American Recovery and Reinvestment Act:
Integrated Education Reforms
Reforming America’s Education System

Early Learning → K - 12 → Higher Education

- Standards & Assessments
- Effective Teachers & Leaders
- Data Systems
- Struggling Schools
Standards and Assessments

Common internationally benchmarked standards with aligned assessments
Effective Teachers and Leaders

Talent matters - effective teachers supported by effective leaders make the difference
Quality information enables continuous improvement by all—students, teachers, parents, and policy makers.
Aggressive intervention required in chronically low-performing schools.
Upcoming ARRA Programs
$22.3 Billion

- State Fiscal Stabilization Fund
- Race to the Top
- School Improvement Grants
- Education Technology
- Investing in Innovation
- Teacher Incentive Fund
- Statewide Longitudinal Data Systems

*Includes regular FY 09 appropriations

8/4/2009
### Planning Timelines

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~Four months to coordinate plans~
U.S. Department of Education: Race to the Top Overview

Education Stakeholder Meeting
August 4, 2009
About Race to the Top

- $4.35 billion competitive grant fund to encourage and reward states implementing comprehensive reforms across four key areas:
  - Standards and assessments
  - Data systems to support instruction
  - Great teachers and leaders
  - Turning around struggling schools

- With an overarching goal of:
  - Driving substantial gains in student achievement
  - Improving high school graduation rates and preparing students for success in college and careers
  - Closing achievement gaps
About Race to the Top

- Two approaches to reform:
  - Creating conditions for innovation and reform (legal/regulatory)
  - Enabling comprehensive approaches to continuous improvement (practice)

- States are encouraged to:
  - Design a unified state effort around ambitious reforms
  - Support districts’ reform efforts: identify effective practices, replicate and disseminate those practices, then hold districts accountable for outcomes
  - Align ARRA and other funds to have the most dramatic impact
Competition Structure

- Race to the Top State Competition: ~$4B
- At least 50% of funds must flow through states to participating LEAs (including public charter schools identified as LEAs) based on Title I formula

Note: At a later date, we may announce a Race to the Top Standards and Assessments Competition: ~$350M
Race to the Top State Competition

Structure

- Incents and supports states taking a systematic approach to education reform; winning states will comprehensively address all four reform areas
- States will apply individually; collaboration will be rewarded
- States will have two opportunities to apply (same or similar application)
  - Phase 1: States that are ready to apply now, may do so in late 2009.
  - Phase 2: States that need more time have until spring 2010.
- States that apply in Phase 1 but are not awarded grants may reapply for funding in Phase 2 (together with States that are applying for the first time in Phase 2).
- Phase 1 grantees will receive full-sized awards and hence do not apply for additional funding in Phase 2.
Race to the Top State Competition
Preliminary Timeline

Race to the Top – Phase 1

July 29, 2009  Released Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria for public comment
August 28, 2009  Public comment period closes
Fall 2009  “Notice inviting applications” available
~2 Months Later  Applications from States due
First Half 2010  Winners announced for Phase 1
  Feedback provided to applicants who do not win

Race to the Top – Phase 2

Spring 2010  Application deadline for Phase 2
September 2010  Winners announced for Phase 2
Proposed Eligibility Requirements

1. State’s applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization program must be approved by the Department:
   - For Phase 1 applicants: by December 31, 2009
   - For Phase 2 applicants: prior to the State submitting its Race to the Top Phase 2 application.

2. State must not have any legal, statutory, or regulatory barriers to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.
Proposed Absolute Priority

1. The State’s application must **comprehensively address each of the four education reform areas** so as to:
   - Demonstrate that the State and its participating LEAs are taking a systemic approach to education reform
   - Increase student achievement, reduce the achievement gap, and increase the rates at which students graduate from high school prepared for college and careers
Race to the Top State Competition Framework

A reward for past accomplishments and an incentive for future action:

- **State Reform Conditions Criteria:**
  - Reward States that have demonstrated the will and capacity to improve education by creating statutory, regulatory, and other conditions conducive to reform and innovation
  - States judged by their accomplishments prior to the application deadline

- **Reform Plan Criteria:**
  - The comprehensive reform strategies that States propose to develop and implement, together with their participating LEAs, across and within each of the four education reform areas
  - States judged by the quality of their plans and by the extent to which they have set targets that are ambitious yet achievable
Proposed Selection Criteria

Standards & Assessments

1. Developing and adopting common standards
2. Developing and implementing common, high-quality assessments
3. Supporting transition to enhanced standards and high-quality assessments
Proposed Selection Criteria

Data Systems to Support Instruction

1. Fully implementing a statewide longitudinal data system
2. Accessing and using State data
3. Using data to improve instruction
Proposed Selection Criteria

Great Teachers and Leaders

1. Providing alternative pathways for aspiring teachers and principals
2. Differentiating teacher and principal effectiveness based on performance
3. Ensuring equitable distribution of effective teachers and principals
4. Reporting the effectiveness of teacher and principal preparation programs
5. Providing effective support to teachers and principals
Proposed Selection Criteria

Turning around Struggling Schools

1. Intervening in the lowest-performing schools and LEAs
2. Increasing the supply of high-quality charter schools
3. Turning around struggling schools
Proposed Selection Criteria

Overall Criteria

1. Demonstrating significant progress
2. Making education funding a priority
3. Enlisting statewide support and commitment
4. Raising achievement and closing gaps
5. Building strong statewide capacity to implement, scale, and sustain proposed plans
Proposed Competitive & Invitational Priorities

• Competitive Preference Priority:
  • Emphasis on science, technology, engineering, and mathematics (STEM)

• Proposed Invitational Priorities:
  • Expansion and adaptation of statewide longitudinal data systems
  • P-20 coordination and vertical alignment
  • School-level conditions for reform and innovation
Race to the Top Resources

- **Comments:** To submit comments on our *Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria*, go to [www.regulations.gov](http://www.regulations.gov) or send your comments via postal mail, commercial delivery, or hand delivery to the U.S. Department of Education 400 Maryland Avenue, SW 20202.

- **Homepage:** At [www.ed.gov/programs/racetothetop](http://www.ed.gov/programs/racetothetop), you will find the *Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria*, the executive summary of the Notice, relevant speeches, the statute, and a link to the specific page on [www.regulations.gov](http://www.regulations.gov) where you can submit a comment.

- **For Further Information:** Contact the Department by telephone: 202-205-3775 or email: racetothetop@ed.gov. Please note that we will not accept comments by e-mail; comments must be submitted via regulations.gov. If you use a telecommunications device for the deaf (TDD), please call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.
The Role of Innovation in Reform: Finding and Scaling What Works

Invest in Innovation Fund
Discussion Document
August 4, 2009
Scaling What Works and Innovation is Essential to the ED Strategy

- Progress towards common, rigorous college- and career-ready standards with aligned assessments
- Increase teacher and leader effectiveness and address inequities in teacher distribution
- Create new “schools” and turnaround low-performing schools quickly and for the long term
- Improve data systems and cultivate cultures of evidence that build demand for “what works”

Scale reform nationally
Replicate excellence
Spur transformative innovation
Invest in Innovation Fund: Overview

$650 million publically funded competitive grant program

- **Who:** Eligible applicants are LEAs and non-profits meeting specific criteria
- **What:** Program types and sizes are unrestricted by the statute but will be limited by selected priorities
- **When:** Competition will have two closing dates in the winter and spring; All funds must be obligated by September 30, 2010; however, pay-out may extend for 4-5 years
- **Other:** No statutory set aside for evaluation or direct investment
Key Design Principles

**Outcomes:** Student achievement, matriculation and graduation

**Evidence:** Quality and relevance

**Sustainability:** Financial and stakeholder support

**Learning:** Quality and importance of potential insights

**Scalability:** Strategy, capacity and feasibility
Invest in Innovation: 5 Key Deliverables

A. Expand proven and scalable models regionally / nationally to inspire the public and decision makers

B. Build scaling capacity of key, high-impact programs and organizations

C. Demonstrate, validate, and codify promising evidence-supported models

D. Create platforms that facilitate innovation efforts and broad adoption of “what works”

E. Create new breakthrough models
State Fiscal Stabilization Fund: Phase Two

Overview of the notice of proposed requirements, definitions, and approval criteria
ARRA State Fiscal Stabilization Fund
$48.6 Billion

- Education Phase One
- Education Phase Two
- Government Services Funds

$28.0 B
$12.6 B
$8.0 B
April 1, 2009

- Outlined timing and award details for majority of formula funding
  - phase one of State Stabilization - $32.5 billion (67%)

- Announced phase two and intent to publish notice detailing the specific requirements
SFSF Phase Two

- Notices of proposed requirements, definitions, and approval criteria for Stabilization Fund Phase Two was published Wednesday, July 29th in the Federal Register.

- Discussion regarding these programs is limited to summarizing the law and the content of the Notices.

- Please submit public comments regarding notice in writing or on www.regulations.gov.
Measuring Progress Against Four Reforms

Teacher effectiveness and equitable distribution of effective teachers

Pre-K to higher education data systems that meet the twelve principles in the America Competes Act

College and career-ready standards and high quality, valid, and reliable assessments for all students including ELLs and students with disabilities

Intensive support and effective interventions for lowest-performing schools
SFSF Phase Two: Proposed Reporting Requirements

- Report against a set of indicators under each assurance

- The metrics include 3 descriptors and 30 indicators
  - Of the 30 indicators, 9 request confirmation on existing information
  - Of the 21 new indicators, 8 are yes/no questions

- Number of indicators and descriptors by assurance area:
  - Equity in Teacher Distribution: 8
  - Improving Collection and Use of Data: 2
  - Standards and Assessments: 14
  - Support for Struggling School: 9

- If unable to report information, State would have to submit a plan that will ensure information will be reported by September 30, 2011
SFSF Phase Two

- States’ applications will be posted and available to the public
- States’ indicators and descriptors will be posted and available to the public
- States’ progress against plans will be posted and available to the public
Teacher effectiveness and equitable distribution of effective teachers

- The number and percent of teachers in the highest-poverty and lowest-poverty schools in the state who are highly qualified;
- The number and percent of teachers and principals rated at each performance level in each local educational agency’s (LEA’s) evaluation system; and
- The number and percent of LEA teacher and principal evaluation systems that require evidence of student achievement outcomes.

- Distribution of teachers by performance level by school
- Description of the teacher evaluation system
Longitudinal data systems

- which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) are included in the State’s statewide longitudinal data system

- whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with data on the performance of their students on those assessments that include estimates of individual teacher impact on student achievement, in a manner that is timely and informs instruction
Standards and Assessments

- Whether the state has developed and implemented valid and reliable assessments for students with disabilities and the percent of students with disabilities tested on state mathematics and English Language Arts (ELA) assessments;
- Whether the state has developed and implemented valid and reliable assessment for English language learners and the percent of English language learners tested on state mathematics and ELA assessments;
- Whether the most recent state reading and mathematics NAEP scores is on 2009-10 State Report Cards;
- The number and percentage of students by school who graduate high school and go on to complete at least one year’s worth of college credit (as applicable to a degree) within two years.

- #/% of students who graduate from high school using the 4 year adjusted cohort rate
- #/% who enroll in IHE
- #/% who complete one year’s worth of credit in two years

English language learners tested on state mathematics and ELA assessments;
Struggling Schools

- the number of schools in school improvement status that have demonstrated substantial gains in student achievement, closed, or consolidated within last three years;
- of the schools in school improvement status, the number of schools in the bottom five percent that have demonstrated substantial gains in student achievement, closed or consolidated within the last three years;
- whether the state allows charter schools and whether there is a cap restricting the number of such schools, the number of charter schools currently operating in the state, and the number of charter schools closed for academic, financial or purposes.
SFSF Resources

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