

Race to the Top Assessment Competition

Overview for State Applicants
April 9, 2010

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Agenda

- Goals of this Competition
- Expert and Public Input
- Competition Categories
- Category A: Comprehensive Assessment Systems
- Category B: High School Course Assessment Program
- Wrap up and Questions

Goals of this Competition

Support consortia of states in delivering a system of more effective, valid, and instructionally useful assessments that—

- Measure standards that are rigorous, globally competitive, and consistent across member States
- Provide accurate information about what students know and can do:
 - Student achievement of standards
 - Student growth from year to year
 - On-track to college and career ready by the time of HS graduation
- Reflect and support good instructional practice
- Include all students from the outset, including English learners and students with disabilities
- Present data to each audience – students, parents, teachers, administrators, policymakers – in ways that are clear, useful, and actionable

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Expert and Public Input

- Heard input from 42 experts and 91 members of the public over 50 hours
- Received over 200 pieces of written input
- Approximately 900 people attended, including officials from 37 states and D.C.
- Hosted 10 meetings in four cities:

Boston, MA, November 12-13

- General Assessment
- Technology & Innovation
- High School Assessment

Atlanta, GA, November 17-18

- General Assessment
- Assessment of Students with Disabilities

Denver, CO, December 1-2

- General Assessment
- Assessment of English Language Learners

Washington, DC, January 13-14

- Consortium and Project Management
- Procurement
- General Assessment

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Competition Categories

Category A: Comprehensive Assessment Systems

\$320M
1-2 Awards

- Support assessment systems (*e.g.*, summative, interim, formative, scoring/moderation, PD)
- At a minimum, administered annually in Grades 3-8 & CCR
- Support Federal accountability – replace current ESEA assessments

Category B: High School Course Assessment Program

\$30M
1 Award

- Support high school improvement efforts
- Increase access to rigorous courses
- Support diverse course offerings (academic, career/technical)
- No Federal accountability “stakes”

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Key Dates

Notice Inviting Applications Published	April 9, 2010
Technical Assistance Workshop Held	April 22, 2010 Minneapolis, MN
Notice of Intent to Apply Due	April 29, 2010
Applications Due	June 23, 2010
Awards Made	September 2010

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Resources to Help

- Executive Summary
 - Category A – Application
 - Category B – Application
 - Notice Inviting Applications
 - Materials from Expert and Public Input Meetings
- All available on our website:
www.ed.gov/programs/racetothetop-assessment

Comprehensive Assessment Systems

Category A Grants

Overview of the Notice

States must meet:

Eligibility Requirements:

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

Application Requirements, e.g.:

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

Program/Other Requirements, e.g.:

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

Applications will be evaluated based on:

Priorities:

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

Selection Criteria:

- Consortium Governance
- Theory of Action
- Assessment System
- Assessment System
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

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Category A: Comprehensive Assessment Systems

Overview of the Notice

States must meet:

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- Consortium size
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- Application signatures
- Procurement assurances
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Program/Other Requirements, e.g.:

- Technical assistance
- Cooperate on research
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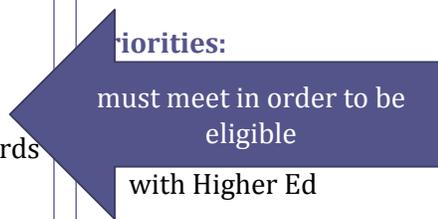
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- Theory of Action
- Assessment System
- Assessment System
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- Professional Capacity and Outreach
- Technology Approach
- Project Management



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Category A: Comprehensive Assessment Systems

Overview of the Notice

States must meet:

Eligibility Requirements:

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

Application Requirements, e.g.:

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

Program/Other Requirements, e.g.:

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

Applications will be scored based on:

Priorities:

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

Selection Criteria:

- Consortium Governance
- Theory of Action
- Assessment System
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

basic information about what must be in the application

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Category A: Comprehensive Assessment Systems

Overview of the Notice

States must meet:

Eligibility Requirements:

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

Application Requirements, e.g.:

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

Program/Other Requirements, e.g.:

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

Applications will be scored based on:

Priorities:

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

Selection Criteria:

- Consortium Governance
- Theory of Action
- Assessment System
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

requirements for all grantees

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Category A: Comprehensive Assessment Systems

Overview of the Notice

States must meet:

Eligibility Requirements:

- Consortium size
- Proposed project
- Assurances on common content standards and achievement standards

must address – and meet – this priority

Application Requirements, e.g.:

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

Program/Other Requirements, e.g.:

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

Applications will be scored based on:

Priorities:

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

Selection Criteria:

- Consortium Governance
- Theory of Action
- Assessment System
- Assessment System
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

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Category A: Comprehensive Assessment Systems

Overview of the Notice

States must meet:

Eligibility Requirements:

- Consortium size
- Proposed project
- Assurances on common content standards and achievement standards

optional – earns “extra” competitive preference points

Application Requirements, e.g.:

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

Program/Other Requirements, e.g.:

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
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- Absolute: Comprehensive Assessment Systems
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Selection Criteria:

- Consortium Governance
- Theory of Action
- Assessment System
- Assessment System
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

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Category A: Comprehensive Assessment Systems

Overview of the Notice

States must meet:

Eligibility Requirements:

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

Application Requirements, e.g.:

- Consortium structure
- Application
- Procurement
- MOUs from
- Application

applicants write to these, and the reviewers judge and score the responses

Program/Other Requirements, e.g.:

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

Applications will be scored based on:*

Priorities:

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

Selection Criteria:

- Consortium Governance
- Theory of Action
- Assessment System
- Assessment System
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

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Category A: Comprehensive Assessment Systems

Selected Requirements

To be eligible to receive an award under this category, an eligible applicant must—

1. Include a **minimum of 15 States**, of which **at least 5 States** must be **governing States** (as defined);
2. Identify a proposed **project management partner** who is not partnered with any other consortium applying for an award under this category; and
3. Submit assurances from each State in the consortium that, to remain in the consortium, the State will adopt a **common set of college- and career-ready standards** (as defined) no later than December 31, 2011, and **common achievement standards** (as defined) no later than the 2014-2015 school year.

An eligible applicant awarded a grant under this category must—

- Ensure that the summative assessment components are fully **implemented statewide** by each State by **SY2014-2015**; and
- **Use technology to the maximum extent** appropriate to develop, administer, and score assessments and report assessment results.

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Absolute Priority:

Comprehensive Assessment Systems

Goal: The Department supports the development of new assessment systems that—

- Will be used by multiple States;
- Are valid, reliable, and fair for their intended purposes and for all student subgroups; and
- Measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts.

Absolute Priority (cont.)

Applicant must demonstrate that it will develop and implement an assessment system that—

- a) Measures student knowledge and skills against a common set of college- and career-ready standards (as defined) in mathematics and English language arts in a way that—
 - i. **Covers the full range** of those standards, including standards against which student achievement has traditionally been difficult to measure;
 - ii. As appropriate, elicits complex student **demonstrations or applications** of knowledge and skills;
 - iii. Provides an accurate measure of student achievement across the **full performance continuum**, including for high- and low-achieving students; and
 - iv. Provides an accurate measure of student growth **over a full academic year or course**;

Absolute Priority (cont.)

Applicant must demonstrate that it will develop and implement an assessment system that—

- b) Consists of assessment components in mathematics and in English language arts that include, for each subject, one or more summative assessment components that—
 - i. Are administered at least once during the academic year in **grades 3 through 8 and at least once in high school**; and
 - ii. Produce **student achievement data** and **student growth data** (both as defined) that can be used to determine whether individual students are college- and career-ready (as defined) or on track to being college- and career-ready (as defined);

Absolute Priority (cont.)

Applicant must demonstrate that it will develop and implement an assessment system that—

- c) Assesses all students, including **English learners** (as defined) and **students with disabilities** (as defined); and
- d) Produces data, including student achievement data and student growth data, that can be used to inform—
 - i. Determinations of **school effectiveness** for purposes of accountability under Title I of the ESEA;
 - ii. Determinations of individual **principal and teacher effectiveness** for purposes of evaluation;
 - iii. Determinations of principal and teacher **professional development and support needs**; and
 - iv. **Teaching, learning, and program improvement.**

Selection Criteria:

Comprehensive Assessment Systems Grants

(A)(1) Consortium Governance (up to 20 points)

(A)(2) Theory of Action (up to 5 points)

(A)(3) Assessment System Design (up to 55 points)

(A)(4) Assessment System Development (up to 35 points)

(A)(5) Research and Evaluation (up to 30 points)

(A)(6) Professional Capacity and Outreach (up to 15 points)

(A)(7) Technology Approach (up to 10 points)

(A)(8) Project Management (up to 30 points)

Competitive Preference Priority:

Collaboration and Alignment with Higher Education

Goal: Promote collaboration and alignment between member States' public K-12 systems and their public IHEs.

- Must provide, for each IHE or IHE system, a letter of intent that—
 - a) Commits the IHE or IHE system to **participate with the consortium** in the design and development of the consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness;
 - b) Commits the IHE or IHE system to implement policies, once the final high school summative assessments are implemented, that **exempt from remedial courses** and place into credit-bearing college courses any student who meets the consortium-adopted achievement standard (as defined) for each assessment and any other placement requirement established by the IHE or IHE system;
 - c) Indicates the total **number of direct matriculation students** (as defined) in the partner IHE or IHE system in the 2008-2009 school year; and
 - d) Is **signed** by the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system.
- The Department will award up to 20 points for applicants meeting this priority.

About the Awards and Budgets

Estimated Size of Awards: \$160,000,000 each

Estimated Number of Awards: 1-2*

About Budgets:

- Budgets consist of Level 1 and Level 2 budget modules:
 - **Level 1 budget modules** fund components that are **necessary to delivering operational summative assessments** or are otherwise necessary to the project and consistent with the theory of action. They may not exceed **\$150M in total**. A grantee will receive funding for the Level 1 budget modules identified in its application.
 - **Level 2 budget modules** cover all other components of an applicant's assessment system. Applicants **prioritize** their Level 2 budget modules in the order of importance to the implementation of the proposed project. No one module may exceed **\$10M**. A grantee may receive funding for one or more Level 2 budget modules, if funds are available.

Project Period: Up to 48 months

* The Department is not bound by these estimates. We will only fund high-quality proposals. The Department will determine the number of awards to be made based on the quality of applications received consistent with the selection criteria. It will also determine the size of an award made to an eligible applicant based on a review of the eligible applicant's budget. We may use any unused funds designated for this competition to make awards in Phase 2 of the Race to the Top Fund Program.

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High School Course Assessment Program

Category B Grants

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Key Requirements

Eligibility Requirement : To be eligible, an eligible applicant must—

1. Include a **minimum of 5 governing States** (as defined); and
2. Identify in its application a proposed **project management partner** who is not partnered with any other consortium applying for an award under this category.

Program Requirement: An applicant awarded a grant must—

- Ensure that **at least one course** assessment developed under the high school course assessment program will be **implemented in each State** in the consortium **by SY2013-2014** and that **all assessments** in the assessment program will be **operational by SY2014-2015**.

Estimated Size of Award: \$30,000,000 (binding maximum)

Project Period: Up to 48 months

Absolute Priority:

High School Course Assessment Programs

Goal: The Department supports the development of—

- New or adapted assessments for high school courses;
- That are used by multiple States; and
- Are valid, reliable, and fair for their intended purposes and students.

Absolute Priority (cont.):

High School Course Assessment Programs

Applicant must demonstrate that it will develop and implement a high school course assessment program that—

- a) For each course in the assessment program—
 - i. Measures student knowledge and skills against standards from a **common** set of college- and career-ready standards (as defined) in subjects for which such a set of standards exists, or otherwise against State or other **rigorous standards**;
 - ii. As appropriate, elicits complex student **demonstrations or applications** of knowledge and skills;
 - iii. Produces **student achievement data** (as defined) and **student growth data** (as defined) over a full academic year or course that can be used to inform—
 - A. Determinations of individual principal and teacher effectiveness and development and support needs; and
 - B. Teaching, learning, and program improvement; and
 - iv. Is designed to assess the broadest possible range of students, including **English learners** (as defined) and **students with disabilities** (as defined);

Absolute Priority (cont.):

High School Course Assessment Programs

Applicant must demonstrate that it will develop and implement a high school course assessment program that—

- b) Includes assessments for multiple courses that will be implemented in each member State at a **scale** that will enable significant **improvements in student achievement outcomes statewide**; and
- c) Includes a **process for certifying the rigor** of each assessment in the assessment program and for ensuring that assessments of courses covering similar content have common expectations for rigor.

Competitive Preference Priority 1:

Focus on Preparing Students for Study in STEM-Related Fields

- Applicant must address the priority throughout the application narrative, and must provide a separate plan that describes—
 - a) The **courses** for which assessments will be developed*;
 - b) How the courses comprise a **rigorous course of study** that is designed to prepare high school students for postsecondary study and careers in the STEM fields; and
 - c) How input from one or more four-year degree-granting **IHEs** will be obtained in developing assessments for the courses.
- Ten points will be awarded on an “all or nothing” basis (i.e., 10 points or zero points) for applicants meeting this priority.

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* Applicants may not use the same course of study to address both this priority and Competitive Preference Priority 2 (Focus on Career Readiness and Placement).

Competitive Preference Priority 2:

Focus on Career Readiness and Placement

- Applicant must address the priority throughout the application narrative, and must provide a separate plan that describes—
 - a) The **courses** for which assessments will be developed*;
 - b) How the courses comprise a **rigorous course of study** in career and technical education that is designed to prepare high school students for success on technical certification examinations or for postsecondary education or employment; and
 - c) How relevant **business community participation** and support will be obtained in developing assessments for the courses.
- Ten points will be awarded on an “all or nothing” basis (i.e., 10 points or zero points) for applicants meeting this priority.

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* Applicants may not use the same course of study to address both this priority and Competitive Preference Priority 1 (Focus on Preparing Students for Study and Careers in STEM-Related Fields).

Selection Criteria: High School Course Assessment Program Grants

(B)(1) Consortium Governance (up to 30 points)

(B)(2) Theory of Action (up to 5 points)

(B)(3) Course Assessment Program Design and Development
(up to 60 points)

(B)(4) Research and Evaluation (up to 25 points)

(B)(5) Course Assessment Program Implementation (up to 45 points)

(B)(6) Project Management (up to 35 points)

Wrap Up and Questions

Information to Be Aware of

- How does a “consortium” apply for a grant?
 - One member State can apply on behalf of consortium; OR
 - Consortium can establish itself as a legal entity.
- Thinking about procurement up-front:
 - Must use a competitive procurement process based on a “best value” selection; AND
 - Each State’s chief procurement official must assure that State may participate in and make procurements through the consortium.
- Applications must include executive summary (limit: 2 pages)
- ED will issue cooperative agreements – not grants
- No requirement for 50% of the grant to be passed through to LEAs.

General Requirements Regarding MOUs

- For Categories A and B, **each member State must execute an MOU** that:
 - Is **signed** by the State’s Governor, CSSO, SBE president (see application requirements);
 - **Details the activities** the State will perform (see application requirements);
 - **Binds** the member State to every statement and assurance made in the application (see application requirements); and
 - Includes the **procurement assurance**, described above (see application requirements and criterion (1)(d)), signed by the State’s chief procurement official.
- For Category A, the MOU must also:
 - Include an assurance that, to remain in the consortium, the State will adopt a **common** set of college- and career-ready **standards** (as defined) by YE2011, and **common achievement standards** (as defined) by SY2014-2015 (see eligibility requirements).
- For Category A, to get full points, the **MOU should also**:
 - Be consistent with the consortium’s governance structure and the **State’s role** in the consortium (see criterion (1)(c)(i)); and
 - Describe the State’s plan for **identifying any barriers** (in law, statute, policy) to implementing the proposed assessment system, and for addressing these barriers (see criterion (1)(c)(ii)).

Next Generation of Assessments

Multiple grants and competitions to meet states' needs and timelines:

- Race to the Top Assessment Competition:
 - Category A: Comprehensive Assessment Systems
 - Category B: High School Course Assessment Program
- Alternate Academic Assessment (1% Assessment)
- English Language Proficiency Assessment
- Science Assessments

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Contact Us

- Website:
www.ed.gov/programs/racetothetop-assessment
- Email:
racetothetop.assessment@ed.gov
- Telephone:
202-453-7246
- See you in Minneapolis on April 22 – remember to register now!

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