

Washington's
Race to the Top

EXHIBIT I – Areas of Agreement (Required & Optional/Competitive)

April 7 Version

Washington's Race to the Top

EXHIBIT I: REQUIRED & OPTIONAL/COMPETTIVE COMPONENTS FOR PARTICIPATION IN WASHINGTON'S RACE TO THE TOP APPLICATION

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
<i>Standards and Assessments</i>			
Supporting the transition to enhanced standards and high-quality assessments [Relates to Section (B)(3) of Federal Race to the Top application criteria]	S-a. Will formally adopt the Common Core Standards in math and English language arts, and consider adoption of other subject areas when available. S-b. Will participate in summative and formative assessment multi-state consortia. S-c. Will support LEA's implementation of new standards and assessments. S-d. Will develop and implement a Kindergarten assessment process for use by districts in continuing efforts to enhance Pk-3 rd grade alignment. S-e. Will formalize a regional implementation support network that will develop and deliver customized and aligned materials, tools, and services for implementing standards (Early Learning Development Benchmarks through 12 th grade standards), instructional materials/modules, assessments, and other efforts within reform priority areas. S-f. Will enhance the Online Grade Level Standards and Resources web-based platform for easy access to standards, instructional resources, and assessment tools by educators, parents, and students. S-g. Will revise and align the College Readiness Math Test (CRMT) with new standards and support administration in either 11 th or 12 th grade (Transition Math Project).	D-a. Will phase-in implementation of the Common Core Standards in math & English language arts, and in other subjects when available. D-b. Will align Early Learning Development Benchmarks to Kindergarten programs. D-c. Will increase teacher utilization of formative and summative assessment data. D-d. Will provide dedicated professional development opportunities for instructional staff to integrate new standards with the use of instructional/curricular frameworks and formative assessment processes, including ensuring access to implementation resources available through the state. D-e. Will identify and implement focused activities on mathematics and science instruction, such as incorporating math and science graduation requirements; D-f. Will support students' access to the revised College Readiness Math Test in either the 11 th or 12 th grade. D-g. Will increase student participation in courses that earn college credit.	REQUIRED

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Data Systems to Support Instruction			
<p>Using data to improve instruction</p> <ul style="list-style-type: none"> Use of local instructional improvement systems <p>[Relates to Section (C)(3)(i) of Federal Race to the Top application criteria]</p>	<p>S-a. The Office of Superintendent of Public Instruction (OSPI) will provide LEAs that <u>have</u> a technology-based instructional improvement system:</p> <ul style="list-style-type: none"> access to web-based components to include instructional materials and formative assessment tools and processes and benchmark assessment tools that may be used in the school district; access to state-level summative data; student growth data based on the state’s new summative student growth data system; and access to the Early Warning Dropout Intervention System (DEWIS) <p>S-b. OSPI will provide LEAs <u>that do not have</u> a technology-based instructional improvement system a state-supported system that meets the requirements of the Race to the Top grant.</p> <p>S-c. OSPI will lead a collaborative effort to develop/acquire/customize a student growth data system for aggregating student growth from year-to-year at the classroom, school, and district levels.</p> <p>S-d. OSPI will enhance state, district, and school report cards and develop and launch dashboards to track progress on various indicators and measure and incent schools’ and districts’ action to attain stated district goals.</p> <p>S-e. OSPI will implement all twelve of the America COMPETES Act (ACA) longitudinal data system elements in support of Washington’s data system.</p> <p>S-f. OSPI will complete implementation of the seven remaining state action elements identified as unfulfilled by the Data Quality Campaign in support of Washington’s data system.</p>	<p>D-a. LEAs that <u>have</u> a local instructional improvement system will commit to enhancing its usefulness to classroom teachers and ensure it has components included in the Race to the Top definition of an instructional improvement system.</p> <p>D-b. LEAs <u>that do not have</u> a local instructional improvement system will commit to adoption of a qualifying system, which could include the state-supported system.</p>	REQUIRED
<p>Using data to improve instruction</p> <ul style="list-style-type: none"> Professional development on the use of data <p>[Relates to Section (C)(3)(ii) of Federal Race to the Top application criteria]</p>	<p>S-a. OSPI will provide professional development opportunities, and place regional data coaches in Educational Service Districts relating to the use of the instructional improvement system, to develop understanding and interpretation of the data, and to apply the findings in districts, schools, and classrooms.</p>	<p>D-a. Will identify a district-level data instructional improvement coordinator who will facilitate the use of the instructional improvement data system within the district and in schools.</p> <p>D-b. Will require classroom teachers and building principals to participate in professional development opportunities on: how to use and apply the results of the instructional improvement system and strategies to make data-informed instructional decisions based on formative, benchmark, and summative assessment results.</p>	REQUIRED
<p>Using data to improve instruction</p> <ul style="list-style-type: none"> Availability and accessibility of data to researchers. <p>[Relates to Section (C)(3)(iii) of Federal Race to the Top application criteria]</p>	<p>S-a. OSPI will provide information to school districts regarding safeguards needed to protect student and employee rights to privacy, including the Family Educational Rights and Privacy Act (FERPA).</p> <p>S-b. See also OSPI commitments regarding America COMPETES Act and Data Quality Campaign.</p>	<p>D-a. Will make data from the instructional improvement system available for sanctioned research projects with appropriate safeguards to protect student and employee rights to privacy.</p>	REQUIRED

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
Great Teachers and Leaders			
<p>Improving teacher and principal effectiveness based on performance</p> <ul style="list-style-type: none"> Measuring student growth Developing evaluation systems Conducting annual evaluations Using evaluations to inform key decisions <p>[Relates to Section (D)(2)(i-iv) of Federal Race to the Top application criteria]</p>	<p>S-a. OSPI and stakeholders will create models for implementing the revised evaluation system criteria, student growth measurement tools, professional development programs, and evaluator training (per 2010 education reform legislation).</p> <p>S-b. State will prioritize funding for beginning teacher support for those districts participating in evaluation pilots in 2010-2012 (per 2010 education reform legislation).</p> <p>S-c. Office of Financial Management’s (OFM) Education Research and Data Center (ERDC) and the Professional Educator Standards Board (PESB) will conduct state data-driven regional workforce planning with LEAs, educator preparation and professional development program providers, and use evidence from new evaluations to inform teacher preparation programs.</p>	<p>D-a. Will implement new principal and teacher evaluation systems, per 2010 education reform legislation, beginning in 2013-14 school year and use evaluation systems to inform decisions regarding professional development, assignment practices, and career advancement.</p> <p>D-b. Will participate in regional workforce planning (per 2010 education reform legislation).</p> <p>D-c. Will use criteria, outlined in state law, for evaluating teacher and principal performance, which will include multiple measures of student growth, if available and relevant (per 2010 education reform legislation).</p>	REQUIRED
<p>Providing effective support to teachers and principals</p> <ul style="list-style-type: none"> Quality professional development Measure effectiveness of professional development <p>[Relates to Section (D)(3) of Federal Race to the Top application criteria]</p>	<p>S-a. OSPI, PESB, and other state partners will, through a newly created state-wide professional development center, identify, develop, and provide technical assistance on effective, targeted delivery of professional development consistent with new evaluation criteria and focused on reform priority areas (for example, continue to build on successful professional development programs such as National Board Certification and Take One!)</p>	<p>D-a. Will select at least one area of focus (from list below) to include in LEA plan re: offering targeted, sustained, long-term teacher professional development based on locally-determined data (including regional workforce data).</p> <p>State education reform plan priority areas:</p> <ol style="list-style-type: none"> Turning around low performing schools Closing the P-12 achievement gap and reducing dropouts Enhancing P-12 STEM instruction Increasing P-12 academic rigor to enhance college & career readiness. 	REQUIRED
<p>Providing high-quality pathways for aspiring teachers and principals</p> <p>[Relates to Section (D)(1) of Federal Race to the Top application criteria]</p>	<p>INNOVATION CLUSTER FOCUSED ON TEACHER & LEADER DEVELOPMENT AND EFFECTIVENESS</p>	<p>SEE INNOVATION CLUSTER SECTION BELOW – Page 11</p>	OPTIONAL SEE BELOW
<p>Providing high-quality pathways for aspiring teachers and principals</p> <p>[Relates to Section (D)(1) of Federal Race to the Top application criteria]</p>	<p>S-a. PESB will develop new, district-based educator-preparation models with dual focus of recruiting teacher candidates in hard-to-staff subjects and from underrepresented populations, and improving strategic staffing practices.</p>		

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
<i>Turning Around the Lowest-Achieving Schools</i>			
<p>Intervening in the lowest-achieving schools</p> <ul style="list-style-type: none"> Identifying the persistently lowest-achieving schools Turning around the persistently lowest-achieving schools <p>[Relates to Section (E)(1) and (E)(2) of Federal Race to the Top application criteria]</p>	<p>S-a. State will identify the 5% persistently lowest-achieving (PLA) schools using federally approved metrics. A subset of districts with these schools will be designated as Required Action Districts.</p> <p>S-b. Subject to federal funding, the State will require districts with lowest achieving schools to follow one of four federally-approved intervention models as approved in 2010 education reform legislation; schools that have previously implemented a transformation model and remain in the PLA school category will be required to select from among the three remaining models.</p> <p>S-c. State will provide technical assistance, tools, resources, and a statewide system of support.</p>	<p>D-a. As required in 2010 education reform legislation, subject to federal funding, LEAs designated as required action districts by the State Board of Education (SBE) will develop and implement a required application and action plan that uses a federally approved intervention model.</p>	<p>REQUIRED if district is identified with schools in lowest 5 percent</p>
<p>Turning around the persistently lowest-achieving schools</p> <p>[Relates to Section (E)(2)(ii) of Federal Race to the Top application criteria]</p>	<p>INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS</p>	<p>SEE INNOVATION CLUSTER SECTION BELOW – Page 11</p>	<p>OPTIONAL SEE BELOW</p>
<p><i>State Success Factors</i></p> <p>Building strong statewide capacity to implement, scale up, and sustain proposed plans</p> <ul style="list-style-type: none"> Ensuring capacity to implement <p>[Refers to Section (A)(2)(i) of Federal Race to the Top application criteria]</p>	<p>INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP</p>	<p>SEE INNOVATION CLUSTER SECTION BELOW – Page 12</p>	<p>OPTIONAL SEE BELOW</p>

Elements of State Reform Plan & RTTT Criteria	State Action	Specific District Requirement	Optional or Required Component
<i>Competitive Preference Priority 2: STEM¹</i>			
Increasing achievement in mathematics and science	<p>S-a. State will provide technical assistance and strategies to align math and science instructional materials with standards and end-of-course assessments.</p> <p>S-b. PESB will develop new elementary math and elementary science specialty endorsements.</p>	<p>D-a. Will ensure that teachers who teach math and science courses, including courses that have high school end-of-course assessments, have access to aligned instructional material.</p> <p>D-b. Will improve science instruction and increase science exposure in the elementary grades.</p>	REQUIRED
Application and Integration of STEM content areas	S-a. OSPI, in collaboration with the Washington State Science, Technology, Engineering, and Math (STEM) Center, will launch a web-based clearinghouse to provide educators information regarding statewide and regional public and private opportunities for applying and integrating STEM content areas.	<p>D-a. Will, with the assistance of the Washington State STEM Center, Educational Service Districts (ESD), museums, industry experts, researchers, and/or other STEM capable partners take actions to:</p> <ul style="list-style-type: none"> • Support teachers in integrating and applying STEM content across specific grades and disciplines. • Offer increased STEM/applied-learning opportunities and programs. 	REQUIRED
Application and Integration of STEM content areas	INNOVATION CLUSTER FOCUSED ON IMPROVING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH PERFORMANCE	SEE INNOVATION CLUSTER SECTION BELOW – page 12	OPTIONAL SEE BELOW

¹ “STEM” refers to courses, programs, or other activities to: 1) improve science and mathematics achievement, and 2) to integrate and apply science and mathematics skills through engineering, technology, and other applications.

IF SELECTING OPTIONAL ITEMS, Return pages 12 & 13 along with page 14

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
<i>Washington Innovation ‘Clusters’</i>			
<p><i>Great Teachers and Leaders</i></p> <p>Providing high-quality pathways for aspiring teachers and principals</p>	<p>INNOVATION CLUSTER FOCUSED ON TEACHER & LEADER DEVELOPMENT AND EFFECTIVENESS</p> <p>The State will provide competitive funding opportunities for LEAs to</p> <ul style="list-style-type: none"> • Compensation and Evaluation (at least two of the three): <ul style="list-style-type: none"> ○ Incentives for highly qualified teacher and principal placement in rural, high-poverty, and/or low-achievement schools; ○ Development of career ladder and/or differential pay options; and ○ Joining pilot districts on early development and implementation of teacher and principal evaluation systems, per state legislation, that include evaluation criteria linked to student growth (based on multiple measures). <p>and/or</p> <ul style="list-style-type: none"> • Preparation. Districts commit to implementing or strengthening partnerships with existing or new field-based alternative route teacher and leader programs with priority on STEM teachers [for example, Teach for America (TFA), New Leaders for New Schools]. 	<p>Will respond to a competitive grant application to participate in the programs or reforms identified in the <i>Teacher & Leader Development and Effectiveness Cluster</i>.</p>	<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>
<p><i>Turning Around the Lowest-Achieving Schools</i></p> <p>Turning around the persistently lowest-achieving schools</p>	<p>INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS</p> <p>State will provide technical and instructional assistance to Title I and Title I eligible schools identified in the lowest 10% of the persistently lowest achieving schools:</p> <ul style="list-style-type: none"> ○ Implement one of the four federal models, and rapid improvement and turnaround practices. ○ Participate in leadership training through Washington State Leadership Academy. ○ Scale practices within and outside of the cluster. 	<p>Will respond to a competitive grant application to participate in the programs or reforms identified in the <i>Persistently Lowest-Achieving (PLA) Schools Cluster</i>.</p>	<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>

Race to the Top Criteria	State Commitment	Specific District Commitment	Optional or Required Component
<i>Washington Innovation 'Clusters'</i>			
<p>State Success Factors Building strong statewide capacity to implement, scale up, and sustain proposed plans</p>	<p>INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP</p> <p>The State will provide competitive funding opportunities for LEAs to take a <u>comprehensive systemic approach</u> to:</p> <ul style="list-style-type: none"> • Close the P-13 Achievement Gap – focusing on achievement gaps within P-13, early learning, ELL, cultural competency, dropout prevention [for example, using models such as Response to Intervention (RTI)/Positive Behavior Intervention Support (PBIS), Jobs for America’s Graduates (JAG), P-3 aligned systems, preK numeracy and literacy, credit retrieval, approaches based on brain research]. <p>and/or</p> <ul style="list-style-type: none"> • Increase Academic Rigor to Enhance College and Career Readiness and the alignment of high school graduation requirements with the minimum Higher Education Coordinating Board’s college entry requirements, courses that lead to college credit, and the guidance to prepare for college and careers [for example, AP courses, International Baccalaureate, AP-CTE courses, Project Lead the Way, AVID, and/or college preparation incentives, and/or Navigation 101]. 	<p>Will respond to a competitive grant application to participate in the programs or reforms identified in the Improving <i>College and Career Readiness and Closing the Achievement Gap Cluster</i>.</p>	<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>
<p>Competitive Preference Priority 2: STEM</p> <p>Application and Integration of STEM content areas</p>	<p>INNOVATION CLUSTER FOCUSED ON IMPROVING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH PERFORMANCE</p> <p>The State will provide competitive opportunities for LEAs to take a <u>comprehensive systemic approach</u> to support increases in STEM student achievement in the form of:</p> <ul style="list-style-type: none"> • Specialized Assistance <ul style="list-style-type: none"> ○ Partnering with Washington State STEM Center and other districts to: <ol style="list-style-type: none"> 1. Implement effective use of curriculum, instruction, and assessment tools 2. Implement rigorous, real-world STEM learning experiences 3. Provide access to and application of relevant and current technology 4. Deploy methods for teachers to encourage learning in and out of school 5. Strengthen education-business-community connections ○ Participation in leadership training through programs such as Washington State Leadership Academy using STEM as “problem of practice.” ○ Participation in programs focusing on improving veteran staff content knowledge in STEM areas and to eliminate out-of-area assignments, such as <ol style="list-style-type: none"> 1. Educator Retooling 2. Elementary mathematics focus using National Board’s Take One! process and elementary mathematics specialists ○ Participation in MESA to engage students of color and females in STEM programs on selected university campuses. <p>and/or:</p> <ul style="list-style-type: none"> • Grants for <ul style="list-style-type: none"> ○ Rigorous new middle and high school courses of study in high-demand STEM areas (for example, courses developed through Project Lead the Way, Robotics, DigiPen, Advanced Placement, dedicated school or academy). ○ Comprehensive Elementary School Science Instruction for teachers and principals to deliver standards-based, hands-on science instruction in elementary schools. ○ School/Community partnerships that implement real-world applications of STEM. 	<p>Will respond to a competitive grant application to participate in the programs or reforms identified in the Improving <i>Science, Technology, Engineering, and Mathematics Cluster</i>.</p>	<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>

For the Participating District:

District Name

District Superintendent – required for participation:

Authorized District Superintendent Signature/Date

Print Name/Title

President of Local School Board:

Authorized School Board President Signature/Date

Print Name/Title

Local Teachers’ Union President:

Authorized Teachers’ Union President Signature/Date

Print Name/Title

Principal Representative:

Authorized Principal Representative Signature/Date

Print Name/Title

State Superintendent of Public Instruction or designee – required:

Authorized State Signature/Date

Print Name/Title