ECONOMIC STIMULUS: Race to the Top
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Assistant Editor, Education Week
The Economic Stimulus: Race to the Top

Expert Presenters:

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An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24hrs.
Florida’s Race to the Top Year 1

Holly Edenfield, Project Coordinator
Florida’s Stats

- 4th largest student population in US
- More than 2.6 million students
- More than 4,000 schools
- More than 192,000 instructional staff
- $700,000,000 total award
- 65 out of 72 eligible LEAs signed an MOU and submitted a Final Scope of Work, representing 93 percent of students
- 54 LEAs had union signature on MOU
Florida’s Theory of Action

“A strategic and sustained investment in human capital will improve student achievement.”

Teachers and Leaders must be:

• Well-selected
• Well-prepared
• Well-supported
• Well-respected
• Held Accountable
Florida’s Student Achievement Goals

1. **Double the percentage** of incoming high school freshmen who:
   - **graduate** from High School
   - **go** to College
   - **earn** a year’s worth of college credit

2. Cut the achievement **gap** in half by 2015

3. Increase the percentage of students scoring at or above **proficient** on NAEP by 2015, to or beyond the performance levels of the highest-performing states
Florida's Budget Supports LEAs

90 percent of Funds Allocated Directly to LEAs and for Educator Resources

- Participating District Allocations (50%)
- LEA/Consortia Grants (10%)
- Professional Development & Resources (8%)
- Teacher Recruitment & Prof Dev (6%)
- District Program Support and Expansion (5%)
- Content Specialists/Regional Teams (3%)
- Technology Support & Tools (3%)
- Educator Evaluation Tools (2%)
- Student Assessment Resources (9%)
- Mgmt, Staff, Hardware, Other (4%)
Florida’s Budget

State’s 50 percent of RTTT funds will benefit every student in the state, regardless of school attendance in a participating LEA.
LEA Scope of Work Projects: Based on MOU

1. Expand **Lesson Study**
2. Expand **STEM Career and Technical** Program Offerings
3. Increase **Advanced STEM Coursework**
4. Bolster **Technology** for Improved Instruction and Assessment
5. Improve **Access to State Data**
6. **Use Data** to Improve Instruction
7. Provide Support for **Educator Preparation** Programs
8. Improve **Teacher and Principal Evaluation** Systems
9. Use Data Effectively for **Human Capital Decisions**
10. Focus Effective **Professional Development**
11. **Drive Improvement** in Persistently Low-Achieving Schools
12. Implement Proven **Programs for School Improvement**
13. Include **Charter Schools** in LEA Planning
Strategic Integration of Resources

- Statewide Longitudinal Data Systems Grants
- School Improvement Grants
- PARCC – national assessment consortium
Implementation Committees

These stakeholder groups will guide implementation for 4 years

1. Standards Instructional Teacher Tool
2. Formative and Interim Assessment Design
3. District-Developed Student Assessments for Instructional Effectiveness
4. Portal, Dashboards, Reports
5. Single Sign-On
6. Local Instructional Improvement Systems
7. Student Growth
8. Teacher and Leader Preparation
Other Implementation Assistance

- **Evaluation** System Redesign Academies
- Florida Organization of Instructional Leaders – hard-to-measure subject area *assessment* development
- Florida Association of District School Superintendents – *compensation* systems
- Regional consortia for *rural districts*
- Plans for Communities of Practice to share best practices on *teaching, leadership, and school improvement*
SEA Staffing & Project Management

- Application included 18 new SEA positions:
  - Project Director
  - Project Managers
  - Grants Management Staff
  - Legal Staff
  - Fiscal Staff
  - Contract Staff
- Positions integrated with existing organizational structure
- Other SEA positions created or reallocated to support RTTT work
- Overall Program Manager consultant onsite
- Web-based management software
- LEA Scope of Work database
- Web-based LEA amendment process
SEA Implementation Progress

- State 50 percent of budget includes approximately 45 procurements over four years
- Twenty-four have been issued and are at varying stages of the procurement process
- Posted at www.fldoe.org/arra/procurements.asp
Year 1 Procurements Issued

General:

- Project Management
- Program Evaluation

Standards and Assessments:

- Common Core Student Tutorial
- Common Core Tools for Teachers
- English/Language Arts Formative Assessment
- Mathematics Formative Assessment
- STEM Program for Gifted & Talented Students in Rural Districts
- Postsecondary Textbook Demand Study
- Interim Assessment Item Bank and Test Platform
- Hard-to-Measure Content Area Assessment Development
- Participation in International Assessments
- Hiring Content Experts for Assessment Development
Year 1 Procurements Issued

Data Systems to Support Instruction:
Data Captain and Coaches in Regional Offices
Local Systems Exchange

Great Teachers and Leaders:
Value-Added Model for Student Growth
Evaluation System Consultants for LEAs
Job-embedded Teacher Preparation Program
Increasing Diversity in Educator Workforce

Turning Around the Lowest-Achieving Schools:
Charter School Expansion Partnership
Recruitment and Training for Turnaround Principals and Assistant Principals
Reading, STEM, and Career & Technical Education Experts in Regional Offices
Community Compact
LEA Implementation Progress

• **Teacher Evaluation Systems** – revisions due June 1 for state review and approval
• **Lesson Study** – neediest schools implementing with fidelity
• **STEM** – dedicated planning to scale up rigorous coursework and start new career academies
• **Computer-based testing** success
Florida’s Strengths

- Alignment with Strategic Plan
- Enactment of supporting legislation
- Integrated Management Structure
- Staff who wrote application are now implementing the projects
- Use of Implementation Committees
- Nearing selection of value-added model for student growth
- Enhancement of regional offices to support lowest-performing schools
- LEA Monitoring by SEA
- LEA Sincerity of Implementation
- Strong technical assistance to LEAs
Florida’s Challenges

• Recruitment of highly qualified staff
• Communication and buy-in
• Year 1 workload – doing the work while trying to recruit and train additional staff
• Leadership transition
Delaware’s plan emerges from a context of increased state and federal focus on education.

State focus

Education is one of Governor Markell’s three stated priorities.

Delaware’s comprehensive education plan

Federal focus

The Obama administration developed Race to the Top to fund ambitious state education reform plans.
The Race to the Top fund was created to ignite state education reform

- $4.35 billion in competitive federal grants for states
- 50% of funds go to LEAs in winning states
- Grants awarded based on states’ education reform plans and conditions for reform
- 40 states and D.C. applied in round 1 of Race to the Top
- Only two states won round 1 funding, and Delaware came in first
Delaware’s plan builds on the state’s history of successful work and collaboration

1983  Data System with unique student identifier established
1988  State wide teacher evaluation system implemented
1995  Charter and state wide school choice laws passed, State standards implemented
1997  Delaware Student Testing Program implemented, tracking of state test scores begins
2002  Funding for Reading Resource Teachers begins at state level
2005  Curriculum aligned to standards, teacher evaluations revised; collaborative Vision 2015 State reform effort launched
2006  High school graduation requirements aligned with university entrance requirements
2007  Delaware STARS rating system for early childhood education centers begins
2008  Delaware ranked one of the top states for improving average 4th and 8th grade math and reading scores on NAEP, and for closing achievement gaps

Delaware’s plan builds on the state’s history of successful work and collaboration.
Delaware’s plan is the product of the 2009 strategic plan and the Race to the Top plan

The 2009 strategic plan, aligned with the Markell administration’s agenda, is the blueprint for reform

The Race to the Top plan provides more detail to that blueprint, and funding to catalyze implementation

Single education plan for improving outcomes for Delaware’s students
Delaware’s plan is based on a clear vision and theory of action

Every single student in our system will graduate college and career ready, with the freedom to choose his or her life’s course.

Dramatically improved classroom instruction

- Effective teachers and leaders
- Rigorous standards, curriculum, and assessments
- Sophisticated data systems and practices
- Deep support for the lowest-achieving schools

Support from the DDOE → LEAs → schools → individual classrooms

Collaboration between educators, communities, and all Delawareans
Delaware has set ambitious and achievable targets, which will measure progress towards the State’s vision

**Our targets**

- **100% of Delaware students will meet the standard** on State math and reading exams by 2013-2014
- **90% of students will graduate** by 2013-2014
- **70% of our students will enroll in college** and we will have an **85% college retention rate** by 2013-2014
- **60% of our students will be rated proficient or advanced** on NAEP 4th grade math by 2014-2015; **55% of our students will be proficient or advanced** on all other NAEP exams by 2014-2015
- **We will reduce the black-white and Hispanic-white achievement gaps by half** on NAEP by 2014-2015

*These targets are ambitious, but they are only a mid-point on the road to achieving our vision of college and career readiness for all students*
Delaware will dramatically improve classroom instruction with integrated objectives across the four pillars:

- Implement rigorous academic standards to ensure that students are prepared for college and the workforce, and link those standards to high-quality assessments
- Improve access to, and use of, the State’s robust longitudinal data system
- Build the capacity to use data to inform instruction
- Improve the effectiveness of teachers and principals based on their performance evaluations
- Ensure that effective teachers and principals are “distributed” equitably between high- and low-need schools
- Improve the effectiveness of teacher and principal preparation programs
- Provide effective support to teachers and leaders
- Provide deep support and accountability to the lowest-achieving schools
# Standards and assessments

**Objective:** Implement rigorous academic standards to ensure that students are prepared for college and the workforce, and link those standards to high-quality assessments

## Major new state activities
- Adopted Common Core national standards in math and ELA, provide standards training, and align curriculum
- Transitioned to a computer adaptive student assessment system for grades 2-10
- Provided a college readiness exam (SAT) and a college readiness program and funding AP summer institutes

## Relevant current activities
- Continue prioritizing standards, developing grade level expectations, and assisting districts in developing programs based on standards (including for students with disabilities and ESL students)
- Participate in the Common Core Assessment Consortia and multi-state Item Bank Collaborative
- Continue providing STEM programming and increase STEM offerings with a STEM coordinating council (created)

## Major new LEA commitments
- Participated in Common Core national standards training
- Ensure that curriculum and instruction align with new standards, and conduct assessments
- Provide rigorous advanced coursework, target high-need students for enrollment and support those students
**Data systems to support instruction (1/2)**

**Objective:** Improve access to, and use of, the state’s robust longitudinal data system

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<thead>
<tr>
<th>Major new state activities</th>
<th>Relevant current activities</th>
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<tbody>
<tr>
<td>• Expand the data system to include more student data from early childhood to the workforce</td>
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<td>• Develop a new website called the “Education Insight Portal”</td>
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<tr>
<td>• Continue using and updating eSchoolPlus, DEEDS, data warehouses, school profiles, and other data collection systems</td>
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<tr>
<td>• Develop data governance councils (P-20 Council established)</td>
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<td>• Implement and support improvement of the state longitudinal data system</td>
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**Data systems to support instruction (2/2)**

**Objective:** Build the capacity to use data to inform instruction

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<td>• Provide “data coaches” to all schools</td>
<td>• Continue using Professional Learning Communities; Response to Intervention; and Instructional Support Teams</td>
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<td>• Define the criteria and quality standards for “instructional improvement systems”</td>
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<td>• Provide 90 minutes of weekly collaborative time for teachers</td>
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<tr>
<td>• Implement an instructional improvement system that meets State criteria and quality standards</td>
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<td>• Integrate State data coaches</td>
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Great Teachers and Leaders  (1 of 4)

**Objective:** Improve the effectiveness of teachers and principals based on their performance evaluations

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<td>• Implement new regulations that revise the evaluation system</td>
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<td>• Provide “development coaches” to all evaluation assessors</td>
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<td>• Create the new position of “Teacher Leader”</td>
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<td>• Define a model “career ladder”</td>
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<td>• Extend the Academic Achievement Award Program</td>
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<tr>
<td>• Continue implementing the DPAS II evaluation system</td>
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<td>• Refresh DPAS II training for principals</td>
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<tr>
<td>• Begin using the DPAS II online reporting system</td>
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<tr>
<td>• Continue to engage stakeholders in a process for defining “Student Growth”</td>
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<tr>
<td>• Implement the Academic Achievement Award program</td>
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<tr>
<td>• Conduct evaluations in accordance with new regulations</td>
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<tr>
<td>• Use evaluations as a primary factor in educator development, promotion, advancement, retention, and removal</td>
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<tr>
<td>• Integrate development coaches into the evaluation process</td>
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<tr>
<td>• Create at least one Teacher Leader position in each high-need school</td>
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**Objective:** Ensure that effective teachers and principals are “distributed” equitably between high- and low-need schools

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<td>• Create a State “Fellows Program”</td>
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<td>• Provide retention bonuses in high need schools</td>
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<tr>
<td>• Expand partnerships with alternate certification programs</td>
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<tr>
<td>• Develop strategies to engage families and communities</td>
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<tr>
<td>• Develop a recruitment campaign and central hiring Web site</td>
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<td>• Conduct teaching and learning conditions surveys</td>
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<tr>
<td>• Increase the concentration of highly-effective teachers and leaders in high need schools</td>
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<tr>
<td>• Participate in the recruitment campaign, use the hiring Web site</td>
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<tr>
<td>• Forecast hiring needs and identify high-potential candidates</td>
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<tr>
<td>• Develop strategies to engage families and communities effectively in supporting the academic success of students</td>
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Great Teachers and Leaders (3 of 4)

Objective: Improve the effectiveness of teacher and principal preparation programs

Major new state activities
- Assess the effectiveness of teacher and principal preparation and certification programs
- Expand successful programs with grants, improve or remove less successful programs through the re-certification process

Major new LEA commitments
- Target recruiting and hiring to the most effective preparation programs
- Provide feedback to DDOE on preparation and certification programs

Relevant current activities
- Continue participating in the recertification of higher education preparation programs, and meeting monthly with all of the Teacher Education colleges to share information
- Provide preparation programs with the contact information for their graduates (if in-State)
- Continue managing educator license issue and revocation
Great Teachers and Leaders (4 of 4)

Objective: Provide effective support to teachers and leaders

Major new state activities

- Provide intensive instructional leadership training to novice principals and principals of high-need schools
- Provide additional training to all other principals
- Link professional development offerings to the statewide evaluation, and develop a “coherent model” for PD
- Establish PD standards and create a process for certifying and monitoring all professional development

Major new LEA commitments

- Ensure that principals participate in state-provided training
- Adopt a coherent approach to professional development requirements and offerings
- Encourage educators to participate in high-impact professional development

Relevant current activities

- Continue Teacher, Specialist, and Administrator Induction/Mentoring Programs
- Continue using eLearning portal for educator professional development
- Continue implementing coherent professional development in 27 Vision Network schools
Turning around the lowest-achieving schools

Objective: Provide deep support and accountability to the lowest-achieving schools

Major new state activities

- Implemented new regulations creating a “Partnership Zone” and selected four schools for entry into Partnership Zone
- Provided school improvement grants (Title I 1003G and State 1003A School Improvement Grant)
- Developed a turnaround office to support Partnership Zone schools and at-risk schools

Major new LEA commitments

- Implement the process for turning around schools selected for the Partnership Zone, in accordance with State regulations
- Provide support to low-achieving schools
- Integrate all lessons learned from Partnership Zone schools, to build district capacity to improve low-achieving schools

Relevant current activities

- Administering School Improvement Grants
- Continue implementing the Delaware Education Support System
- Continue using success planning and project management tools
- New PZ schools to be named late summer
Race to the Top funds are distributed across all areas, with the majority dedicated to the “Teachers and Leaders” area.
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