

# Governor's P-20 Coordinating Council

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## Race to the Top Application Update



Office of Governor Janice K. Brewer

# Today's objectives

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- ✓ To provide a brief overview of the final Race to the Top requirements
- ✓ To discuss the recommended plans for reform, aligned to the final RTTT requirements
- ✓ To describe the next steps of stakeholder involvement

# RTTT Organizational Structure

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## Governor's P-20 Coordinating Council Dr. Carol Peck, Chair

Standards and  
Assessments

Jack  
Lunsford, Chair  
President & CEO  
WESTMARC

Statewide  
Longitudinal  
Data Systems

Cathleen Barton,  
Chair  
US Education  
Manager  
Intel Corporation

Great Teachers,  
Great Leaders

Dave  
Howell, Chair  
Director of  
Government  
Relations  
Wells Fargo

Supporting  
Struggling  
Schools

Marc  
Osborn, Chair  
R&R Partners

# Four Education Reforms

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## 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

# Final requirements specific to Standards and Assessments reform area

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## ***"State Reform Conditions Criteria"***

**Work with a consortium of states to develop common standards that are internationally benchmarked and build toward college- and career-readiness (40 points)**

- Half of available points for participating in the Common Core initiative, other half for committing to adopt new standards by August 2, 2010

**Work with a consortium of states to develop common assessments that are high-quality and aligned with the consortium's standards (10 points)**

- To earn "high" points, consortium must include more than 25 states
- From the Federal Register: "No funds awarded under this competition may be used to pay for costs related to statewide summative assessments"

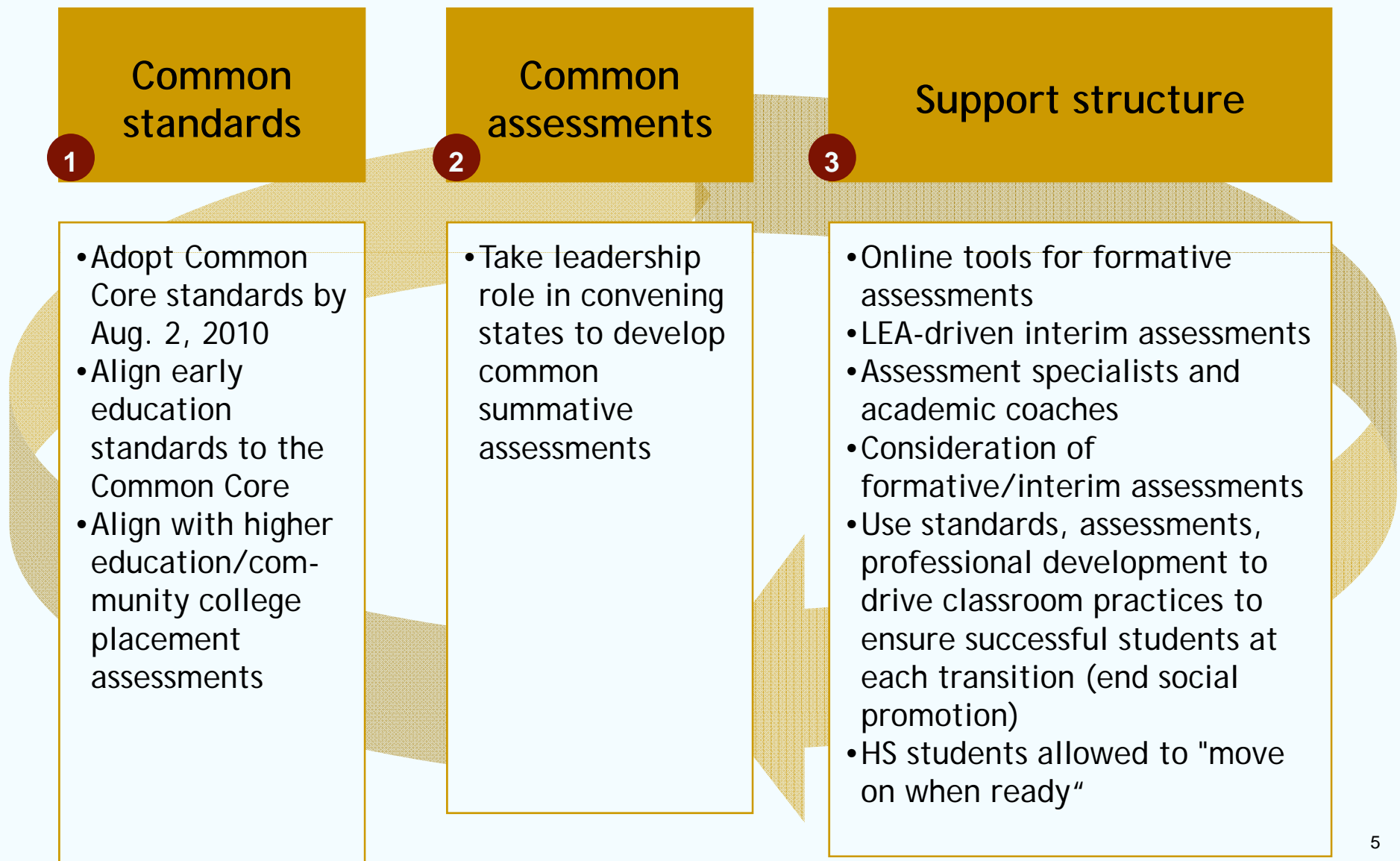
## ***"Reform Plan Criteria"***

**Plan to support transition to these standards and assessments (20 points), potentially including...**

- Developing a roll-out plan for standards together with all supporting components
- Aligning HS exit criteria/ college entrance requirements to new standards and assessments
- Developing high-quality instructional materials (e.g., formative assessments) and professional development
- Other strategies to drive classroom practice using new standards and assessments

# Recommendation for Standards and Assessments involves "system" that links key components

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# Final requirements specific to Statewide Longitudinal Data Systems

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## *"State Reform Conditions Criteria"*

Implementation of all 12 data elements specified by the America Competes Act (24 points) - *Includes student and teacher identifiers*

## *"Reform Plan Criteria"*

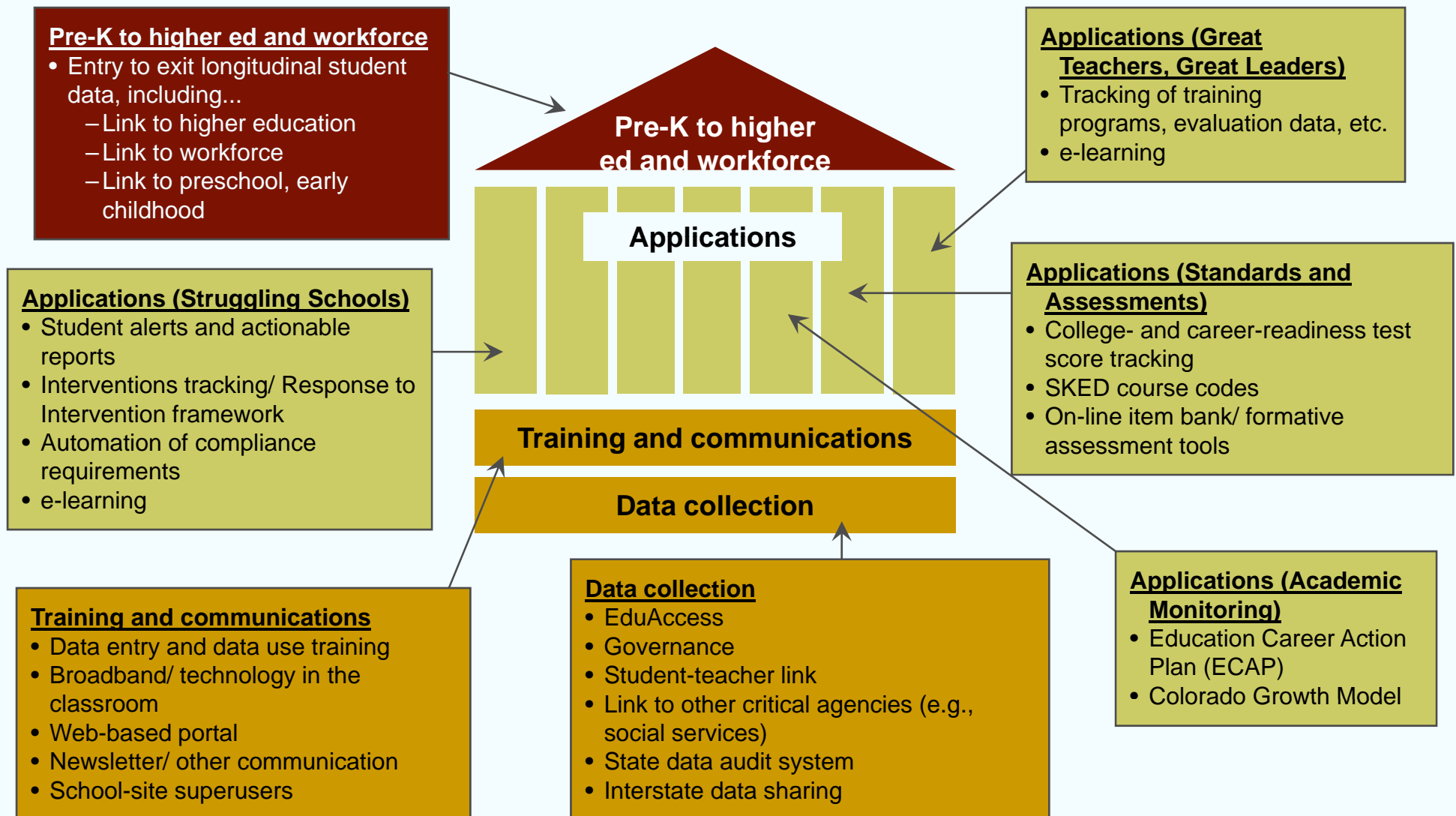
High-quality plan to ensure key stakeholders access and use state data (5 points)

- Stakeholders including parents, students, teachers, principals, LEA leaders, community members, unions, researchers, policymakers, and others
- Areas such as policy, instruction, operations, management, resource allocation and overall effectiveness

A high-quality plan to collaborate with LEAs to use data to improve instruction (18 points)

- Increase use of local instructional improvement systems
- Support participating LEAs and schools in providing effective professional development
- Support researchers with data from longitudinal and instructional improvement systems so they can evaluate what works

# Recommendation for Data Systems suggests a secure "home" for data and full longitudinal view



# Data Systems Recommendations Provide Improvements to Instruction and Access by Stakeholders

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## Collaborate with LEAs to use data to improve instruction:

- ADE or an appropriate third party will develop/provide online tools for teachers to create, analyze and act upon formative assessments, leveraging the item bank. The use of these tools would be optional.
- LEAs will staff assessment specialists and academic coaches to provide training on the new assessment tools and wrap-around professional development on how to translate this data into classroom practice.
- ADE will increase access to e-learning for students at schools that cannot support more advanced programming

## Ensure key stakeholders access and use state data:

- ADE or an appropriate third party will develop a Web-based portal and dashboard tools to allow AEDW access to broader groups of stakeholders including...
  - Parents, students, teachers, principals, LEA leaders, community members, unions, researchers, policymakers, and others
  - Access will be managed to ensure appropriate data usage
- ADE will continue providing initial training on AEDW directly to policymakers, researchers and superintendents. ADE will use a train-the-trainer model for principals and teachers, and Webinars for parents and students
- Appropriate third parties will supply broadband and other infrastructure to link Arizona's rural schools to the 21st Century tools they need

# Final requirements specific to Great Teachers and Leaders reform area

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## "State Reform Conditions Criteria"

Providing high quality pathways for aspiring teachers and principals (21 points)

## "Reform Plan Criteria" - High-quality plan and ambitious yet achievable targets for:

Improving teacher and principal effectiveness based on performance (58 points)

- Clear approaches for measuring student growth
- Rigorous, transparent, and fair evaluation systems that take into account student growth as a significant factor and are designed and developed with teacher and principal involvement
- Annual evaluations that include timely and constructive feedback and provide teachers and principals with data on student growth for their students, classes, and schools
- Use of evaluations to inform decisions regarding compensation, promotion, tenure, etc.

Ensuring equitable distribution of effective teachers and principals (25 points)

- Ensure students in high-poverty / minority schools have equitable access
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects

Improving the effectiveness of teacher and principal preparation programs (14 points)

- Link student achievement to teachers, principals and their credentialing programs

Providing effective support to teachers and principals (20 points)

- Effective, data-informed PD, coaching, induction, and planning and collaboration time
- Measure, evaluate, and continuously improve the effectiveness of those supports

# Recommendations for Great Teachers and Leaders

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## Equitable distribution

- Governor's Distinguished Educator Corp - Cadre of effective principal and teachers willing to support a turnaround effort; effort may be complemented by other programs
- RTTT funds also will be used to invest in various programs to develop a broad cadre of STEM educators
- LEAs can invest in other evidence-based programs to support equitable distribution
- Participating LEAs can use funds to "grow their own" talent

## Effectiveness of teacher prep programs

- ADE will track and publicly report performance data on preparation programs and alternative certification programs

## Effective support to teachers and principals

- LEAs will staff academic coaches to guide broader, site-based professional development and support the transition to new evaluation systems
- A mentoring program to ensure all new teachers and student teachers have effective mentors will be established (may also involve struggling teachers)

# Recommendations for Great Teachers and Leaders - Con't

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## Improving effectiveness

- Student growth: Measure using changes in AIMS scores from one year to the next
  - AZ will pilot and evaluate value-added models and confirm a statewide definition of student growth
- Changes to evaluation system:
  - Evaluations with at least 4 rating categories
  - Significant portion of the evaluation based on student growth (50% recommended with both individual and group performance used)
  - LEAs otherwise have substantial latitude in the composition of evaluations
- Publish aggregated results of each LEA's evaluation score distribution starting in 2011
- Comprehensive study of evaluation impact on student achievement, teacher working conditions, etc.; feedback from PBC task force on key areas for improvement
- Funds can be withheld if LEA evaluations are misaligned with student growth;
- Compensation, tenure, and dismissal decisions based on definition of effectiveness
- Participating LEAs will provide professional development on new evaluation system and ongoing professional development and mentorship to support improvement

# Final requirements specific to Supporting Struggling Schools reform area

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## *"State Reform Conditions Criteria"*

The degree of intervention authority Arizona has at the "persistently lowest-achieving schools"<sup>1</sup> and LEAs *(10 points)*

- Full points awarded to States that can intervene directly in both schools and LEAs

## *"Reform Plan Criteria"*

High-quality plan to identify the persistently lowest-achieving schools and support LEAs in efforts to turn around these schools *(40 points)*

- Turnaround options include transformation (replacing principal and implementing broad support), turnaround (replace 50% of staff and implement new governance model), conversion to charter and closure
- If more than nine of these schools are located in one LEA, the transformation model cannot be used for more than half of the schools

Criteria related to charter schools now categorized under "General"

# Recommendations for Supporting Struggling Schools center on "building capacity"

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Pursue changes to the AZ Learns formula to identify persistently lowest-achieving schools

- Dedicate resources to understand reasons schools struggle
- Comprehensive approach to school interventions (Title I)

Take a comprehensive approach to school interventions that includes tactics such as assessing curriculum, extended learning time and community education

- Early Warning system
- Approach to alternative schools

Develop a broader system of building capacity from the State to the classroom level, and drive this system with turnaround experts and more instruction time

- Governor's Distinguished Educator Corps
- Standards based, after school programs

Implement of additional strategies that enable higher achievement at struggling schools

- Rural schools, especially those serving Native American students
- Extended learning and/or e-learning
- Supports beginning in early childhood
- Theme programs

# Next Steps: Stakeholder Involvement

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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 or significant portions of the State's Race to the Top plans (the MOU will include a preliminary scope of work)
  - 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.

# RTTT: Working vision for public education in Arizona

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*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

## For more information:

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[www.azgovernor.gov/P20/RTTT](http://www.azgovernor.gov/P20/RTTT)

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