gaps and serve as models for other schools or districts
- ▶ Support, reward, catalyze and scale the innovative strategies to the larger state or national level
- ▶ Receive state financial support or special technical assistance over and above the initial Race to the Top allocation to the district

Innovation Cluster Allocations

- ▶ State provides grants & technical assistance for bold, innovation clusters:
 1. Teacher & Leader Development and Effectiveness (est. \$20 M)
 2. Persistently Lowest–Achieving (PLA) Schools (est. \$10 M)
 3. Improving College and Career Readiness, and Closing Achievement Gap (est. \$10 M)
 4. STEM (est. \$15 M)

Exhibit I: Innovation Clusters

- ▶ **Teacher and Leader Development**
 - Programs including two of these three elements:
 - Incentives to staff rural, high poverty, and/or low-achieving schools
 - Piloting E2SSB 6696 teacher and principal evaluation system
 - Career leaders
 - Teacher preparation through partnerships with field based alternative route providers
- ▶ **Lowest Achieving Schools**
 - Lowest 10% of schools based on federal school improvement grant metrics are eligible for funding to implement a federally approved plan.

Exhibit I: Innovation Clusters (cont.)

- ▶ **College/Career Readiness and Achievement Gap**
 - Closing the P-13 Achievement Gap (including dropout prevention, early learning, cultural competency)
 - Enhancing college- and career-readiness (including high school graduation requirements aligned with college entrance requirements, college attendance incentives, guidance, and college credit bearing courses)
- ▶ **STEM Improvement**
 - Specialized assistance and leadership training with educational organizations and non-profit partners
 - Grants for new middle and high school courses of study, elementary science enhancements, and real world applications

Governance Structure Draft

**Quality
Education
Council**



**Steering Committee for Education
Reform & Innovation**
Governor
Superintendent of Public Instruction
State Board of Education Chair
Professional Educator Standards Board Chair

**Workgroup for Education Reform &
Innovation**
Governor's Sr. Ed Policy Advisor
Deputy Superintendent of Public Instruction
State Board of Education Executive Director
Professional Educator Standards Board Executive
Director
Race to the Top / Education Reform & Innovation
Director

**OSPI Leadership Office: Education Reform
& Innovation**
Education Reform & Innovation Director
Performance Management
Research, Evaluation, Knowledge Management
Reform & Innovation Data Management
Professional Development Delivery Coordination
Grants/Fiscal Management
Innovation Cluster Coordination

Replicating &
expanding RTTT
application
development structure
for implementation

Education Reform Plan Framework

Vision

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

“It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” – WA State Constitution

Four Goals for Washington's Education Reform Plan Framework

All Washington Students will:

1. Enter kindergarten prepared for success
2. Compete in math and science nationally and internationally
3. Attain high academic standards regardless of race, ethnicity, income or gender and close the achievement gap
4. Graduate able to succeed in college, training and careers

Washington's Challenges for Student Achievement

- ▶ Our kindergarteners are often unprepared for success
- ▶ Despite some success on national measures, our students struggle to meet the state's academic standards, notably in math and science
- ▶ There is a significant and persistent achievement gaps
- ▶ Graduation and dropout rates are constant, ethnic and racial minority groups and low income students are more likely to drop out
- ▶ Compared to other states, we rank 45th in high school students that go directly to college

Washington's Strengths – A Sample

- ▶ Significant student progress in reading and writing
- ▶ Significant increase in numbers of students – especially students of color, those from low incomes, and those from rural areas – taking AP courses and scoring 3, 4, & 5
- ▶ Recent increases in high school graduation credit (math) requirements and new end-of-course assessments in math and science for Class of 2013
- ▶ Fundamental teacher and principal evaluation changes based on instructional-focused criteria
- ▶ Provisional teaching status increased from two to three years for new teachers
- ▶ Numerous career readiness programs
- ▶ Flexibility for students to earn high school credits through alternative learning, on-line courses, and competency-based options
- ▶ Bonuses for National Board Certified Teachers, with extra bonus for high-need schools

What We Will Achieve

These four goals should be our focus; for RTTT and beyond

We have explicit strategies to help us move from goals to outcomes

Currently establishing baselines and specific improvement targets

Goals	Outcome Measures
<p>All Washington students will...</p> <ol style="list-style-type: none">1) Enter kindergarten prepared for success2) Be competitive in math and science nationally and internationally3) Attain high academic standards regardless of race, ethnicity, income, or gender; and close achievement gaps4) Graduate able to succeed in college, training, and careers	<ol style="list-style-type: none">a) Annual reduction in achievement gaps: Kindergarten entrance; multiple grade levels; high school graduation; college attendance and completionb) Annual increase in math and science performancec) Annual increase in student annual growth rates and absolute student performanced) Annual increase in graduation ratese) Annual increase in teacher and leader effectiveness (e.g., based on comprehensive teacher and principal evaluation systems)f) Annual increase in teachers and leaders representing populations of colorg) Annual increase in college attendance, persistence, and completion ratesh) Annual increase in post-secondary degrees and certificatesi) Annual increase in post-college or post-certification workforce placements

Examples of Strategies for Goal 4

Goal 4: Graduate able to succeed in college, training, and careers

- a) Deliver a curriculum, instructional supports, and instructional materials that are differentiated, culturally relevant, personalized, and exemplary
- b) Provide comprehensive guidance, counseling, dropout prevention & monitoring, and student academic & social-emotional support (e.g., AVID, high school and beyond plan in middle school, credit retrieval programs, Navigation 101)
- c) Increase the rigor of, and student participation in, mathematics, science, and college credit offerings (through on line , AP, IB, Running Start, etc.)
- d) Align high school graduation requirements with minimum four year public college entry requirements
- e) Sign students up for college bound scholarships
- f) Increase number of students in certificate programs that provide them jobs after high school
- g) Target specific programs that support positive expectations and belief systems
- h) Integrate family and community involvement efforts

Education Reform Framework

Comments Received to Date

1. Missing implementation details, references to supporting materials, and resource allocation
2. Missing an analysis of data (good and bad) to accompany Washington's strengths
3. Missing specific, measurable improvement targets with dates –link to goals and outcome measures
4. Suggest placing even greater emphasis on *populations of color* when addressing drop out, achievement, etc.
5. Compliments for highlighting achievement gap, needing teachers representing populations of color, and parents and families
6. Concerns about teachers' capacity and time to address agenda (competes with so much time spent on testing)
7. Concerns conveyed about federal and foundation agendas to reform public education through privatization, about not allocating adequate state funds, and about another federal mandate
8. Concerns expressed about true commitment to complete an education reform plan after the application is submitted

Next Steps

Next Steps

1. Review by Attorney General's Office underway
2. Drafts of narrative budgets (associated with narrative sections), appendices, tables, and charts being cross checked and aligned with narratives (weeks of May 10 & 17)
3. Finalize *Draft* Education Reform Plan Framework (May 23)
4. Reviews and edits of draft application (May 21-25)
5. Application assembly (May 26-28)
6. Submit grant to USED (June 1)
7. Develop plan for finalizing Education Reform Plan completion (June 2010)
8. Finalists (July 2010) and grantee winner (September 2010) announced
9. Formalize draft components, plan broad based constituent discussions, craft recommendations, take to legislature, QEC, and others (summer 2010 - winter 2011)
10. Washington districts develop 90 day plans (September-November 2010)
11. Innovation Clusters grant process (TBA-December 2010-March 2011)