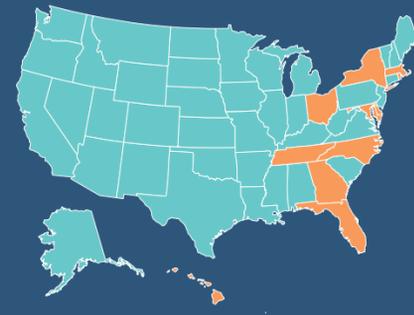


PROGRESS REPORT

The 11 states plus the District of Columbia that are sharing \$4 billion in Race to the Top grants are at the halfway point in implementing their four-year plans. As of Aug. 31, states still had the vast majority of their grant money left to spend.



STATE	AWARD	AMOUNT SPENT	COMPLETE	DELAYED	TO DO
DISTRICT OF COLUMBIA	\$75 million	\$20.8 million	<ul style="list-style-type: none"> • Provided professional development on the common-core standards to every teacher and administrator. • Rolled out an enhanced website offering easily accessible data to parents and the community. • Awarded teacher-residency grants to increase effectiveness in schools and charter schools. 	<ul style="list-style-type: none"> • Getting a new professional-development certification system off the ground. 	<ul style="list-style-type: none"> • Piloting teacher-preparation-program scorecards. • Requiring districts to submit a plan to increase teacher effectiveness in the 25 percent of schools for which high-poverty/high-minority and low effectiveness are most highly correlated.
DELAWARE	\$119.1 million	\$45.0 million	<ul style="list-style-type: none"> • Launched the Delaware Leadership Project for principals wanting to work in high-needs schools. • Hired development coaches to instruct principals on new teacher evaluations. • Administered the SAT to all juniors free of charge. 	<ul style="list-style-type: none"> • Using student growth to make decisions on teacher tenure. 	<ul style="list-style-type: none"> • Deploying a data-systems “crosswalk” to match students between state agencies to track them from preschool to adulthood. • Aligning and evaluating district curriculum to common-core standards.
FLORIDA	\$700 million	\$162.9 million	<ul style="list-style-type: none"> • Hired regional reading, STEM, career-and-technical-education, and data coaches. • Launched the Local Systems Exchange that allows districts to share information on their own instructional improvement systems. 	<ul style="list-style-type: none"> • Recruiting 800 new educators as part of the “Promising Teachers” project. • Developing a centralized data portal. 	<ul style="list-style-type: none"> • Adopting recommendations for student-growth measures for the arts and other nontested subjects. • Employing the first cohort of principals who completed “fast-track” preparation.
GEORGIA Condition: Teacher-evaluation portion of the grant is on high-risk status	\$400 million	\$71.3 million	<ul style="list-style-type: none"> • Awarded \$19.4 million from the state’s “innovation fund” to reward proposals from districts and charter schools and the private or nonprofit sector. • Opened two small, nontraditional schools geared toward high school students at risk of dropping out. • Expanded teacher pipeline and professional development through new contracts with outside providers such as Teach For America. 	<ul style="list-style-type: none"> • Creating benchmark assessments and curriculum sequencing to help compensate for student mobility across districts. 	<ul style="list-style-type: none"> • Providing performance-based pay for teachers and principals. • Developing a multi-year professional development strategy for all teachers in the state’s prekindergarten program.
HAWAII Condition: Entire grant is on high-risk status	\$75 million	\$10 million	<ul style="list-style-type: none"> • Created a new program to select, train, and certify turnaround principals and vice principals for struggling schools (the first cohort is just getting started). • Came to a supplemental agreement with the Hawaii State Teachers Association on extended learning time for students in some low-performing schools, including an additional 12 professional-development days. • Coordinated professional development aligned with the Common Core State Standards. 	<ul style="list-style-type: none"> • Creating incentive for turnaround principals. • Reaching a union agreement to tie new teacher evaluations to sanctions in the 2014-15 school year. 	<ul style="list-style-type: none"> • Creating a single interface and login for the myriad data systems educators have access to. • Creating summative assessments in the STEM subjects.
MARYLAND	\$250 million	\$61.0 million	<ul style="list-style-type: none"> • Held teacher academies to prepare for the rollout of new common-standards math and English/language arts curriculum frameworks. • Launched STEMnet to connect teachers and principals to STEM-industry experts. • Expanded partnerships to extend teacher- and principal-recruitment efforts. 	<ul style="list-style-type: none"> • Certifying “uTEACH” teacher-residency participants. 	<ul style="list-style-type: none"> • Providing incentives to teachers who obtain English-as-a-second-language certification. • Providing technical assistance to four “restart” charter schools.
MASSACHUSETTS	\$250 million	\$48.1 million	<ul style="list-style-type: none"> • Created extensive common-core-standards resources that were distributed to 80,000 teachers. • Trained 500 educators for pre-Advanced Placement coursework. • Piloted a new evaluation system in low-performing schools and “early adopter” districts. 	<ul style="list-style-type: none"> • Building curriculum maps for new standards. 	<ul style="list-style-type: none"> • Implementing teacher-leader endorsement and performance-assessment system. • Ensuring all high school students have a college and career plan.
NEW YORK	\$697 million	\$56.0 million	<ul style="list-style-type: none"> • Created a \$40 million “innovation fund” to redesign and turn around the lowest-performing schools. • Developed a new teacher-recruitment program to serve high-needs schools. • Created 200 “network teams” to help deliver resources and training to support the state’s education agenda. 	<ul style="list-style-type: none"> • Awarding grants to districts and partner organizations to help turn around persistently low-performing schools. 	<ul style="list-style-type: none"> • Linking evaluation data to in-state teacher-preparation programs. • Implementing new English and math curriculum models based on common core in participating districts.
NORTH CAROLINA	\$400 million	\$119.9 million	<ul style="list-style-type: none"> • Created standards in subjects not covered by the common core. • Launched a new two-year program to provide alternative certification for principals. • Established a network of three schools that will serve as models of good instruction and laboratories for new practices. 	<ul style="list-style-type: none"> • Implementing new blended-learning courses in the STEM fields. 	<ul style="list-style-type: none"> • Providing bonuses for classroom teachers whose students have achieved higher-than-expected growth and continue with the compensation model in place for all other personnel. • Rolling out the professional-development component of the state’s new Instructional Improvement System.
OHIO	\$400 million	\$101.4 million	<ul style="list-style-type: none"> • Field-tested and started training on its new teacher- and principal-evaluation system. • Established a competitive-grant program for districts to fund innovative practices. • Created a network of 22 rural districts to share best practices. 	<ul style="list-style-type: none"> • Consolidating data tools and implementing Web portals as part of its new data system. 	<ul style="list-style-type: none"> • Implementing a statewide kindergarten-readiness test. • Implementing a statewide teacher-tenure review process.
RHODE ISLAND	\$75 million	\$19.5 million	<ul style="list-style-type: none"> • Implemented educator evaluations in all schools and districts. • Began an induction program for all new teachers. • Trained nearly 5,000 educators for transition to the common-core standards. • Developed virtual-learning instruction in mathematics to help struggling students. 	<ul style="list-style-type: none"> • Creating a training program for turnaround leaders that includes principal certification. 	<ul style="list-style-type: none"> • Training district leadership teams in how to use data. • Developing and issuing report cards for teacher-preparation programs.
TENNESSEE	\$500.7 million	\$163.0 million	<ul style="list-style-type: none"> • Implemented new teacher-evaluation systems. • Expanded teacher-residency and -mentoring programs. • Created a STEM network to connect business, K-12, and higher education. 	<ul style="list-style-type: none"> • Creating an “Achievement School District” for turning around low-performing schools. 	<ul style="list-style-type: none"> • Training principals on analyzing teacher-survey results to improve working conditions to recruit, retain, and develop effective teachers. • Re-evaluating teacher-preparation-program certification policies based upon program-improvement data.

SOURCES: Individual states’ Race to the Top “scopes of work”; U.S. Department of Education approved amendments; annual state reports