



***Race To The Top:
Application Requirements***

November 18, 2009



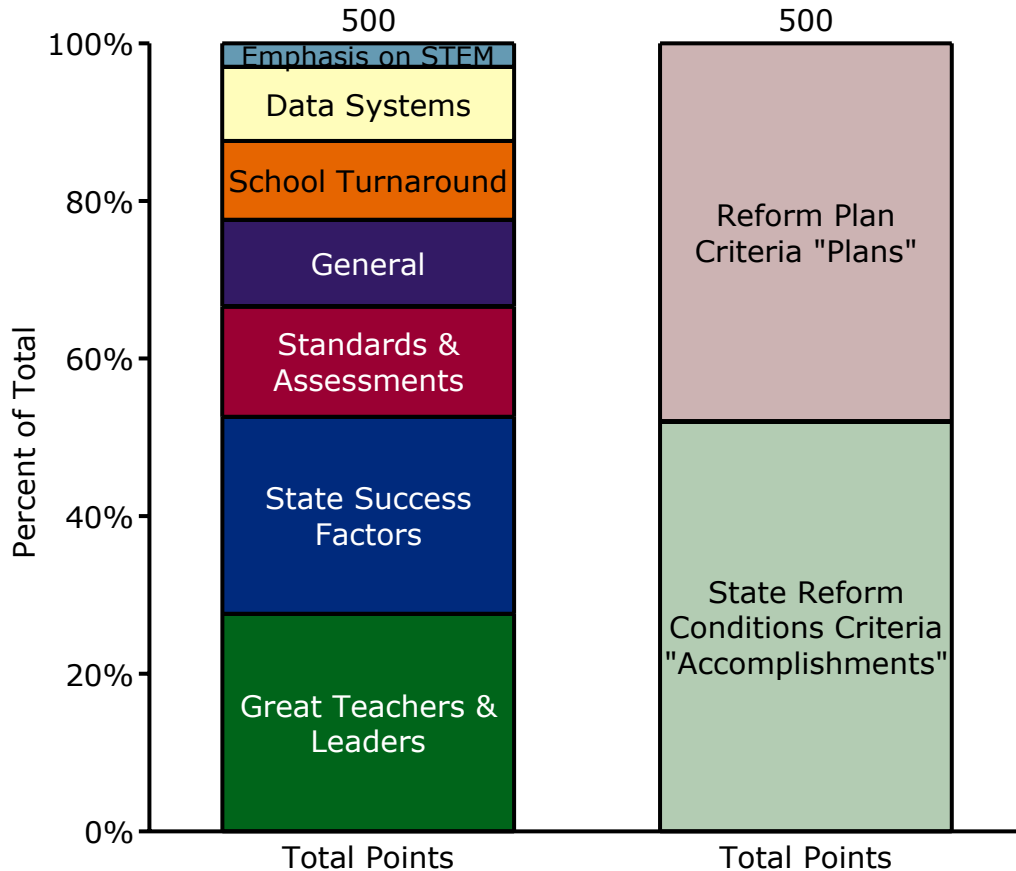
THE PARTHENON GROUP

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RTTT Application Overview

Point Values by Subject and Type of Criteria

Point Value Assignments of Selection Criteria



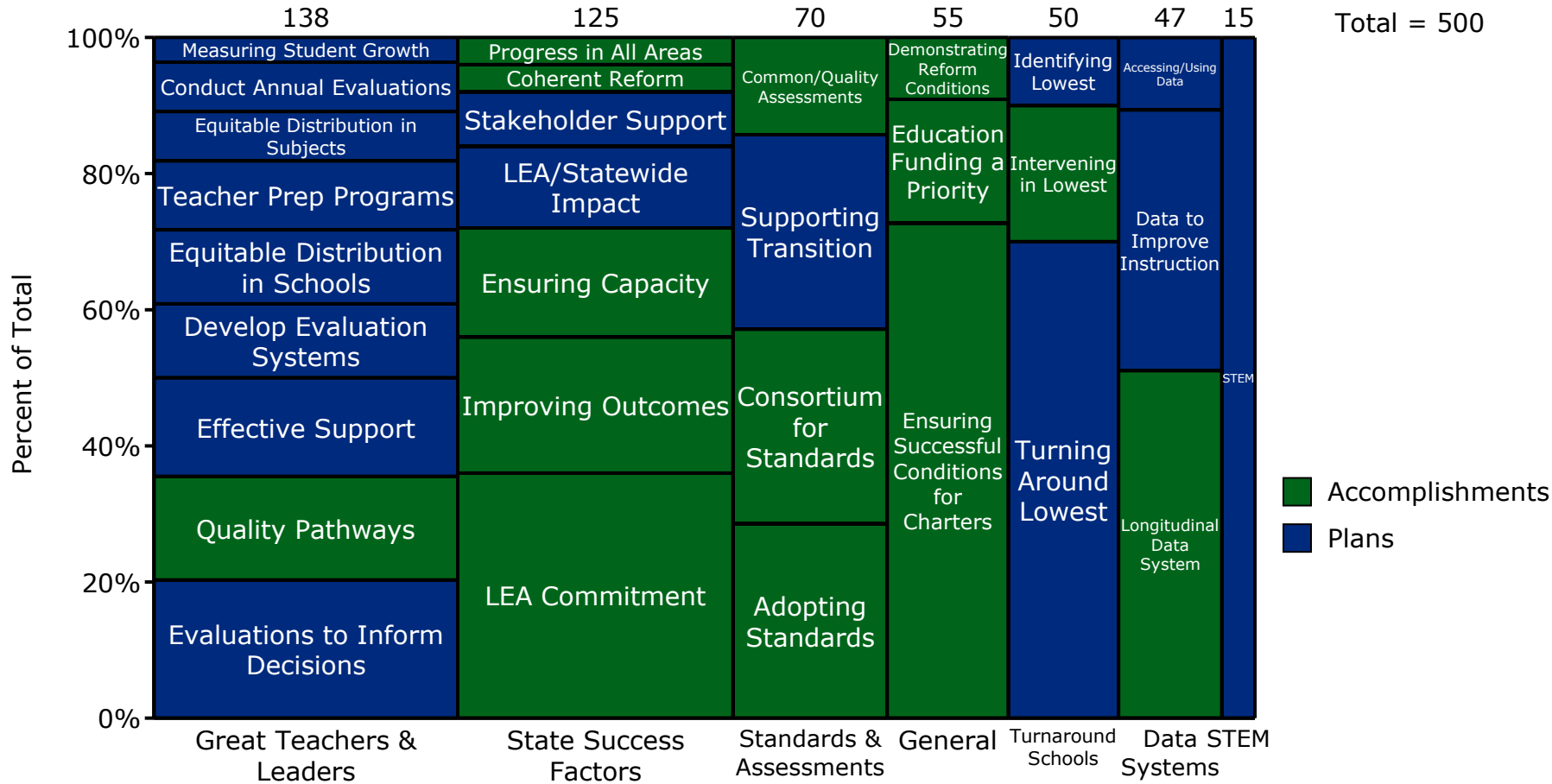
Observations

- Reviewers will evaluate and score reform plans based on the key goals, activities undertaken and rationale for those activities, the parties responsible for implementing, and the credibility of the plan
- Reviewers will also be looking for "ambitious, yet achievable annual targets"
 - Reviewers are not looking for specific targets, and higher targets will not necessarily be rewarded above lower ones
- For the competitive priority – "Emphasis on STEM", applicants will either earn all or none of available points (15)
- Invitational priorities such as the "Innovations for Improving Early Learning Outcomes" earn no points

RTTT Application Overview

Detailed Point Values

Point Value Assignments of Selection Criteria



State Success Factors

Application Criteria	Reform Criteria
<p>(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)</p>	<p>Comprehensive and Coherent Reform Agenda:</p> <ul style="list-style-type: none"> The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; <i>(5 points)</i> <p>Strong LEA Commitment:</p> <ul style="list-style-type: none"> The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) <i>(45 points)</i> <p>Participating LEAs Will Help State Meet Ambitious Goals:</p> <ul style="list-style-type: none"> The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for— <i>(15 points)</i>
<p>(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)</p>	<p>Ensure Capacity for Implementation:</p> <ul style="list-style-type: none"> Ensure that it has the capacity required to implement its proposed plans by— <i>(20 points)</i> <p>Gain Support From Stakeholders, Including Teachers and Principals:</p> <ul style="list-style-type: none"> Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— <i>(10 points)</i>
<p>(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)</p>	<p>State Has Demonstrated Ability to Make Progress in All Four Reform Areas:</p> <ul style="list-style-type: none"> Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; <i>(5 points)</i> <p>State Has Improved Student Outcomes Since 2003:</p> <ul style="list-style-type: none"> Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — <i>(25 points)</i>

Standards and Assessments

Application Criteria	Reform Criteria
<p>(B)(1) Developing and adopting common standards (40 points)</p>	<p>State Participation in a Consortium for Standards:</p> <ul style="list-style-type: none"> • The State’s participation in a consortium of States that— <i>(20 points)</i> <ul style="list-style-type: none"> (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and (b) Includes a significant number of States; and <p>State Will Adopt Common Standards:</p> <ul style="list-style-type: none"> • — <i>(20 points)</i> <ul style="list-style-type: none"> (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way
<p>(B)(2) Developing and implementing common high-quality assessments (10 points)</p>	<p>State Will Develop and Implement Common, High-Quality Assessments:</p> <ul style="list-style-type: none"> • The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that— <i>(10 points)</i> <ul style="list-style-type: none"> (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and (ii) Includes a significant number of States.
<p>(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)</p>	<p>Ensure Capacity for Implementation:</p> <ul style="list-style-type: none"> • The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

Data Systems to Support Instruction

Application Criteria	Reform Criteria
<p>(C)(1) Fully implementing a statewide longitudinal data system (24 points)</p>	<p>Statewide Longitudinal Data System Includes America COMPETES Act Elements:</p> <ul style="list-style-type: none"> The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).
<p>(C)(2) Accessing and using State data (5 points)</p>	<p>State Has High-Quality Plan for Access and Use of Data:</p> <ul style="list-style-type: none"> The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (<i>e.g.</i>, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness
<p>(C)(3) Using data to improve instruction (18 points)</p> <p><i>Provide educators with data they need to improve their educational practices, decision-making, and overall effectiveness</i></p>	<p>State Will Increase Use and Adoption of Data Systems:</p> <ul style="list-style-type: none"> Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness; <p>State Will Support LEAs in How to Use Data Systems:</p> <ul style="list-style-type: none"> Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; <p>State Will Make Data Available to Researchers:</p> <ul style="list-style-type: none"> Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (<i>e.g.</i>, students with disabilities, English language learners, students whose achievement is well below or above grade level).

Great Teachers and Leaders

Application Criteria	Reform Criteria
<p>(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)</p>	<p>State Has In-Place and Legal Alternative Routes to Certification:</p> <ul style="list-style-type: none">• The extent to which the State has -- Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; alternative routes to certification (as defined in this notice) that are in use; and a process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.
<p>(D)(2) Improving teacher and principal effectiveness based on performance (58 points)</p>	<p>State Has High-Quality Plan for Improving Teacher Effectiveness:</p> <ul style="list-style-type: none">• (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points); (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points); (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points); and (iv) Use these evaluations, at a minimum, to inform decisions (28 points)
<p>(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)</p>	<p>State Will Ensure Equitable Distribution of Great Teachers and Leaders:</p> <ul style="list-style-type: none">• (i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and; (ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points); Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

Great Teachers and Leaders (continued)

Application Criteria	Reform Criteria
(D)(4) Improving the effectiveness of teachers and principal preparation programs (14 points)	State Will Improve Prep Programs: <ul style="list-style-type: none">• (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).
(D)(5) Providing effective support to teachers and principals (20 points)	State Has High-Quality Plan to Provide Effective PD and Support: <ul style="list-style-type: none">• (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

Turning Around the Lowest-Achieving Schools

Application Criteria	Reform Criteria
<p>(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)</p>	<p>State Has Authority to Intervene Directly in Low-Performing Schools:</p> <ul style="list-style-type: none">• The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.
<p>(E)(2) Turning around the lowest-achieving schools (40 points)</p> <p><i>Identify persistently lowest-achieving schools and turn these schools around by 1 of 4 models: turnaround, restart, closure, or transformation</i></p>	<p>State Has High-Quality Plan to Identify Lowest Performing Schools:</p> <ul style="list-style-type: none">• Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and <i>(5 points)</i> <p>State Has High-Quality Plan to Support LEAs in Turning Around Low Performing Schools:</p> <ul style="list-style-type: none">• Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). <i>(35 points)</i>

General

Application Criteria

Reform Criteria

(F)(1) Making education funding a priority (10 points)

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

- State Has Allocated Greater Share of Funds Towards Education:**

 - The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008;
- State Funds High-Need LEAs Equitably:**

 - The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools
- State Does Not Inhibit Charter Schools:**

 - The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- State Legally Monitors Student Achievement at Charters:**

 - The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- Charters Receive Equitable Funding:**

 - The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- State Provides Charters Funding for Facilities:**

 - The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

General (continued)

Application Criteria	Reform Criteria
<p>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)</p>	<p>State Enables LEAs to Operate Innovative Schools:</p> <ul style="list-style-type: none">• The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.
<p>(F)(3) Demonstrating other significant reform conditions (5 points)</p>	<p>State Has Other General Favorable Conditions for Reform:</p> <ul style="list-style-type: none">• The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.