



Washington's "Race to the Top" Proposal

Overview document
January 2010



- **Why is Washington State Interested in Race to the Top (RTTT)?**
 - Race To The Top complements the state's existing reform efforts under HB 2261
 - RTTT can help us jump start some important programs such as expanding the number of low achieving schools served under Required Action
 - We will join with other states to focus on key education reforms
 - Washington would be eligible for \$150-\$250 million for the state and local districts to address some key reform efforts (Total grant is \$4 billion)





■ What is the Process?

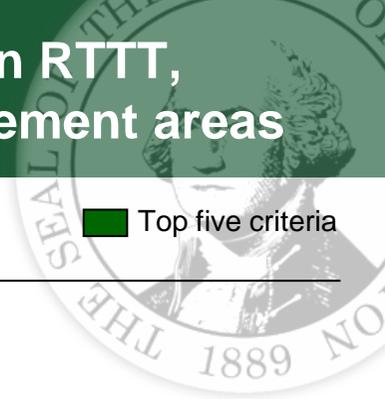
- Washington will apply for Round 2
- Governor Gregoire, Superintendent Dorn and State Board of Education Chair Ryan are participating as the steering committee and must sign off on the proposal with legal approval
- Fall 2009 a work team of staff from the Governor's Office, OSPI, PESB, and SBE have been working with McKinsey Consulting to develop a draft education reform framework, key legislative provisions, as well as bold proposals.
- Winter 2010 work with legislation and local districts and stakeholders on specific proposals.
- Spring 2010 develop grant application which is due June 19



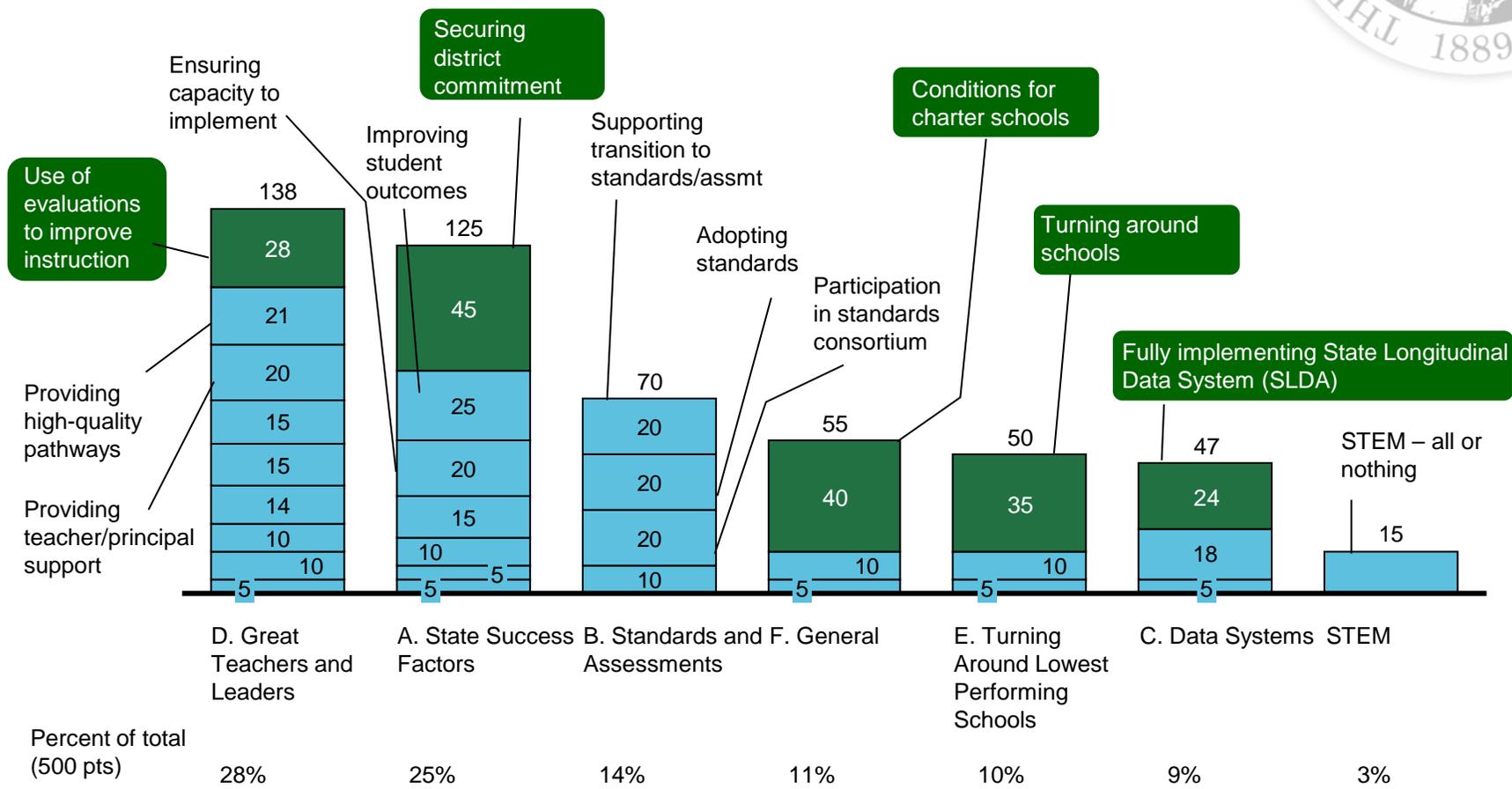
Grant proposal must address four categories

Category	State conditions criteria	Reform plan goal
A. Standards and assessments	<ul style="list-style-type: none"> ▪ Developing and adopting common standards and assessments 	<ul style="list-style-type: none"> ▪ Supporting a transition to enhanced standards and high-quality assessments
B. Data Systems to Support Instruction	<ul style="list-style-type: none"> ▪ Fully implementing a statewide longitudinal system 	<ul style="list-style-type: none"> ▪ Accessing and using State data (e.g. parents, students, teachers, principals, researchers, policymakers) ▪ Using data to improve instruction
C. Great Teachers and Leaders	<ul style="list-style-type: none"> ▪ Providing alternative pathways for aspiring teachers and principals 	<ul style="list-style-type: none"> ▪ Differentiating teacher and principal effectiveness based on performance (for PD, compensation/promotion, tenure and removal) ▪ Ensuring equitable distribution of effective teachers and principals ▪ Reporting the effectiveness of teacher and principal preparation programs ▪ Providing effective support to teachers and principals
D. Turning Around Struggling Schools	<ul style="list-style-type: none"> ▪ Intervening in the lowest-performing schools and districts ▪ Increasing the supply of high-quality charter schools 	<ul style="list-style-type: none"> ▪ Turning around struggling schools

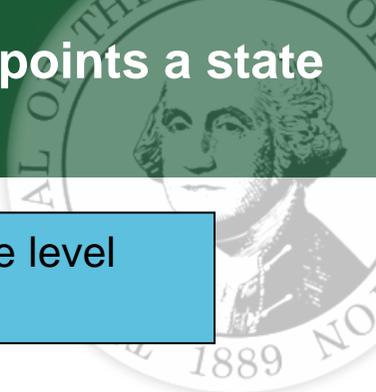
Great Teachers and Leaders is the largest requirement area in RTTT, though the top five sub-criteria are spread throughout requirement areas



RTTT grant requirement areas, ranked by number of possible points
Points

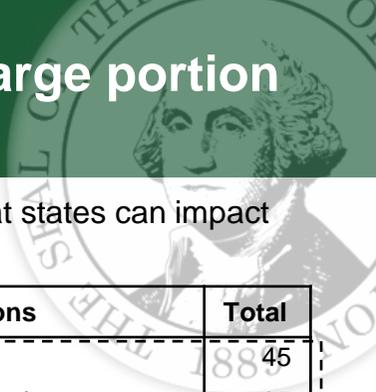


Another way to analyze the point system is by the number of points a state can readily influence



The RTTT sub-criteria can be divided in three buckets that varies by the level of influence the state has over gaining points in the application

Sub-criteria involving	Level of influence	Description
Historical performance	Little	Points in these sub-criteria are directly a result of what WA has already accomplished
Policy barriers	Limited	Points in these sub-criteria depend on legislation being passed
Future plan actions	High	Points in these sub-criteria depend on the quality of the application and district support



While the majority of points fall into “Future Plan actions” a large portion still is dependent on legislation and historical performance

Criteria that states have limited influence over account for 190 pts (~40% of the total)...

Sub-criteria involving policy barriers	Points
Ensuring successful conditions for high-performing charter schools and other innovative schools	40
Providing high-quality pathways for aspiring teachers and principals	21
Adopting standards	20
Intervening in lowest-achieving schools and districts	10
Demonstrating other significant reform conditions	5
Total	96

Sub-criteria depending on historical performance	Points
Improving student outcomes	25
Fully implementing a statewide longitudinal data system	24
Participating in consortium developing high-quality standards	20
Making education funding a priority	10
Developing and implementing high-quality assessments	10
Making progress in each reform area	5
Total	94

...leaving 310 points for criteria that states can impact with their reform plans

Biggest levers

Sub-criteria involving future plan actions	Total
Securing district commitment	45
Turning around the lowest achieving schools	35
Using evaluations to inform key decisions	28
Ensuring capacity to implement	20
Supporting transition to enhanced standards/assmts	20
Providing effective support to teachers and principals	20
Using data to improve instruction	18
Translating district participation into statewide impact	15
STEM	15
Developing evaluation systems	15
Ensuring equitable distribution to high-need students	15
Improving the effectiveness of teacher/principal prep programs	14
Using broad stakeholder support	10
Conducting annual evaluations	10
Ensuring equitable distribution in hard-to-staff subjects	10
Accessing and using State data	5
Articulating comprehensive, coherent reform agenda	5
Measuring student growth	5
Identifying the persistently lowest achieving schools	5
Total	310

Grand Total 500

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Biggest levers

What Washington must do in legislative proposals to be competitive for Race to the Top

Standards and assessments

- **OSPI shall adopt the common national standards by August 2**

Great teachers and leaders

- **Alternate Routes to Teacher and Administrator Education- eliminate barriers**
- **Teacher and principal evaluations based on performance**
- **Ensure equitable distribution of effective teachers and principals**
- **Improve teacher and principal prep programs**
- **Provide effective support to teachers and principals**

What Washington must do in legislative proposals to be competitive for Race to the Top

Turnaround struggling schools

- Intervene in lowest achieving schools
- Turnaround lowest achieving schools



What are Other States Doing to be Competitive?

Michigan's legislature passed a bill to allow the state to take over its lowest achieving schools and place them under a state school redesign officer. Local district designs turnaround plan using one of 4 RTTT school intervention models.

California's legislature passed to allow state to implement one of the 4 RTTT models in lowest achieving schools. Parents can petition a district to close or turn around their failing school.

Massachusetts' legislature is examining allowing bill to give superintendents ability to override union contracts or go to arbitration if locals cannot agree on changes needed in lowest achieving schools.

Multiple states are addressing: linking teacher evaluations to student performance, increasing the number of charter schools , and improve teacher preparation programs