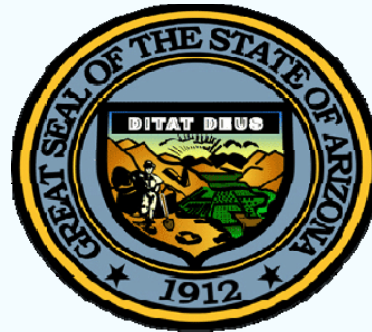


GOVERNOR'S P-20 COORDINATING COUNCIL

RACE TO THE TOP APPLICATION UPDATE

Dr. Deb Duvall

January 19, 2009



Office of Governor Janice K. Brewer

Today's objectives

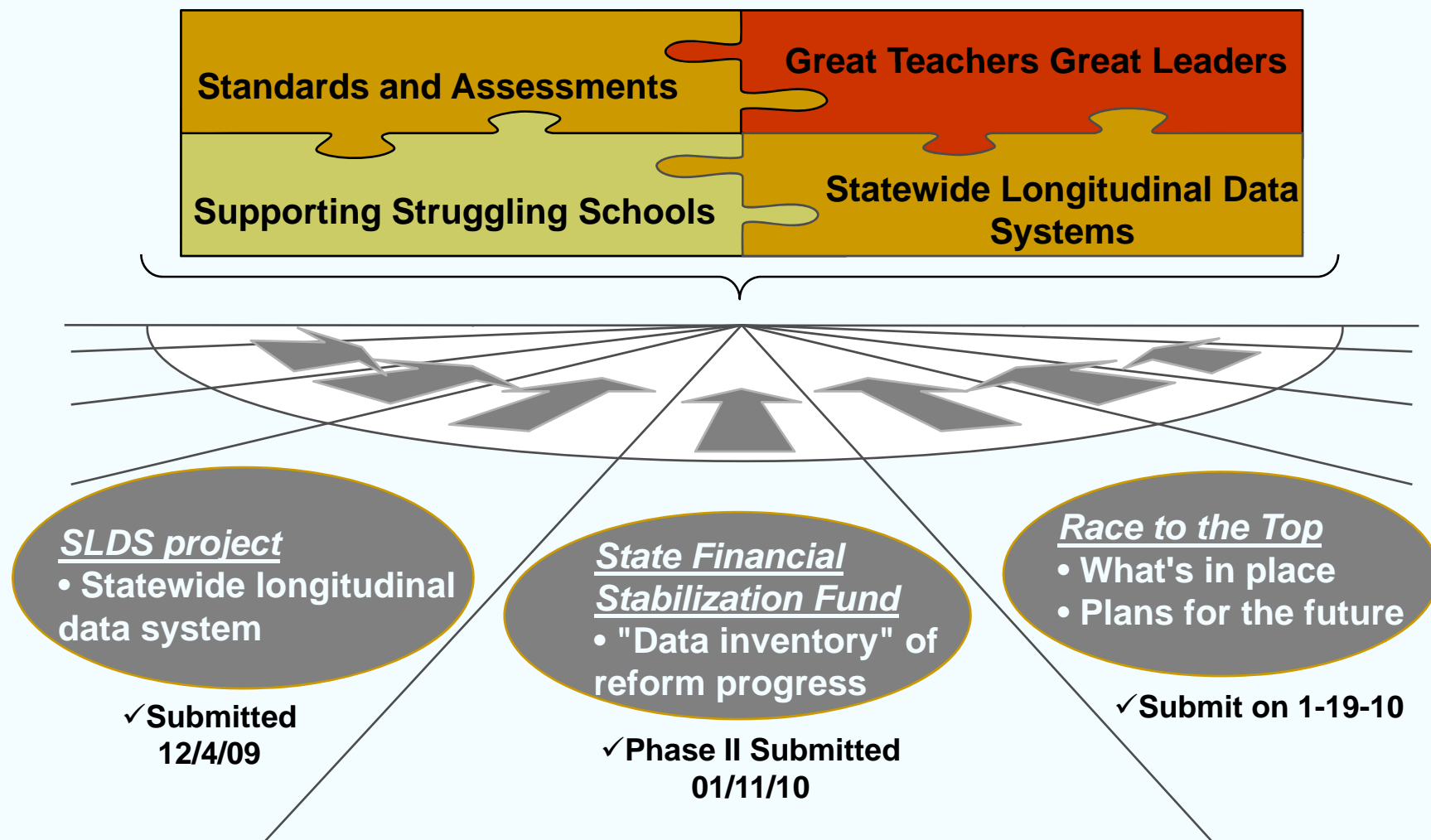
1

To highlight key points from Arizona's RTTT Application

2

To identify tasks, roles and responsibilities
In its implementation

Initial work to focus on US DOE grant initiatives and support progress on the four reform areas



RTTT Application: Twelve Elements of America Competes Act, 2007

1. Statewide Student Identifier
2. Student Level Enrollment, Demographic and Program Participation Information
3. Student Level Information about the points at which students exit, transfer in, transfer out, drop out or complete P-16 education programs
4. Capacity to communicate with higher education systems
5. A State Data Quality Audit System Accessing Data Quality, Validity & Reliability
6. Student-Level Test Data
7. Information on Untested Students by Subject
8. Statewide Teacher Identifier with Teacher-Student Match
9. Student Level Transcript Information, including Information On Courses Completed and Grades Earned
10. Student Level College Readiness Test Scores
11. Information Regarding The Extent To Which Students Transition Successfully From Secondary School To Postsecondary Education, Including Whether Students Enroll In Remedial Coursework
12. Other Information Determined Necessary to Address Alignment & Adequate Preparation For Success In Postsecondary Education

RTTT Application

Vision for Public Education In Arizona

By 2020, Arizona's students will be ranked among the best in the United States, setting an example achieving excellence amid challenging circumstances

RTTT Application

To accomplish this vision, Arizona established a bold and innovative plan that incorporates grade/content academic interventions creating an end to social promotion while at the same time fostering a “move on when ready” environment for all students.

RTTT Application: Four Education Reforms

Infrastructure to Facilitate Reform

- Develop rigorous college- and career-ready standards and assessments
- Establish Pre-K through college data systems to track and foster performance and improvement

Leverage to Achieve Reform Efforts

- Great Teachers Great Leaders
- Provide intensive support and interventions to the lowest performing schools

Preliminary Scope of Work

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth and link it to both principals' and individual teachers' evaluations		
(ii) Design and implement evaluation systems that incorporate student growth as a significant factor (both at the individual and group level)		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		

RTTT: Standards and Assessments

Goal: A systematic linkage of college- and career-ready (CCR) standards to high quality summative assessments and a comprehensive set of supports that leads to an end of social promotion and fosters a “move on when ready” environment for all students.

The State will:

- ✓ Adopt Common Core standards
- ✓ Align early education standards to the Common Core and high school graduation to post secondary and workforce expectations
- ✓ Participate in a consortium to develop common summative assessments
- ✓ Provide online tools for formative assessments
- ✓ Round out the K-12 assessment system aligned with college- and career-readiness

All LEA's will:

- ✓ Support implementation of Common Core standards and new assessments

RTTT: Standards and Assessments

Participation requires:

- ✓ Providing professional development time to help teachers become familiar with the Common Core
- ✓ Enforcing rigorous standards for promotion at 3rd and 8th grades beginning in 2011
- ✓ Providing specific interventions and supports to students leading up to transition grades
- ✓ Contributing as needed to the development of formative and/or interim assessments based on the Common Core
- ✓ Implementing “move on when ready” strategies (e.g. dual enrollment, early college, AP, etc.)
- ✓ Willingness to participate in the pilot testing of K-2 assessments

RTTT: Longitudinal Statewide Data Systems

Goal: A secure, scalable data warehouse that provides a longitudinal P-20 perspective, value-added applications for classroom and stakeholder use overseen by a shared governance structure representative of the stakeholder groups

The State will:

- ✓ Complete a data warehouse incorporating links to higher education, the workforce and pre-school
- ✓ Provide for student alerts, actionable reports and automation of compliance requirement
- ✓ Provide for eLearning
- ✓ Provide data entry and data use training
- ✓ Provide on-line item bank/formative assessment tools
- ✓ Incorporate Arizona's Growth Model

All LEA's will:

- ✓ Incorporate teacher identifier for all data collection processes

RTTT: Longitudinal Statewide Data Systems

Participation requires:

- ✓ Building a culture based on objective data analysis and self-reflection
- ✓ Providing professional development to help teachers and principals use data to inform instructional practice
- ✓ Supporting the train-the trainer model on the proposed instructional improvement systems, data dashboard and supporting applications
- ✓ Ensure technology in the classroom

RTTT: Great Teachers Great Leaders

Goal: High-quality pathways into education, evaluation and other tools that improve teacher and principal effectiveness, a set of initiatives to help our best teachers move to our most challenged schools, and systems that foster self-reflection and continuous improvement

The State will:

- ✓ Increase alternative pathways to certification
- ✓ Strengthen accountability of Performance Based Compensation Plans based on student achievement
- ✓ Establish statewide training for mentors
- ✓ Establish the Governor's Distinguished Educator Corp
- ✓ Expand programs for hard-to-staff subjects (e.g. STEM, special needs)

All LEA's will:

- ✓ Develop teacher and principal evaluations that incorporate student growth

RTTT: Great Teachers Great Leaders

Participation requires:

- ✓ Making student growth data at least 50% of teacher and principal evaluation criteria
- ✓ Providing professional development on how to administer and interpret new evaluations
- ✓ Providing site-based professional development on how to use data to inform classroom practice
- ✓ Ensuring teacher ratings distribution is in line with overall LEA performance
- ✓ Using new evaluations to inform performance-based compensation, promotion, retention, tenure, removal ineffective teachers/principals
- ✓ Enhancing equitable distribution of highly effective teachers/principals

RTTT: Support to Struggling Schools

Goal: An innovative system for building capacity and clear criteria for intervening in the persistently lowest-achieving schools, and a systematic linkage of these tools to additional strategies to help disadvantaged schools

The State will:

- ✓ Identify persistently lowest-performing schools
- ✓ Provide comprehensive approach to school interventions
- ✓ Institute receivership for persistently failing LEAs
- ✓ Dedicate resources to understand reasons schools struggle
- ✓ Provide intervention strategies specific to rural schools and those serving Native American students

All LEA's will:

- ✓ Accommodate the State's efforts to turn around struggling schools

RTTT: Support to Struggling Schools

Participation requires:

- ✓ Partnering with the State and local stakeholders to turn around struggling schools
- ✓ Implementing appropriate strategies to turn around persistently low-performing schools
 - Provide needs-based professional development
 - Provide for standards-based, after-school programs
 - Provide for extended learning time and/or eLearning opportunities
- ✓ Ensuring equitable distribution of highly effective teachers/principals
- ✓ Providing data transparency to stakeholders

RTTT: Broad initiatives across reform areas

STEM Strategy for the 21st Century

College- and career-ready (CCR) alignment

Create regional STEM hubs with a central connection

Pathways including Early College HS

Focus on increasing core content knowledge for teachers and students

Research as a classroom/school management protocol

Targeted focus on K-12 engineering education

Rural Strategy

Governor's Distinguished Educator Corps supplying turnaround specialists

- Supplement with locally driven initiatives to develop teaching talent

Enhance technology in the classroom

- Broadband/infrastructure
- Expand access to quality coursework (e.g., AP)

Specific strategies to support Native Americans and English Language Learners

- Stakeholder involvement
- Benchmarked programs

Focus on Transitions

Gradually shift paradigm from time-based education to mastery of content

- Particular focus on key transition points in a student's career

Invest in comprehensive set of student-level supports

- Credit recovery
- Counseling
- Tutoring
- Incentives

Use technology to target instruction

- Student-level alerts,
- Interventions tracking

Update on Stakeholder Involvement

Building strong statewide capacity to implement, scale up, and sustain proposed Plans

- Strong commitment from participating LEAs to the State's plans and to effective implementation of reform in the four education areas
 - Participating LEAs sign an MOU to implement all portions of the State's Race to the Top plans (the MOU includes a preliminary scope of work)
 - The required signature is that of the Superintendent or Charter Holder
 - Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the state must subgrant to LEAs
 - If a State is awarded a RTTT grant, participating LEAs have up to 90 days to complete final scopes of work, outlining specific goals, activities, timelines, budgets, etc.

Working vision for public education in Arizona

By 2020, Arizona's students will be ranked in the top 5 in the country and among the best globally

Highly effective teaching at the center of all decisions and plans

Set ambitious standards and expectations

Establish rigorous accountability and support for all players

Data to drive decisions at all levels

Scale up what is working for statewide reach

Leverage innovation and technology to achieve state of the art education

Close the achievement gap without shortchanging stronger schools

Harness the energy and resources of a wide range of stakeholders

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