



Race to the Top Update

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Race to the Top Update

1. Current status of Washington State's Application for Round 2
2. The Top 16 Successful Applicants for Round 1
3. Washington's Draft Education Reform Plan (Opportunity for Board feedback)

WA RTTT Application for Round 2

- Hired Project Manager to work with Coordinating Committee: SBE, OSPI and Governor's Office
- Build on work done this fall and winter to create final application this spring
- Integrate federal RTTT expectations with HB 6696/HB 2261 and other state reform efforts (Core 24, strengthening math and science)

WA RTTT Application for Round 2

- Create and implement communications strategy
- Work with stakeholders (local district buy in is critical)
- Consider funding up to \$320 million (Round 1 states have asked for more than their “allotted estimate” and decide how to allocate between state and local districts (districts get at least 50%))

Next Steps for Education Reform Plan & RTTT Application

- Align programs, initiatives, and measures to reform levels
- Establish state and district responsibilities for implementation
- Create RTTT *Memorandum of Understanding* document
- Develop budget(s) and action plans for each section of WA Education Reform Plan (and RTTT application elements)

Next Steps for Education Reform Plan & RTTT Application

- Establish improvement targets, measures, & data sources
- Build understanding & ownership of Education Reform Plan and RTTT proposal components
- Educators, local & state policymakers, unions, advocacy groups, higher education, and parent & community groups

RTTT Application Format

- Education Reform Plan
- State Success Factors
- Standards and Assessment
- Data Systems
- Great Teachers and Leaders
- School Turnaround
- State Reform Conditions
- Competitive Priority: STEM

Round I Finalists

- 41 Applicants for Round I
- 16 Finalists: Colorado, Delaware, D.C., Florida, Georgia, Illinois, Kentucky, Louisiana, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina ,Tennessee

Round I Finalists

(ED First Consulting Analysis)

- Well articulated visions and frameworks
- Demonstrated plan for capacity and sustaining change
- Align with high school graduation requirements with higher education graduation requirements
- Expand longitudinal data systems to include P-20
- Create new teacher and principal evaluations with student achievement as key criteria
- Cluster low performing schools together through innovation or partnership zone
- Innovative schools models

Questions for Board on our RTTT Draft Ed Reform Plan:

- Examine the draft vision, objectives, hypotheses and reform levers
- Share what you think is unique and or innovative about Washington's education system
- What do we need to consider to be bold in our education reform plan?

WA RTTT ED Reform Plan Vision

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

WA RTTT Objectives

- 1. Increase the rigor and alignment of standards, curriculum, assessments, & instruction**
- 2. Enhance caliber of graduates' college and career readiness**
- 3. Ensure that students are school ready**
- 4. Increase the performance of all of Washington's schools**
- 5. Improve the preparedness and effectiveness of teachers and leaders**
- 6. Provide greater access to and for the appropriate use of real-time, quality data and information to inform teaching, learning, and accountability**

RTTT Underlying Hypotheses

- 1. Alignment of P-13 standards, assessments, and curriculum leads to college and career readiness and success**
- 2. Early assistance in high poverty settings leads to higher levels of school readiness and success**
- 3. Increased state, district, and school capacity for leading, managing, and monitoring change is essential to realize education reform and improved practice**

RTTT Underlying Hypotheses

- 4. Stakeholder partnerships with and involvement in education leads to effective change and increased ownership for and understanding of reform (employers, universities, parents, community members, & advocacy groups)**
- 5. The distribution of effective teaching, instruction, and leadership has an impact on student achievement and closing the achievement gap**
- 6. Better data systems lead to more effective state, district, school, and classroom decision making; effective teaching; and broader ownership for student results**

RTTT Reform Levers

1. Success Factors for Schools and Students
2. Innovation for Effective Schooling
3. Rigorous and Aligned P-13 Standards, Curriculum, and Assessment
4. Data, Assessment, and Evaluation for Research, Policy, Practice, & Advocacy
5. Quality Teaching and Leadership

Reform Levers: *Success Factors for Schools & Students*

Strategies	Activities
<p>a) Accountability for all Students, all Schools, all Districts, & the State</p> <p>b) State recognition of or intervention in school and district performance</p> <p>c) State and regional program delivery systems</p> <p>d) Continuous school and district improvement</p> <ul style="list-style-type: none"> ○ monitoring, tracking, evaluating, communicating progress over time; possessing infrastructure & dollars (e.g., capacity) <p>e) Enhanced and equitable school funding formula</p> <p>f) Parents, communities, advocates, employers, and post-secondary educators as partners in success</p> <p>g) Incubating, scaling, building capacity, & ensuring sustainability of state reforms</p> <p>h) Policy coherence among educational mandates at federal, state, & local levels</p>	<ul style="list-style-type: none"> • Authorization for state intervention in low performing schools • Development of a state accountability index • Dropout Early Warning and Intervention System • Individual education plans for all students • Education data improvement system (e.g., electronic benchmark assessment) • Struggling schools oversight fund • Clusters of schools for professional development and intervention (Turn-around specialists) • Supports and resources, and Technical Assistance portals for parents and community members • Coordinating program coherence among existing pre-service and in-service programs and program delivery systems (e.g., STEM CTR, higher education, ESDs) • Early learning programs in highest need schools and areas of the state • Full day kindergarten • RTTT Application Sections: E (Turning Around the Lowest Achieving Schools) and A (State Success Factors)

Reform Levers: *Innovation for Effective Schooling*

Strategies	Activities
<p>a) Specialized programming and school options</p> <ul style="list-style-type: none"> ○ STEM <p>b) Public and private providers / Education Management Organizations and teams to turn around schools</p> <p>c) Incubation, scaling, and ensuring sustainability of alternate education models</p>	<ul style="list-style-type: none"> • On line learning • Alternative learning experiences & funding • Innovative early learning partnership • RTTT Sections: <ul style="list-style-type: none"> ○ A (State Success Factors); ○ F (General Conditions such as funding, conditions for innovative schooling/school types, and legislative/policy/regulatory conditions); and ○ Priority 2 (Competitive Preference Priority: Science, Technology & Mathematics)

Reform Levers: *Rigorous and Aligned P-13 Standards, Curriculum, and Assessment*

Strategies	Activities
<p>a) Early Learning through to Career & College Readiness Standards</p> <p>b) Differentiated, personalized, exemplary curriculum, instructional supports, and instructional materials</p> <p>c) Aligned formative and summative assessments</p>	<ul style="list-style-type: none"> • K-12 Standards and assessment aligned with college (aka grade 13) entrance • Development and implementation of Instructional Management System that incorporates standards, assessments, curriculum • Adoption and implementation of “Common Core” math & ELA standards • Early learning benchmarks (reviewing & disseminating) • Development and implementation of summative and formative assessment tools • Review of instructional materials for alignment with standards; facilitating implementation of aligned instructional programs • RTTT Section B (Standards and Assessment)

Reform Levers: *Data, Assessment, and Evaluation for Research, Policy, Practice, & Advocacy*

Strategies	Activities
<p>a) Longitudinal data system for more effective state, district, school, & classroom decision making and accountability</p> <p>b) Broad public and researcher access to WA student, educator, school, district, higher education, and statewide data</p>	<ul style="list-style-type: none"> • Expand and enhance the state’s longitudinal data system to inform, guide, and differentiate classroom instruction • Professional development on the use of data to improve decision making and instruction (links to Quality Teaching and Leading / (link to RTTT D) • Multiple forms of assessment data to measure student growth and inform teacher evaluation • RTTT Section C (Data Systems to Support Instruction)

Reform Levers: *Quality Teaching and Leadership*

Strategies	Activities
a) Teacher & principal preparation	<ul style="list-style-type: none"> • Workforce/Supply Side Planning • Alternate routes to certification
b) Teacher & principal evaluation	<ul style="list-style-type: none"> • Development of new evaluation criteria for teachers and principals, including 4-tier system • New statewide evaluation system
c) Teacher assignment & distribution	<ul style="list-style-type: none"> • Use of evaluation data to inform professional development • Consequences (e.g., transfers, dismissals, plan for increased salaries, performance-based pay) for low- and high performing professionals
d) Instructional prowess & leadership	<ul style="list-style-type: none"> • Math & Science teaching endorsements • New teacher support
e) Management and allocation of human, material, structural, & financial resources	<ul style="list-style-type: none"> • Cultural competence: pre-service, in-service, professional development, etc. • Teacher & Leaders preparation standards and program accreditation • Recruitment & targeted distribution of effective teachers
f) Differentiated / personalized instruction	<ul style="list-style-type: none"> • Pre-service and secondary (additional / professional level) licensure • Improving math and science instruction at the elementary levels
g) Exemplary math, science, technology, & engineering instruction	<ul style="list-style-type: none"> • Application & integration of STEM standards throughout the P-12 curriculum • Innovative leadership • RTTT Section D (Great Teachers and Leaders)