

U.S. Department of Education: Race to the Top Program

Training for Phase 2 Reviewers

June 11, 2010



Welcome and Competition Overview

Phase 2 of the Race is On...

Applications are in...from 35 States and D.C.

Reviewers have been selected...

...and the competition begins.

Thank you for your service.

About Race to the Top

- \$4.35B competitive grant to encourage and reward states implementing comprehensive reforms across four key areas:
 - Adopting standards and assessments that prepare students for success in college and the workplace
 - Recruiting, rewarding and retaining effective teachers and principals
 - Building data systems that measure student success and inform teachers and principals how they can improve their practices
 - Turning around the lowest-performing schools
- With an overarching goal of:
 - Driving substantial gains in student achievement
 - Improving high school graduation and college enrollment
 - Narrowing achievement gaps

Review Process – The Big Picture

June

July

August

Application
Review

- Read applications
- Draft your comments & scores

Tier 1
Panel
Reviews

- Review and discuss applications
- Finalize your Tier 1 comments & scores

Tier 2
Finalist
Presentations

- Applicant presentations and Q&A
- Finalize your Tier 2 comments & scores

Goals for Today and Tomorrow

- Ensure that you understand:
 - Your roles and responsibilities – and those of the ED staff who will be supporting you
 - The Race to the Top program – its requirements, priorities, and selection criteria
 - How to score applications
 - How to write high-quality comments
 - Conflict of interest, ethics, and confidentiality issues
- Start getting to know each other

Agenda – Friday, June 11

- 8:30-9:00 **Welcome and Competition Overview**
- 9:00-10:45 **Section A: State Success Factors – Understanding the Criteria and Workshop #1**
- 10:45-11:00 *Break*
- 11:00-11:30 **Section B: Standards and Assessments**
Section C: Data Systems to Support Instruction
- 11:30-1:00 **Section D: Great Teachers and Leaders – Understanding the Criteria and Workshop #2**
- 1:00 – 2:00 *Buffet Lunch*
- 2:00-3:30 **Section E: Turning Around the Lowest-Achieving Schools – Understanding the Criteria and Workshop #3**
- 3:30 -3:45 *Break*
- 3:45-4:15 **Section F and Priorities**
- 4:15-4:45 **Conflict of Interest, Ethics & Confidentiality Agreements**
- 4:45-5:00 **Logistical Updates**

Agenda – Saturday, June 12

- 9:00-10:15 **Writing Comments and Scoring: Workshop #4**
- 10:15-10:35 **Application Review Process**
- 10:35-10:45 *Break*
- 10:45-11:15 **Organizing your Review**
- 11:15-11:45 **Using the Application Review System (ARS)**
- 11:45-12:00 **Final Q&A and Closing**

Introductions

- Josh Bendor, *Race to the Top Program*
- Beth Caron, *Office of Elementary and Secondary Education*
- Meredith Farace, *Office of Elementary and Secondary Education*
- Jane Hess, *Office of the General Counsel*
- Rachel Peternith, *Office of the General Counsel*
- Joanne Weiss, *Director, Race to the Top Program and Senior Advisor to the Secretary*

Section A: State Success Factors

Understanding the Criteria

Section A: State Success Factors

45 minutes

A. State Success Factors

- (A)(1) Articulating State's education reform agenda and LEAs' participation in it
- (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans
- (A)(3) Demonstrating significant progress in raising achievement and closing gaps

Purposes:

- Front-end organizer
- Statewide reform agenda
- LEA commitment and participation
- State capacity
- Track record

(A)(1)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it *(65 pts)*

The extent to which—

- (i) The State has set forth a **comprehensive and coherent reform agenda** that clearly articulates its **goals** for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible **path to achieving these goals**, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(A)(1) Articulating State's education reform agenda and LEAs' participation in it *(65 pts)*

(ii) The **participating LEAs** (as defined in this notice) are **strongly committed** to the State's plans and to effective implementation of reform in the four education areas, as evidenced by **Memoranda of Understanding (MOUs)** (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

- (a) Terms and conditions** that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions** that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures** from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice);

(A)(1)(ii) Evidence

Evidence for (A)(1)(ii):

- An example of the State's **standard Participating LEA MOU**, and **description of variations** used, if any.
- The completed summary table indicating which specific **portions of the State's plan each LEA is committed to implementing**, and relevant summary statistics.
- The completed summary table indicating which **LEA leadership signatures** have been obtained.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed **detailed table**, by LEA, that includes the information requested in the criterion

(See application p. 19)

Conditional MOUs

- The **model MOU** in the application is an example of a “strong MOU.”
- If some (or all) of a State’s participating LEAs will need to modify collective bargaining agreements before they can commit to implementing certain parts of a State’s plan, then the State may draft its **MOUs** in a way that reflects the **LEA’s conditional commitment to implementing specific plans**, pending a successful conclusion to collective bargaining.
- Because not all “conditional” clauses are the same, and there may be other facts about the State’s context or proposals that bear on the likelihood of successful implementation, reviewers should **look closely at the narrative and read the MOU terms and conditions** in order to evaluate the strength of the LEAs’ commitments.

How Reviewers Assessed Different Conditional MOUs – Example 1

- “Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. By way of the signatures below, the LEA and local collective bargaining representative agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the LEA and the local collective bargaining representative.”

Reviewer Comment:

“This is a substantial level of participation but is undercut by the MOU opt-out provision which is likely to limit the engagement of districts on some of the sensitive RTTT elements such as the teacher evaluation and compensation provisions.”

How Reviewers Assessed Different Conditional MOUs – Example 2

- “The parties to any applicable collective bargaining agreement will use their best efforts to negotiate any terms and conditions in the agreement necessary for the full implementation of the State Plan. The parties understand that the failure to negotiate any term or condition in a collective bargaining agreement necessary for full implementation of the State Plan will result in termination of the grant.”

Reviewer Comment:

The MOU “requires participating districts to implement all elements of the proposal. It incorporates the theory of reform and precludes participation from those districts that can’t garner union support... it is a serious commitment to agree to be a participating LEA.”

(A)(1) Detailed Table

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)
McKinney USD	2	211	107	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	Y	Y	C
Clark USD	4	1093	646	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	C	C	C	C	C	Y	Y	N
Hess Charter	1	215	127	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

one row per LEA

(A)(1)(ii)(b) Scope of Work Summary Table

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	50	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	0 (45 conditional)	0% (90% conditional)
(ii) Professional development on use of data	25 (25 conditional)	50% (50% conditional)

Here, you get
a picture of
overall
participation
levels

(A)(1)(ii)(c) Signature Summary Table

Summary Table for (A)(1)(i i)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)			
President of Local School Board (or equivalent, if applicable)			
Local Teachers' Union Leader (if applicable)			



(A)(1) Articulating State's education reform agenda and LEAs' participation in it *(65 pts)*

The extent to which --

(iii) The **LEAs that are participating** in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) **will translate into broad statewide impact**, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for— *(15 points)*

- (a) Increasing student achievement** in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps** between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates** (as defined in this notice); and
- (d) Increasing college enrollment** (as defined in this notice) and **increasing the number of students who complete at least a year's worth of college** credit that is applicable to a degree within two years of enrollment in an institution of higher education.

(A)(1)(iii) Evidence

Evidence for (A)(1)(iii):

- The completed summary table indicating the **numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty.**
- **Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion,** together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed **detailed table**, by LEA, that includes the information requested in the criterion

(A)(1)(iii) LEA Summary Table

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) <small>(Participating LEAs / Statewide)</small>
LEAs			
Schools			
K-12 Students			
Students in poverty			



(See application p. 21)

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans (30 pts)

The extent to which the State has a high-quality overall plan to—

- (i) Ensure that it has the **capacity** required to implement its proposed plans by— (20 points)
 - (a) Providing strong **leadership** and dedicated **teams** to implement the statewide education reform plans the State has proposed;
 - (b) **Supporting participating LEAs** (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
 - (c) Providing **effective and efficient operations and processes** for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
 - (d) **Using the funds** for this grant, as described in the State's budget and **accompanying budget** narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
 - (e) Using the fiscal, political, and human capital resources of the State to **continue, after the period of funding has ended**, those reforms funded under the grant for which there is evidence of success;

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans (30 pts)

- (ii) Use support from a broad group of **stakeholders** to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)
- (a) The State's **teachers and principals**, which include the State's teachers' **unions** or statewide teacher associations; and
 - (b) **Other critical stakeholders**, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

(A)(2) Evidence

Evidence for (A)(2)(i)(d):

- The State's **budget**, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the **statements or actions of support** and inclusion of key statements or actions of support in the Appendix.

(A)(3)

(A)(3) Demonstrating significant progress in raising achievement and closing gaps *(30 pts)*

The extent to which the State has demonstrated its ability to—

- (i) **Make progress** over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; *(5 points)*
- (ii) **Improve student outcomes overall and by student subgroup** since at least 2003, and explain the connections between the data and the actions that have contributed to — *(25 points)*
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates.

(A)(3) Evidence

Evidence for (A)(3)(ii):

- **NAEP and ESEA results since at least 2003:**
 - Include in the Appendix **all the data requested** in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be **in raw format**.
 - In the narrative, provide the **analysis of this data** and any tables or graphs that best support the narrative.

A Word about Application Requirement (g)

- For student **subgroups with respect to the NAEP**, include:
 - Race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency
 - Exclusion rate for students with disabilities (SWDs)
 - Exclusion rate for English language learners (ELLs)
 - Documentation of the State's policies and practices for determining whether SWDs or ELLs should participate in the NAEP and whether the student needs accommodations
- For student **subgroups with respect to high school graduation rates, college enrollment and college credit accumulation rates, and the assessments required under the ESEA**, include:
 - Economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency
- For the **assessments required under the ESEA**:
 - Refer to section 1111(b)(3) of the ESEA
 - Note any factors (*e.g.*, changes in cut scores) that would impact the comparability of data from one year to the next

Workshop #1

1 hour

Workshop Structure

- Introduction to the activity (10 min)
- Activity (35 min)
- Report out (15 min)
- Change tables for the next activity

Purpose and Objectives

- Purpose:
Develop a shared understanding of what constitutes a high, medium, and low quality response to a selection criterion.
- Objectives:
 - Reading and parsing a criterion
 - Using evidence tables
- Examples used from three states for:
 - Criteria (A)(1)(ii) and (A)(1)(iii)

Questions You'll Answer

- For each State example, is the response high, medium, or low quality and why?
- What are the characteristics that distinguish high, medium, and low quality responses?

Write your answers on your flip chart.

Be sure to capture and represent the different points of view around your table.

Randomly selected tables will be asked to report out.

Activity

1. For each State example, is the response high, medium, or low quality and why?
2. What are the characteristics that distinguish high, medium, and low quality responses?



35 minutes

Report Out

1. For each State example, is the response high, medium, or low quality and why?
2. What are the characteristics that distinguish high, medium, and low quality responses?



15 minutes

Break

Change Tables!!

Section B: Standards and Assessments
Section C: Data Systems to Support Instruction

Understanding the Criteria

Section B: Standards and Assessments

20 minutes

B. Standards and Assessments

State Reform Conditions Criteria

- (B)(1) Developing and adopting common standards
- (B)(2) Developing and implementing common, high-quality assessments

Reform Plan Criteria

- (B)(3) Supporting the transition to enhanced standards and high-quality assessments

Purposes:

- Encourage the adoption of common, high-quality standards and assessments
- Support the transition to college and career ready standards and assessments

(B)(1)

(B)(1) Developing and adopting common standards *(40 pts)*

The extent to which the State has demonstrated its commitment to **adopting a common set of high-quality standards**, evidenced by (as set forth in Appendix B)—

(i) The State's **participation in a consortium** of States that— *(20 points)*

- (a) Is working toward jointly developing and adopting a **common set of K-12 standards** (as defined in this notice) that are supported by evidence that they are **internationally benchmarked and build toward college and career readiness** by the time of high school graduation; and
- (b) Includes a **significant number of States**; and

Reviewer Guidance (B)(1)(i)

(In Appendix B)

Reviewer Guidance Specific to (B)(1)(i)(b) – **Significant Number of States:**

- **“High” points** for a significant number of States are earned if the consortium includes a majority of the States in the country.
- **“Medium” or “low” points** are earned if the consortium includes one-half of the States in the country or less.

(B)(1) Developing and adopting common standards *(40 pts)*

(ii) — *(20 points)*

(a) For Phase 1 applications...

(b) For Phase 2 applications, the State's **adoption** of a common set of K-12 standards (as defined in this notice) **by August 2, 2010**, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way*.

*Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

(B)(1)(ii) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (B)(1)(ii) – **Adoption**:

- **“High” points** are earned for: Phase 2 applicants’ adoption by August 2, 2010.
 - **For Tier 1:** Reviewers may score in the “high” range based on a State’s commitment to and progress toward adoption by August 2, 2010.
 - **For Tier 2:** Reviewers may score in the “high” range based only on evidence of adoption.
- **No “Medium” points** are assigned for this criterion.
- **“Low” points** are earned for a high-quality plan to adopt by a specified date later in 2010.
- **No points** are earned for a plan that is not high-quality or for a plan to adopt later than 2010.

(B)(2)

(B)(2) Developing and implementing common, high-quality assessments *(10 pts)*

The extent to which the State has demonstrated its commitment to **improving the quality of its assessments**, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and *(5 points)*
- (ii) Includes a significant number of States. *(5 points)*

(B)(3)

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality **plan for supporting a statewide transition** to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice). *(20 points)*

“Such as”
list

Understanding the Criteria

Section C: Data Systems to Support Instruction

10 minutes

C. Data Systems to Support Instruction

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system

Reform Plan Criteria

(C)(2) Accessing and using State data

(C)(3) Using data to improve instruction

Purposes:

- Build out a full statewide longitudinal data system
- Access and use this data to inform decisions
- Provide dynamic data at the local level to improve instruction

(C)(1)

(C)(1) Fully implementing a statewide longitudinal data system

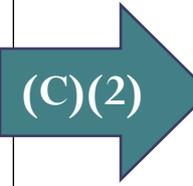
(24 points – 2 points per America COMPETES element)

The extent to which the State has a **statewide longitudinal data system** that includes all of the America COMPETES Act elements (as defined in this notice). *(24 points)*

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- **Documentation for each of the America COMPETES Act elements** (as defined in this notice) that is included in the State's statewide longitudinal data system.



(C)(2)

(C)(2) Accessing and using State data *(5 pts)*

The extent to which the State has a high-quality plan to ensure that **data from the State's statewide longitudinal data system are accessible** to, **and used** to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness. *(5 points)*

(C)(3) Using data to improve instruction (18 pts)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) **Increase the acquisition, adoption, and use of local instructional improvement systems** (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness; (6 points)
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective **professional development** to teachers, principals and administrators on **how to use these systems and the resulting data to support continuous instructional improvement**; and (6 points)
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, **available and accessible to researchers** so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level). (6 points)

(See application p. 31)

Section D: Great Teachers & Leaders

Understanding the Criteria

Section D: Great Teachers & Leaders

30 minutes

D. Great Teachers and Leaders

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance

(D)(3) Ensuring equitable distribution of effective teachers and principals

(D)(4) Improving the effectiveness of teacher and principal preparation programs

(D)(5) Providing effective support to teachers and principals

Purposes:

- Build high-quality evaluation systems; evaluate the effectiveness of teachers and principals based on multiple measures, with growth in student achievement as a significant factor
- Use this evaluation data to inform key personnel decisions, allocation decisions, and professional development
- Assess the quality of teacher and principal preparation programs; expand the effective programs

(D)(1)

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 pts)*

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that **allow alternative routes to certification** (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; *(7 points)*
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and *(7 points)*
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage. *(7 points)*

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 pts)*

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that **allow alternative routes to certification** (as defined in this notice) for teachers and

Alternative routes are pathways to certification that are authorized under the State's laws or regulations...and have the following characteristics:

- a) Can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education;
- b) Are selective in accepting candidates;
- c) Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching;
- d) Significantly limit the amount of coursework required or have options to test out of courses; and
- e) Upon completion, award the same level of certification that traditional preparation programs award upon completion.

(D)(1)(i) Review Guidance

(In Appendix B)

Reviewer Guidance Specific to (D)(1)(i):

- **“High” points** are earned by States that have alternative routes that (a) permit providers that operate independently of institutions of higher education (IHEs), and (b) include at least 4 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- **“Medium” points** are earned by States that have alternative routes that (a) permit providers who operate independently of IHEs, and (b) include at least 2 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- **“Low” points** are earned by States that have alternative routes that (a) do not permit providers who operate independently of IHEs, OR (b) include only 1 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 pts)*

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; *(7 points)*
- (ii) **Alternative routes** to certification (as defined in this notice) that are **in use**; and *(7 points)*
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these **areas of shortage**. *(7 points)*

(D)(2)

(D)(2) Improving teacher and principal effectiveness based on performance *(58 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to **measuring student growth** (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(D)(2) Improving teacher and principal effectiveness based on performance *(58 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to **measuring student growth** (as defined in this notice) and measure it for each individual student; *(5 points)*

Student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time.

Student achievement means

- (a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning;
- (b) For non-tested grades and subjects: alternative measures of student learning and performance that are rigorous and comparable across classrooms.

(D)(2) Improving teacher and principal effectiveness based on performance *(58 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) **Design and implement rigorous, transparent, and fair evaluation systems** for teachers and principals that (a) **differentiate effectiveness** using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

Effective teacher [principal] means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth... must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth.

Highly effective teacher [principal] means a teacher whose students achieve high rates (*e.g.*, at least one and one-half grade level in an academic year) of student growth... must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth.

(11) **systems** for teachers and principals that (a) **differentiate effectiveness** using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

(D)(2)(iii-iv) Improving teacher and principal effectiveness based on performance *(58 pts)*

- (iii) **Conduct annual evaluations** of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and
- (iv) **Use these evaluations**, at a minimum, **to inform decisions regarding**— *(28 points)*
 - (a) **Developing** teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) **Compensating, promoting, and retaining** teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to **grant tenure and/or full certification** (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) **Removing** ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

(D)(2) Performance Measures

Goals: Baseline data and annual targets

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets					
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice)						
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers						
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals						
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:						
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals 						
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals 						
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals 						
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals 						
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals 						
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals 						
[Optional: Enter text here to clarify or explain any of the data]							

You are evaluating the extent to which the annual targets are:

- consistent with and supported by the proposed plan
- ambitious yet achievable

(D)(3)

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

- (i) **Ensure the equitable distribution** of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that **students in high-poverty and/or high-minority schools** (both as defined in this notice) have equitable **access to highly effective** teachers and principals (both as defined in this notice) and are **not served by ineffective** teachers and principals at higher rates than other students; *(15 points)*

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

- (ii) Increase the number and percentage of effective teachers (as defined in this notice) **teaching hard-to-staff subjects and specialty areas** including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

(D)(4)

(D)(4) Improving the effectiveness of teacher and principal preparation programs *(14 pts)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) **Link student achievement and student growth** (both as defined in this notice) data to the students' teachers and principals, **to** link this information to the in-State **programs where those teachers and principals were prepared for credentialing**, and to publicly report the data for each credentialing program in the State; and *(7 points)*
- (ii) **Expand** preparation and credentialing options and **programs** that are successful at **producing effective teachers and principals** (both as defined in this notice). *(7 points)*

(D)(5) Providing effective support to teachers and principals (20 pts)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) **Provide effective, data-informed professional development**, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and (10 points)
- (ii) **Measure, evaluate, and continuously improve the effectiveness** of those supports in order to improve student achievement (as defined in this notice). (10 points)

“Such as”
list

Workshop #2

1 hour

Workshop Structure

- Introduction to the activity (10 min)
- Activity (35 min)
- Report out (15 min)

Purpose and Objectives

- Purpose:
Deepen your understanding of what constitutes a high, medium, and low quality response to a selection criterion.
- Objectives:
 - Reading and parsing a criterion
 - Using all the information available:
 - Narrative
 - Performance Measures
 - Budgets
 - “High-quality plan” guidance
 - Appendices
- Examples used from three States for:
 - Criterion (D)(2)

Conditions and Plans

- Remember that there are two types of selection criteria:
 - *State Reform Conditions* criteria are about a State's past accomplishments.
 - *Reform Plan* criteria are about the plans that a State proposes to implement if they win a Race to the Top grant.
- Conditions are much more straightforward to evaluate than plans, and generally have specific scoring rubrics attached...so this training will focus on writing comments in response to plans.

About Reform Plan Criteria

You will allot points based on:

- The **quality of the State's plan**.
- Where specified in the text of the criterion, whether the State has set **ambitious yet achievable annual targets** (*i.e.*, performance measures) for that plan.

About High-Quality Plans

A high-quality plan is defined in Application Requirement (e) as one that specifies:

- (1) The **key goals**;
- (2) The **key activities** to be undertaken and rationale for the activities, which should include why the specific activities are thought to bring about the change envisioned and how these activities are linked to the key goals;
- (3) The **timeline** for implementing the activities;
- (4) The party or **parties responsible** for implementing the activities;
- (5) The information requested in the **performance measures**, where applicable. Where the State proposes plans for reform efforts not covered by a specified performance measure, the State is encouraged to propose performance measures and annual targets for those efforts; and
- (6) The information requested as supporting evidence, if any, for the criterion, together with any additional information the State believes will be helpful to peer reviewers in judging the **credibility of the State's plan**.

About Performance Measures

- Performance measures include goals and annual targets, baseline data, and other information.
- You will consider, as part of their evaluations of a State's application, the extent to which the State has set **ambitious yet achievable** annual targets that support the State's plan. So you are looking for how States connected the plans in their narratives with their targets, and are asking yourselves:
 - Are States being ambitious in what they're attempting to do?
 - Are they also being realistic in proposing a plan that they can achieve?
 - Have they balanced ambition and achievement thoughtfully and well?

Questions You'll Answer

- For each State example, is the response high, medium, or low quality and why? Use evidence to support your rationale.

Write your answers on your flip chart.

Be sure to capture and represent the different points of view around your table.

Randomly selected tables will be asked to report out.

Activity

For each State example, is the response high, medium, or low quality and why? Use evidence to support your rationale.



35 minutes

Report Out

For each State example, is the response high, medium, or low quality and why? Use evidence to support your rationale.



15 minutes

Lunch

Change Tables After Lunch!!

Section E: Turning Around the Lowest-Achieving Schools

Make sure you're at the right table!

Understanding the Criteria

Section E: Turning Around the Lowest-Achieving Schools

20 minutes

E. Turning Around the Lowest-Achieving Schools

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools

Purposes:

- Turn around the persistently lowest-achieving schools
- Fully align with Stabilization Fund and School Improvement Grants

(E)(1)

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 pts)*

The extent to which the State has the legal, statutory, or regulatory authority to **intervene directly in the State's persistently lowest-achieving schools** (as defined in this notice) and in **LEAs** that are in improvement or corrective action status. *(10 points)*

(E)(1) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (E)(1):

- 10 points are earned by States that can **intervene directly in both schools and LEAs**.
- 5 points are earned by States that can **intervene directly in either schools or LEAs, but not both**.
- 0 points are earned by States that **cannot intervene** in either schools or LEAs.

(E)(2) Turning around the lowest-achieving schools *(40 pts)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) **Identify the persistently lowest-achieving schools** (as defined in this notice) and, at its discretion, **any non-Title I eligible** secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*
- (ii) **Support its LEAs in turning around these schools by implementing one of the four school intervention models** (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

Excerpt from School Intervention Models

(In Appendix C)

- **Turnaround model.** Replace the principal and rehire no more than 50% of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
- **Restart model.** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure.** Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.
- **Transformation model.** Implement each of the following strategies: (1) replace the principal; (2) develop and increase teacher and school leader effectiveness; (3) institute comprehensive instructional reform; (4) increase learning time and create community-oriented schools; (5) provide operational flexibility and sustained support.

Note: If an identified school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

(E)(2) Evidence

Evidence for (E)(2):

- The **State's historic performance on school turnaround**, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Workshop #3

1 hour 10 minutes

Workshop Structure

- Introduction to the activity (15 min)
- Activity (35 min)
- Report out (15 min)
- Wrap-up (5 min)
- Change tables for the last activity

Purpose and Objectives

- Purposes:
 - Continue to build your understanding of what makes a response high, medium, low quality.
 - Understand what makes a comment high quality.
- Objectives:
 - Refining your sense of application quality
 - Understanding the attributes of a high quality comment
 - Using your Reviewer Scoring Tool
- Example used from three States for:
 - Criterion (E)(2)

Writing Comments: Your Audiences

- The U.S. Department of Education
 - Comments must provide clear and objective justifications for your scores and a rationale for the number of points you awarded.
- Race to the Top State Applicants
 - Comments will provide concrete feedback that can inform implementation for grantees and future reform efforts for non-grantees.
- General Public
 - Comments will be posted on the web and will be scrutinized by interested members of the public and the media.

The Basics

Each comment should:

1. Make clear, evaluative statements about the substance of the criterion being discussed.
2. Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
3. Write for a broad audience. Use paragraphs, bullets, etc., to organize related evaluative statements clearly.
4. Draw clear conclusions that are consistent with your evaluative statements and match the score you gave.
5. Use the criterion language and the scoring rubric as your ultimate guidelines – make sure your scores and comments match these!

Sample structure for comments

1. Evaluative statement #1 (topic sentence)
 - Supporting evidence
 - Supporting evidence
2. Evaluative statement #2 (topic sentence)
 - Supporting evidence
 - Supporting evidence

(More evaluative statements and evidence, as appropriate)

3. Judgment (points awarded and justification)

Remember: Evidence can be found in the application narrative, the evidence tables following the narrative, the performance measures, the appendices, or the budget.

Commenting and Scoring “Level”

- Always score at the sub-criterion (*i.e.*, romanette i, ii, iii...) level.
- You may write your comments at the romanette level or at the criterion level. Either way, a reader should be able to understand your romanette-level scores from your comments.
- Keep your Reviewer Scoring Tool nearby. It combines useful information from multiple sources into one handy location, and will pop up in the web-based Application Review System (ARS) when you click “Scoring Tool.”

Reviewer Scoring Tool

Race to the Top Peer Reviewer Scoring Tool

	Selection Criteria	Total Points	Point Range (L/M/H)	Race to the Top Rubric – Guidance Specific to Criterion
(A)	State Success Factors	125		
	<u>(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it:</u> The extent to which—	65		<i>General Reviewer Guidance for (A)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).</i>
	<ul style="list-style-type: none"> (A)(1)(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application. 	5	0-1 / 2-3 / 4-5	
	<ul style="list-style-type: none"> (A)(1)(ii) The participation (as defined in this notice) are strongly committed to and to effectively implement the education areas, as evidenced by the MOUs (as set forth in the notice) that include— <ul style="list-style-type: none"> (a) Terms and conditions that demonstrate strong commitment by the participant (as defined in this notice) to the State’s plans; 	45	0-12 / 13-33 / 34-45	<i>The model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.</i>

Full text of
all selection
criteria and
priorities
(from the
application)

Reviewer Scoring Tool

Race to the Top Peer Reviewer Scoring Tool

	Selection Criteria	Total Points	Point Range (L/M/H)	Race to the Top Rubric – Guidance Specific to Criterion
(A)	State Success Factors	125		
	(A)(1) <u>Articulating State’s education reform agenda and LEAs’ participation in it:</u> The extent to which—	65		<i>General Reviewer Guidance for (A)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).</i>
	<ul style="list-style-type: none"> (A)(1)(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; 	5	0-1 / 2-3 / 4-5	
	<ul style="list-style-type: none"> (A)(1)(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, evidenced by Memoranda of Understanding (MOUs) set forth in Appendix D) or other binding agreement between the State and its participating LEAs (as defined in this notice) that include— <ul style="list-style-type: none"> (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the plans; 		12 / 13-33 / 34-45	<i>The model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.</i>

Possible points (by section, by criterion, and for each sub-criterion)

Reviewer Scoring Tool

Race to the Top Peer Reviewer Scoring Tool

	Selection Criteria	Total Points	Point Range (L/M/H)	Race to the Top Rubric – Guidance Specific to Criterion
(A)	State Success Factors	125		
	(A)(1) <u>Articulating State’s education reform agenda and LEAs’ participation in it:</u> The extent to which—	65		<i>General Reviewer Guidance for (A)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).</i>
	<ul style="list-style-type: none"> (A)(1)(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; 	5	0-1 / 2-3 / 4-5	
	<ul style="list-style-type: none"> (A)(1)(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— <ul style="list-style-type: none"> (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans; 			<i>the model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.</i>

Point ranges
for
low/med/hi
quality
responses
(from scoring
rubric)

Reviewer Scoring Tool

Race to the Top Peer Reviewer Scoring Tool

	Selection Criteria	Total Points	Point Range (L/M/H)	Race to the Top Rubric – Guidance Specific to Criterion
(A)	State Success Factors	125		
	<u>(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it:</u> The extent to which—	65		<i>General Reviewer Guidance for (A)(1): In judging the quality of the applicant’s response to this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).</i>
	<ul style="list-style-type: none"> (A)(1)(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; 	5	0-1 / 2-3 / 4-5	
	<ul style="list-style-type: none"> (A)(1)(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— <ul style="list-style-type: none"> (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans; 	45	0-12 / 13-33 / 34-45	<i>The model Memorandum of Understanding (MOU), provided in Appendix D to this notice, is an example of a strong MOU.</i>

Reviewer
guidance
(from scoring
rubric)

Questions You'll Answer

- For each State example, is the response high, medium, or low quality and why?
- You have two sets of comments: State Example 1 (good examples) and State Example 2 (problematic examples). What is wrong with each of the State Example 2 comments, and how would you correct those problems?

Write your answers on your flip chart.

Be sure to capture and represent the different points of view around your table.

Randomly selected tables will be asked to report out.

Activity

1. For each State example, is the response high, medium, or low quality and why?
2. What is wrong with each of the State Example 2 comments, and how would you correct those problems?



35 minutes

Report Out

1. For each State example, is the response high, medium, or low quality and why?
2. What is wrong with each of the State Example 2 comments, and how would you correct those problems?



15 minutes

Wrap Up—

Comments and Scoring: Do's and Don'ts

- DO evaluate the quality of the applicant's response. DO NOT simply summarize the response. DO NOT focus on your thoughts about what a better plan might have been.
- DO explain why you reached the conclusions you did.
- DO use the evidence tables, performance measures, appendices, and budget to *support and verify* the application narrative.
- DO point to specific information in the application that helped you reach your conclusion.
- DO NOT do independent research or use as evidence information that is not in the application.

Wrap Up—

Comments and Scoring: Do's and Don'ts

- DO make sure your scores and comments match one another.
- DO make sure your scores and comments are consistent with what the criterion asks and what ED's reviewer guidance says.
- DO use complete sentences with proper grammar and spelling.
- DO be professional, tactful, and constructive.
- DO NOT write in the first person – “I feel,” “I think,” etc.

Break

15 minutes

Section F: General and Priorities

30 minutes

Understanding the Criteria

Section F: General

F. General

State Reform Conditions Criteria

- (F)(1) Making education funding a priority
- (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools
- (F)(3) Demonstrating other significant reform conditions

Purposes:

- General conditions conducive to education reform

(F)(1)

(F)(1) Making education funding a priority

(10 pts)

The extent to which—

- (i) The percentage of the total **revenues** available to the State (as defined in this notice) that were **used to support** elementary, secondary, and public higher **education** for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and (5 points)
- (ii) The State's policies lead to **equitable funding** (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools. (5 points)

(F)(2)

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

- Caps
- Authorizers/ Accountability
- Facilities
- Funding
- Other innovative, autonomous schools

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

- (i) The State has a **charter school law** that **does not prohibit or effectively inhibit increasing the number of high-performing charter schools** (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools; *(8 points)*

(F)(2)(i) Evidence

Evidence for (F)(2)(i):

- A description of the **State's applicable laws**, statutes, regulations, or other relevant legal documents.
- The **number of charter schools allowed** under State law and the **percentage this represents of the total number of schools in the State**.
- The number and types of **charter schools currently operating** in the State.

(F)(2)(i) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (F)(2)(i):

- “High” points are earned if the State either has **no cap** on the number of charter schools, or it has a **“high” cap** (defined as a cap such that, **if it were filled, $\geq 10\%$ of the total schools in the State would be charter schools**); and the State does not have restrictions, such as those referenced in the “note to reviewers” that would be considered even mildly inhibiting.
- “Medium” points are earned if the State has a **“medium” cap** on the number of charter schools (defined as a cap such that, if it were filled, **$\geq 5\%$ and $< 10\%$** of the total schools in the State would be charter schools); or the charter school law has sufficient flexibility to allow for an increase in the number of charter schools as if it were a medium or higher cap (e.g. by allowing for the creation of multiple campuses under the same charter); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered moderately or severely inhibiting.
- “Low” points are earned if the State has a **“low” cap** on the number of charter schools (defined as a cap such that, if it were filled, **$< 5\%$** of the total schools in the State would be charter schools) OR if the State has restrictions, such as those referenced in the “note to reviewers” below, that would be considered severely inhibiting.
- No points are earned if the State has **no charter school law**.

(F)(2)(i) Reviewer Guidance *(continued)*

(In Appendix B)

Note to reviewers: *Charter school laws are so complex that it is hard to write rules to capture each possible obstacle to charter school growth; therefore, **this rubric is meant to guide reviewers, not to bind them.***

For example, if a State limits the number of charter schools by limiting the share of statewide or district-level funding that can go to charter schools, rather than by explicitly limiting the number of charter schools, reviewers should convert the funding restriction into an approximately equivalent limit on the number of schools and fit that into the guidelines here.

*As reviewers assess the inhibitions on charter schools, they should **look for restrictions such as:** disallowing certain types of charter schools (e.g., startups or conversions); restricting charter schools to operate in certain geographic areas; and limiting the number, percent, or demographics of students that may enroll in charter schools. Some States have “smart caps” designed to restrict growth to high-performing charter schools; this is not a problem unless it effectively restricts any new (i.e., unproven) charter schools from starting.*

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

- (ii) The State has laws, statutes, regulations, or guidelines regarding **how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools**; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools; *(8 points)*

(F)(2)(ii) Evidence

Evidence for (F)(2)(ii):

- A description of the **State's approach to charter school accountability and authorization**, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school **applications** made in the State.
 - The number of charter school **applications approved**.
 - The number of charter school **applications denied and reasons** for the denials (academic, financial, low enrollment, other).
 - The number of **charter schools closed** (including charter schools that were not reauthorized to operate).

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

(iii) The State's charter schools receive (as set forth in Appendix B) **equitable funding** compared to traditional public schools, and a commensurate share of local, State, and Federal revenues; *(8 points)*

(F)(2)(iii) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (F)(2)(iii):

- “High” points are earned if the **per-pupil funding to charter school students is $\geq 90\%$ of that which is provided to traditional public school students.**
- “Medium” points are earned if the per-pupil funding to charter school students is **80-89%** of that which is provided to traditional public school students.
- “Low” points are earned if the per-pupil funding to charter school students is **$\leq 79\%$** of that which is provided to traditional public school students, or the State does not have a charter school law.
- No points are earned if the State has no charter school law.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

- (iv) The State provides charter schools with funding for **facilities** (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and *(8 points)*
- (v) The State enables LEAs to **operate innovative, autonomous public schools** (as defined in this notice) **other than charter schools**. *(8 points)*

(F)(3)

(F)(3) Demonstrating other significant reform conditions *(5 pts)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, **other conditions favorable to education reform or innovation** that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes. *(5 points)*

Evidence for (F)(3):

- A **description of the State's other applicable key education laws**, statutes, regulations, or relevant legal documents.

Priorities

Absolute Priority

- Comprehensive Approach to Education Reform **(Yes/No)**

Competitive Priority

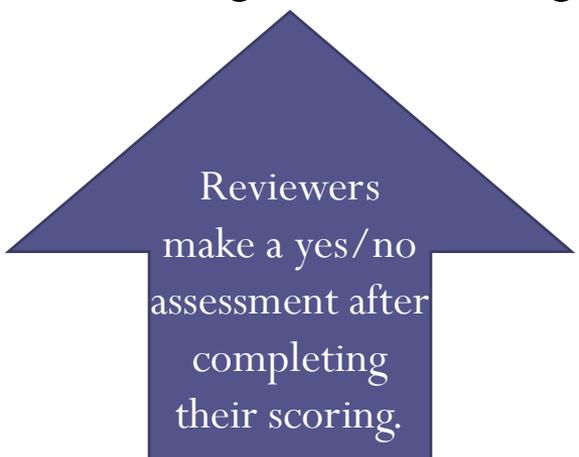
- Emphasis on Science, Technology, Engineering, and Mathematics (STEM) **(15 points all or nothing)**

Invitational Priorities **(no points)**

- Innovations for Improving Early Learning Outcomes
- Expansion and Adaptation of Statewide Longitudinal Data Systems
- P-20 Coordination, Vertical and Horizontal Alignment
- School-Level Conditions for Reform, Innovation, and Learning

Absolute Priority – Comprehensive Approach to Education Reform

To meet this priority, the State’s application must **comprehensively and coherently address all of the four education reform areas** specified in the ARRA **as well as the State Success Factors Criteria** in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application **sufficient LEA participation and commitment to successfully implement and achieve the goals** in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.



Reviewers
make a yes/no
assessment after
completing
their scoring.

(See application p. 90)

Absolute Priority

- The Absolute Priority is the one part of the application that is **about States meeting a minimum threshold**.
- An application does not need to respond to every single criterion in each section or respond well to each criterion to meet the absolute priority, but each section must have a comprehensive plan for that section.
- You are not making a recommendation here about whether to fund an applicant – that's not what a "yes" means. You are making a recommendation about whether to eliminate the applicant from the competition.
- If three or more members of the panel believe that an application does not meet the absolute priority, the application will be recommended for removal from the slate, and therefore may not be considered for funding. However, you must still score these applications in accordance with the scoring rubric and applicable criteria.

STEM Priority

To meet this priority, the State's application must have a high-quality plan that addresses all three aspects of the STEM priority:

- i. Offer a **rigorous course of study** in mathematics, the sciences, technology, and engineering;
- ii. Cooperate with industry experts, museums, universities, research centers, or other **STEM-capable community partners to prepare and assist teachers** in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and
- iii. **Prepare more students for advanced study and careers** in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

Conflict of Interest, Ethics, and Confidentiality

30 minutes

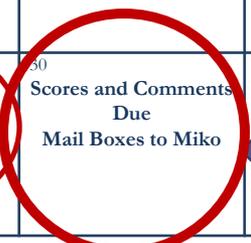
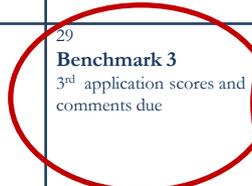
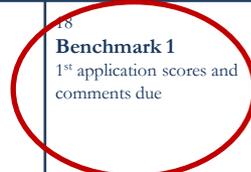
Logistical Updates

15 minutes

Preliminary Submission Timeline

June 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Phase 2 Applications Due	2	3	4	5
6	7	8	9	10	11 8:30am – 5:00pm Peer Reviewer Training	12 9:00am – 12:00pm Peer Reviewer Training
13	14	15	16	17	18 Benchmark 1 1 st application scores and comments due	19
20	21	22	23	24 Benchmark 2 2 nd application scores and comments due	25	26
27	28	29 Benchmark 3 3 rd application scores and comments due	30 Scores and Comments Due Mail Boxes to Miko			

Redacted



Print all sections of each application, sign and mail to Miko

Reviewing Preliminary Comments

July 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Comment Revisions with Panel Monitors	2 Comment Revisions with Panel Monitors	3
4	5 FOURTH OF JULY HOLIDAY – ED OFFICES CLOSED	6 Comment Revisions with Panel Monitors	7 Comment Revisions with Panel Monitors	8 Comment Revisions with Panel Monitors	9 Comment Revisions with Panel Monitors	10
11 Peer Reviewer Travel Day	12 8:00am – 5:30pm On-Site Tier 1 [REDACTED]	13 8:00am – 5:30pm On-Site Tier 1 [REDACTED]	14 8:00am – 5:30pm On-Site Tier 1 [REDACTED]	15 8:00am – 12:30pm On-Site Tier 1 [REDACTED]	16	17

Redacted

Done For Today

U.S. Department of Education: Race to the Top Program

Training for Phase 2 Reviewers

June 12, 2010



Agenda – Saturday June 12

- 9:00-10:15 **Writing Comments and Scoring: Workshop #4**
- 10:15-10:35 **Application Review Process**
- 10:35-10:45 ***Break***
- 10:45-11:15 **Organizing your Review**
- 11:15-11:45 **Using the Application Review System (ARS)**
- 11:45-12:00 **Final Q&A and Closing**

Writing Comments and Scoring

Workshop #4

1 hour 15 minutes

Workshop Structure

- Introduction to the activity (10 min)
- Part One: Score a response and write a comment (25 min)
- Part Two: Share feedback with a partner (25 min)
- Key Takeaways (15 min)

Purpose and Objectives

- Objectives:
 - Scoring a response
 - Writing high quality comments
- Example used:
 - State Example 3 response to criterion (E)(2)

What You'll Do

- Part One (25 minutes):
 - Review the State Example 3 response to criterion (E)(2)
 - Score it
 - Write a comment justifying your score
- Part Two (25 minutes):
 - Trade with the person next to you and review his or her comment
 - Provide feedback to one another about your comments
 - what works, how they could be improved

Activity: Part One

1. Refresh your memory about the response to criterion (E)(2) from State Example 3.
2. Score it.
3. Write a comment justifying your score.



25 minutes

Activity: Part Two

1. Trade with the person next to you and review his or her comment.
2. Provide feedback to one another about your comments – what works, how they could be improved.



25 minutes

Key Takeaways

What did you find challenging about scoring and writing comments?

What strategies worked for you?



15 minutes

Application Review Process

20 minutes

Application Review Process

The Big Picture:

1. Assigning applications
2. Training
3. Preliminary application review
4. Panel review and application scoring
5. Preparing for finalist presentations
6. Finalist presentations
7. Panel review and finalist scoring

Assigning Applications to Reviewers

- Each application has been assigned to 5 reviewers randomly (within these constraints), resulting in a unique panel for each application:
 - Reviewers are assigned approximately 3 applications each.
 - Reviewers are not assigned to States where they live or have potential conflicts.
 - Returning reviewers are not assigned to States that they reviewed in Phase 1.
 - Panels have a balance of returning and new reviewers.
- If you discover a potential conflict while reading an application, please tell us immediately so that we can reassign that application.

Initial Review

Preliminary Application Review

- When you go home, you'll read, score and write your comments independently.
- Panel monitors will provide feedback on whether the comments are clearly written, justify the scores, and are consistent with the criteria and scoring rubric.

Panel Review and Application Scoring (Tier 1)

- When you return for panel reviews, you'll meet together for 4 hours to discuss each application:
 - To help focus your discussions, we'll provide each panel with data showing how your scores varied for each criterion. The goal is not consensus – rather it is to ensure that your scoring differences are based on different professional judgments of quality, not on different understandings of the criteria.
 - Panel monitors will facilitate, but will not be active participants in the discussion.
- Each of you will then independently revise your scores and comments, as necessary.

Panel Review and Application Scoring (cont.)

- The Department does quality control on all applications:
 - Panel monitors review comments and scores; and
 - Members of the competition support team (career staff expert in the program) review comments and scores.
- Reviewer scores are averaged, and the STEM priority points are added, to determine the score for each applicant.
- These scores are used to generate a rank-ordered “slate” and the Secretary determines the finalists.

Finalist Presentations

- Each panel meets to discuss and plan the high-priority questions you want to ask the State presenters, and selects one reviewer to act as facilitator (75 minutes).
- States present their applications to you and respond to your questions (90 minutes).
- Each panel meets to discuss the State's presentation (2 hours).
- Each of you will then independently revise and finalize your scores and comments, as necessary.

Panel Review and Finalist Scoring

- Again, the Department does quality control on all applications.
- Reviewers' scores are averaged, and the STEM priority points are added, to determine the score for each finalist.
- These scores are used to generate a rank-ordered slate and the Secretary determines the grantees.

Break

15 minutes

Organizing your Review

30 minutes