



Leadership • Service • Advocacy

Race to the Top: What is it?

- RTTT is the second phase of the federal stimulus package
- \$43.5 billion to states that have made marked improvement and have the potential to serve as a national model
- Half of a state award must go to local education agencies (LEAs)

Race to the Top: What is it?

- States must demonstrate overall reform in the four “pillar” areas of ARRA:
 - Standards and assessments that help kids get ready for college and/or workforce
 - Recruit, retain, train high quality teachers and put them where needed
 - Turn around lowest achieving schools
 - Establish statewide longitudinal information systems

Race to the Top: What is it?

- **Six specific criteria for RTTP apps:**
 - State success factors
 - Standards and assessments
 - Data systems to support instruction
 - Great teachers and leaders
 - Turning around the lowest achieving schools
 - General selection criteria

Race to the Top: What is it?

- **PA in line for as much as \$400 million**
- **States' applications due to feds by Jan. 19**
 - **Final application not ready until 11/12**
- **Each phase of the state application scored differently**

State applications

- State Success Factors (125 points) and Great Teachers and Leaders (138 points) are give the highest weight of all the categories in the applications
- 65 of the 125 points in State Success Factors are for articulating state's reform agenda and LEAs participation in it

State applications

- 58 of the 138 points for Great Teachers and Leaders for improving teacher and principal effectiveness based on performance.

Pennsylvania's application

- **Emphasizing recent progress and articulate long-range vision**
 - Strengthen and expand the standards aligned system (SAS) and develop data systems capable of supporting reform
 - Develop a world class human capital pipeline for teachers and leaders
 - Develop a robust multi-measure eval system

Pennsylvania's application

- **Six primary objectives (con't)**
 - **Create a coherent approach to professional development**
 - **Turn around the lowest performing schools**
 - **Evaluate programs and identify and spread best practices**

LEA involvement

- Local education agencies can become a “participating LEA” by entering a memorandum of understanding with PDE that commits them to implementing all or significant portions of the state’s RTTT plan
- 31 SDs with turnaround schools could get more and have already been notified

Expectations of participating LEAs

- Two levels of expectations: one for participating LEAs with no turnaround schools and one for LEAs that have a turnaround school
- Many of the expectations are the same. One big difference is that SDs with turnaround schools may have to use state models instead of a locally created ones in several instances

Expectations of participating LEAs

- **SAS and the use of data:**
 - Implement a high quality curriculum that is aligned with standards, assessments, curriculum framework, instruction, materials and interventions (both)
 - Implement a system of assessments with capacity to inform instruction on timely and regular basis. SDs with turnaround schools must use state model assessment system

Expectations of participating LEAs

- SAS and the use of data (cont'd)
 - Implement a system to use real time student data to identify students at academic risk in grade 6 and above. SDs with turnaround schools must backward map district math and literacy curricula to ensure coherence from grade level to grade level. SDs with turnaround schools must use state model early warning system for grades 6 and above.

Expectations of participating LEAs

- **SAS and the use of data:**
 - Implement a school information system (SIS), that provides real time student data and communicate with state PIMS system. SDs with turnaround schools must use model SIS or complete a diagnostic of district data system capabilities.
 - Provide collaborative time for teachers to review real time student data to drive instruction. SDs with turnaround schools must provide this time at least twice weekly

Expectations of participating LEAs

- **Human capital pipeline:**
 - Develop a human capital plan to identify strategies based on district needs to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects, and address the equitable distribution of highly effective teachers (both)
 - Provide signing and retention bonuses for effective teachers and principals in hard-to-staff schools and subject areas (optional for both)

Expectations of participating LEAs

- **Human capital pipeline (cont'd):**
 - **SDs with turnaround schools must provide new teacher induction that includes side-by-side mentoring by highly effective teachers.**

Expectations of participating LEAs

- **Multi-measure evaluation:**
 - Implement a multi-measure evaluation system for teachers and principals that takes into account data on student growth as a significant factor and is designed and developed with teacher and principal involvement (same for SDs with turnaround schools, except they do not need to be developed with teacher and principal involvement)

Expectations of participating LEAs

- **Multi-measure evaluation (cont'd):**
 - **Conduct annual evaluations of teachers and principals that include timely and constructive feedback and provide data on student growth for students, classes and schools (both)**
 - **Provide training to all principals and teachers on effective use of the evaluation system (both)**
 - **Use evaluations to inform decisions regarding professional development, compensation, promotion and retention, tenure and removal of ineffective teachers after ample opportunity to improve (both)**

Expectations of participating LEAs

- Professional Development:
 - Adopt a career ladder for promotion, compensation and advancement of teachers based on responsibility and other factors including student growth (optional for SDs; SDs with turnaround schools *must* adopt the state model career ladder)
 - Provide PD to teachers based on the needs evidenced by teacher evaluation results (only SDs that have no turnaround schools)

Expectations of participating LEAs

- **Professional development (cont'd)**
 - **Provide PD to all district instructional staff on effective instructional practices including:**
 - **The use of data, including diagnostic and formative assessment tools to differentiate instruction**
 - **SAS tools and resources**
 - **Responses to instruction and intervention (RTII)**
 - **Systems to identify students at risk**
 - **Development of individual learning plans**

Expectations of participating LEAs

- Professional development (cont'd)
 - Same requirement for SDs with turnaround schools except that the PD must include training on the state's model Early Warning System. These SDs must also provide PD to high school teachers in providing high rigor coursework (e.g. AP, IB or dual enrollment)

Expectations of participating LEAs

- **School turnarounds (only for SDs with turnaround schools):**
 - Agree to develop and implement one of four school intervention models for each turnaround school identified by state and implement detailed reform activities
 - In districts with more than 3 turnaround schools, identify a district turnaround leader who reports to the superintendent
 - Build high quality early childhood programs in partnership with local early childhood providers

Expectations of participating LEAs

- **Evaluation and best practices:**
 - **Provide data and access to PDE to evaluate and study RTTT strategies and activities (both)**
 - **Review available research and evaluations when developing school reform plans and work with PDE and the State's technical assistance network to implement best-practices (both)**

School intervention models

- **Turnaround**
 - Hire a new principal and replace at least 50% of staff with highly effective teachers
 - Hire a Chief Turnaround Officer to support the principal
 - Implement a multi-measure evaluation system
 - Increase learning time
 - Use student data to inform and differentiate instruction
 - Provide appropriate socio-emotional supports

School intervention models

- Transformation
 - Similar to turnaround model without the requirement for 50% turnover
 - Districts must agree to evaluate teachers using a multi measure evaluation tool; reward school leaders, teachers and staff who have increased student achievement and remove those who have not

School intervention models

- **Restart:**
 - Convert the school or close and reopen the school under a charter school operator, charter management organization or education management organization
 - Require the operator to meet most of the requirements under the turnaround model
- **School Closure:**
 - Close the school and send students to a higher performing school in the LEA
 - Monitor the performance of affected students

How to participate

- Discuss with superintendent and other school and union officials
- Submit a preliminary letter of intent to become a participating LEA to PDE by 12/18
- Submit final Memorandum of Understanding to PDE affirming participation by 1/13/10

Awards

- Grants will be made in April of 2010; Phase 2 applications needed by June and awards will be made in September
- Participating LEAs will share 50% of the state grant, based on their relative share of Title I, Part A funding
- LEAs that don't get Title I funds and choose to participate may be eligible for other RTTT funding, depending on state plan

Implementation

- SDs with turnaround schools will have up to 90 days from the date of the award to submit a detailed final scope of work identifying the selection of a specific school intervention model and the plan for its implementation, subject to PDE review
- Schools that are ready can begin implementation as early as the fall of this year
- Schools that need additional time may defer implementation until 2012-13

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