



## **Race to the Top Application Summary**

- States that receive funds under Race to the Top give at least 50% of the money to LEAs (based on Title I distributions)
- Absolute Priority for state application is that states must include plan to address each of the four reform areas in ARRA
- 3 Invitational Priorities for the application
  - Address the specific academic needs of the State's students in areas of STEM and/or plans to prepare, train and provide ongoing content support to STEM teachers
  - Address how early childhood, E-12, and IHE's will coordinate to improve all parts of the education system and create a seamless P-16 system
  - Extend statewide longitudinal data systems to include/integrate data from spec ed, ECE, human resources, finance and other areas
- \$350 million of the Race to the Top will be used to develop assessments for common core standards
- In press conference Duncan said that states that limit alternate routes to teacher/principal certification will limit their chances to receive RTT funds
- In order for a state to be eligible to receive funds it must meet the following requirements
  - The state must have no legal, statutory or regulatory barriers to linking student achievement data to teachers for the purpose of teacher/principal evaluation
  - The state's application for funding under Phases 1 & 2 must be approved by the time of the award would be made
- Application requirements include:
  - Must be signed by the governor, the State's chief state school officer, and the President of the State Board of Education
  - State must describe the progress it's made in the reform areas
  - State must describe how it is meeting the baseline, plan, and overall selection criteria

- State must describe how it and participating LEAs will use funds to address the reform areas
- When the state describes how it will address the plan criteria it must include
  - Activities to be undertaken
  - Rationale for activities
  - Timeline for implementing activities
  - Party or parties responsible for implementing activities
  - Resources the state will use to support the activities
  - State's annual targets for the performance measures aligned to the criterion for four school years beginning with the 2010-2011 school year.
- Annual Report and Performance Measures
  - State must provide an annual report in which the state
    - describes its progress versus its plans
    - indicates its actual performance versus the annual targets it established for each performance measure
- The state must participate in a national evaluation of the program and/or conduct its own evaluation of activities
- The state must participate in all applicable technical assistance activities
- The state must make available all outputs by posting them on any web site identified or sponsored by the Department
- The RFP defines
  - Student achievement – for tested grades/subjects a student's score on the state's standardized test. For non-tested grades/subjects, an alternative measure of a student's performance
  - Student growth
  - Graduation rate
  - Formative assessment – process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes
  - Interim assessment
  - Effective teachers – are teachers whose students demonstrate high rates of student achievement and/or student growth of at least one grade level in an academic year (states can supplement this definition)
  - Effective principal – means a principal whose school, overall and for each subgroup, achieves high rates of student achievement/student growth of at least one grade level in an academic year
  - Alternative certification programs – means a program that a) limits the amount of coursework required such that a full-time professional could complete the program within two years b) awards a standard certificate

upon completion c) provides intensive induction support d) admits only candidates with strong academic backgrounds e) permits various types of qualified providers, not just IHEs f) is available for all academic subjects, grades and geographies

- High quality assessments
- Rapid time
  
- When rating state applications, ED will use
  - State reform conditions criteria – evidence of a state’s past progress and creations of conditions of reform in specific areas related to the four ARRA reform areas
  - Reform plan criteria – assess states’ plans for future efforts in the four ARRA reform areas

## Selection Criteria Summary

|  | Criteria Type                    | Criteria   |
|--|----------------------------------|--|
| <b>Standards and Accountability</b>        |                                  |  |
|  | State reform conditions criteria | Developing and Adopting Common Standards                                     |
|  |                                  | Developing and Adopting Standardized Assessments aligned to common standards |
|  | Reform plan criteria             | Implementing standards   |
|  |                                  | Implementing standardized assessments  |
|  |                                  |  |
| <b>Data Systems to Support Instruction</b> |                                  |  |
|  | State reform conditions criteria | Statewide longitudinal data systems  |
|  | Reform plan criteria             | Use of Data  |
|  |                                  | Instructional Improvement System   |
|  |                                  | Research   |
|  |                                  |  |
| <b>Great Teachers and Leaders</b>          |                                  |  |
|  | State reform conditions criteria | Alternative certification  |
|  | Reform plan criteria             | Equitable distribution   |
|  |                                  | Preservice – linking teachers and principals to their credentialing program  |
|  |                                  | Differentiating teacher and principal effectiveness based on performance     |
|  |                                  | Ongoing support  |
|  |                                  | Student growth   |
|  |                                  |  |
| <b>Turning Around Struggling Schools</b>   |                                  |  |
|  | State reform conditions criteria | Barriers to turning around schools   |
|  |                                  | Charter schools  |
|  | Reform plan criteria             | Plans for struggling schools   |
|  |                                  | Flexibility for struggling schools   |
|  |                                  |  |
| <b>Overall Selection Criteria</b>          |                                  |  |
|  | State reform conditions criteria | Significant progress   |
|  |                                  | Maintenance of education funding   |
|  |                                  | Statewide support  |
|  | Reform plan criteria             | Raising achievement and closing gaps   |

|  |  |            |
|--|--|------------|
|  |  | State plan |
|--|--|------------|