

Race To The Top Common Core Standards

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Race To The Top (RTTT)

“This competition will not be based on politics, ideology, or the preferences of a particular interest group. Instead, it will be based on a simple principle—whether a state is ready to do what works...Not every state will win and not every district will be happy with the results. But America’s children, America’s economy, and America itself will be better for it.”

President Barack Obama, July 24

How Does RTTT Fit With ARRA?

- American Recovery & Reinvestment Act (ARRA) totaled \$787 billion – February 2009
- \$100 billion in education aid
- RTTT = \$4.35 billion

RTTT Reform Areas

- ▶ Adopting **standards & assessments** that prepare students to succeed in college and the workforce and to compete in the global economy;
- ▶ Building **data systems** that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- ▶ Recruiting, developing, rewarding and retaining **effective teachers and principals**, especially where they are needed most; and
- ▶ Turning around our **lowest-achieving schools**.

RTTT – Selection Criteria & Points

- A. State Success Factors (125 points – 25%)
- B. Standards & Assessments (70 points – 14%)
- C. Data Systems to Support Instruction (47 points-9%)
- D. Great Teachers & Leaders (138 points – 28%)
- E. Turning Around Lowest-Achieving Schools (50 points – 10%)
- F. General (55 points – 11%)
- G. Competitive Preference Priority (STEM) (15 points – 3%)

Possible Funding

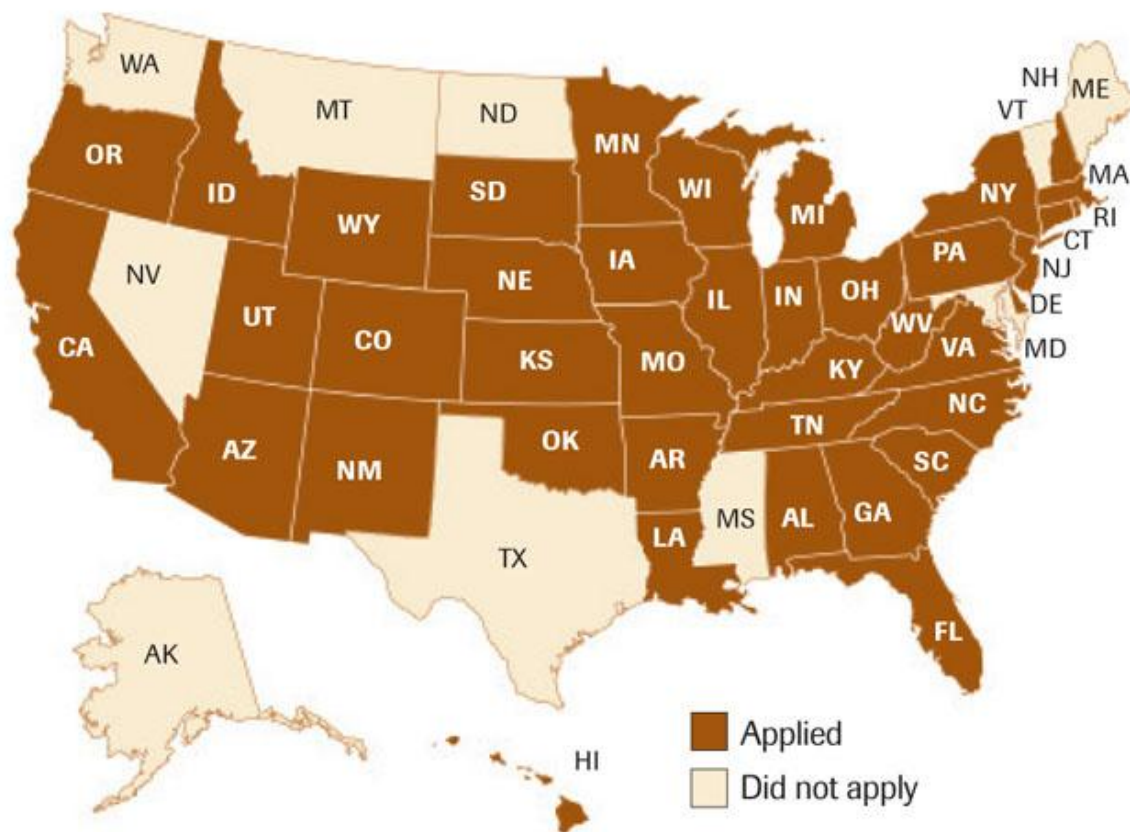
- Kansas' grant application requested \$166 million
- 50% of the grant award must be distributed to participating districts based upon the Title I funding allocations
- 50% of the grant award remains with KSDE for the programs and projects of the grant and discretionary grants to districts

RTTT - Timeline

- Phase I applications – due January 19, 2010
- Notification of Phase I recipients by April 2010
- Phase II applications (for states that were unsuccessful in Phase I or waited until Phase II) – due by June 1, 2010
- Notification of Phase II recipients to states by September 2010
- Funding available 2010-2014

Making Their Pitch

Only 20 percent of states decided to sit out the first round of competition for up to \$4 billion in Race to the Top grants.



SOURCE: U.S. Department of Education

RTTT – Participating Districts

(as of February 10, 2010)

- Number of participating districts – 283
- Percentage of participating districts – 97% (283/293)
- Number of districts declining invitation – 6
 - Bluestem USD 205; Smith Center USD 237; Belle Plaine USD 357; Eudora USD 491; Ft. Larned USD 495; Lewis USD 502
- Number of districts not responding (MOU returned) - 4
 - Northeast USD 246; Southern Cloud USD 334; Chanute USD 413; Stanton County USD 452
- MOUs returned without teacher association representative – 8

RTTT – Projects

(as proposed in application)

*Section B – Adopting **standards and assessments** that prepare students to succeed in college and the workforce and to compete in the global economy*

- Adopt common core standards
- Align high school exit criteria and college entrance requirements
- Blend CTE standards and assessments
- Develop enhanced formative and interim assessment tools
- Implement unified standards database
- Deliver high-quality professional learning

RTTT - Projects

*Section C – Building **data systems** that measure student growth and success, and inform teachers and principals about how they can improve instruction*

- Enhance data system connections between agencies and across organizations
- Expand the scope of the postsecondary education data systems
- Implement a collaborative workspace and reporting system
- Implement a unified accountability and planning (UAP) system
- Train educators to use the collaborative workspace
- Support research and the use of research

RTTT - Projects

*Section D – Recruiting, developing, rewarding and retaining **effective teachers and principals**, especially where they are needed the most*

- Increase alternative faculty additions
- Enhance troops/spouses to teacher program
- Develop alternative advisory committee and state organization
- Establish a teacher leader advisory committee
- Continue the work of the National Governor's Association Policy Academy on teacher compensation models
- Develop a performance-based evaluation instrument for principals

RTTT - Projects

Section D (cont'd):

- Develop a performance-based teacher evaluation instrument
- Continue Santa Cruz New Teacher Center mentoring for teachers
- Continue Pathwise teacher mentoring
- Continue School Administration Manager (SAM) program
- Establish regional professional learning institutes for teachers and principals
- Develop LEA supported professional learning

RTTT - Projects

Section D (cont'd):

- Establish leadership mentoring-Santa Cruz, SREB and New York
- Revise teacher preparation programs
- Initiate Kansas teacher preparation residency program
- Operationalize statewide instructional coaching academy
- Operationalize the NSDC professional learning audit
- Oversight of leadership programs

RTTT - Projects

*Section E – Turning around our **lowest-achieving schools***

- Continue school reform projects (transformational, restart, turnaround, closure)
 1. Transformational
 - MTSS opportunities for districts and schools
 - Kansas Learning Project – K-12 literacy and numeracy integrated project
 - STEM opportunities
 - Career pathways to increase graduates and decrease dropout rate
 - Extended learning opportunities
 - Community in Schools opportunities

RTTT – Projects – Section E cont'd

2. Restart Model

- Charter School
- Educational Management Organization (EMO)

RTTT – Projects – Section E cont'd

3. Turnaround Model

- Replace at least 50% of staff, including the principal
- Implement strategies such as financial incentives, opportunities for promotion and career growth and more flexible working conditions;
- Address conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a turnaround model;
- Job-embedded professional development;
- Adopt a new governance structure;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Establish schedules and implement strategies that provide increased learning time; and,
- Provide appropriate social-emotional and community-oriented services and supports for students.

RTTT – Projects – Section E cont'd

4. School Closure

- The process includes an extensive needs analysis involving all stakeholders, a decision making process, technical assistance to the closing school or district, and technical assistance to the receiving school or district to make the transition of students optimal.

Common Core Standards

“To reverse the pervasive dumbing-down of academic standards and assessments by states, Race to the Top (RTTT) winners need to work toward adopting common, internationally benchmarked K-12 standards that prepare students for success in college and careers. “

Arne Duncan

RTTT Criteria

- Participate in a consortium of states to develop a common set of K-12 standards
- Adopt the common set of K-12 standards by **August 2, 2010** (originally set for June 2010)
- Participate in a consortium of states to implement common, high quality assessments aligned with the common set of K-12 standards
- Align high school exit criteria and college entrance requirements with the new assessments
 - Develop and implement formative and interim assessments and professional development

Common Core Standards: What Has Changed...

- We live in a world without borders.
- We need all of our students to have the skills, knowledge and expertise for the 21st century.
- We need all of our students to have a fundamental knowledge base in English and mathematics.
- This knowledge base is not bound by state lines.
- Kansas standards are already based on the national standards developed by (for example):
 - National Council of Teachers of Mathematics
 - International Reading Association;
 - National Council of Teachers of English
 - National Science Foundation

Common Core Standards: What We Need...

- A common core of standards that respect the traditional role of district decision-making in developing local curriculum and adopting local textbooks and are:
 - Internationally benchmarked
 - Aligned with work and post-secondary
 - Inclusive of higher order skills
 - Based on research and evidence
 - Inclusive of rigorous content and skills

Common Core Standards

- On **April 17, 2009**, 41 State Chiefs and/or Governor's Offices' representatives met in Chicago to discuss what interest there was in developing a common core set of standards.
- Based on the overwhelming support for common core standards, CCSSO and NGA developed and released a Memorandum of Agreement (MOA).
- Governor Parkinson and Kansas Commissioner of Education Alexa Posny signed the MOA on **May 5, 2009**.
- On **June 1, 2009**, a press release announced that 49 states and territories had signed the MOA.

Common Core Standards

- On **July 20, 2009**, a confidential draft of the college- and career-readiness language arts and mathematics standards was sent to State Chiefs.
- By **mid-August 2009**, the draft common core college and career readiness standards were posted at www.corestandards.org.
- Confidential draft of the K-12 standards were made available to Governors and Commissioner's of Education on **January 13, 2010**; feedback from states due by **January 22, 2010**.
- Draft for public viewing and input expected end of **February or beginning of March 2010**.

Common Assessments

Secretary of Education Duncan has set aside up to \$350 million of Race to the Top funds for the potential purpose of supporting states in the development of a next generation of assessments.

Benefits of a Common Assessment System

- Create comparability – at the student, school, district and state levels. Test questions from international tests (such as Trends in International Math and Science Study-TIMSS) would allow states to benchmark their performance against leading nations.
- Create economies of scale – estimated 20% savings on what states currently spend on testing (Kansas – approximately \$1 million)
- Be of higher quality – enhance current multiple choice tests with innovative question formats that match what we know about students' cognitive development.

Benefits of a Common Assessment System

- Measure growth – link test scores across grades to see whether or not students are on track to meet college and career-readiness goals in high school.
- Improve instruction – Involve teachers in scoring the innovative question formats and link end-of-year tests with benchmark and classroom tests that provide teachers with diagnostic information they need.

Assessment Consortia

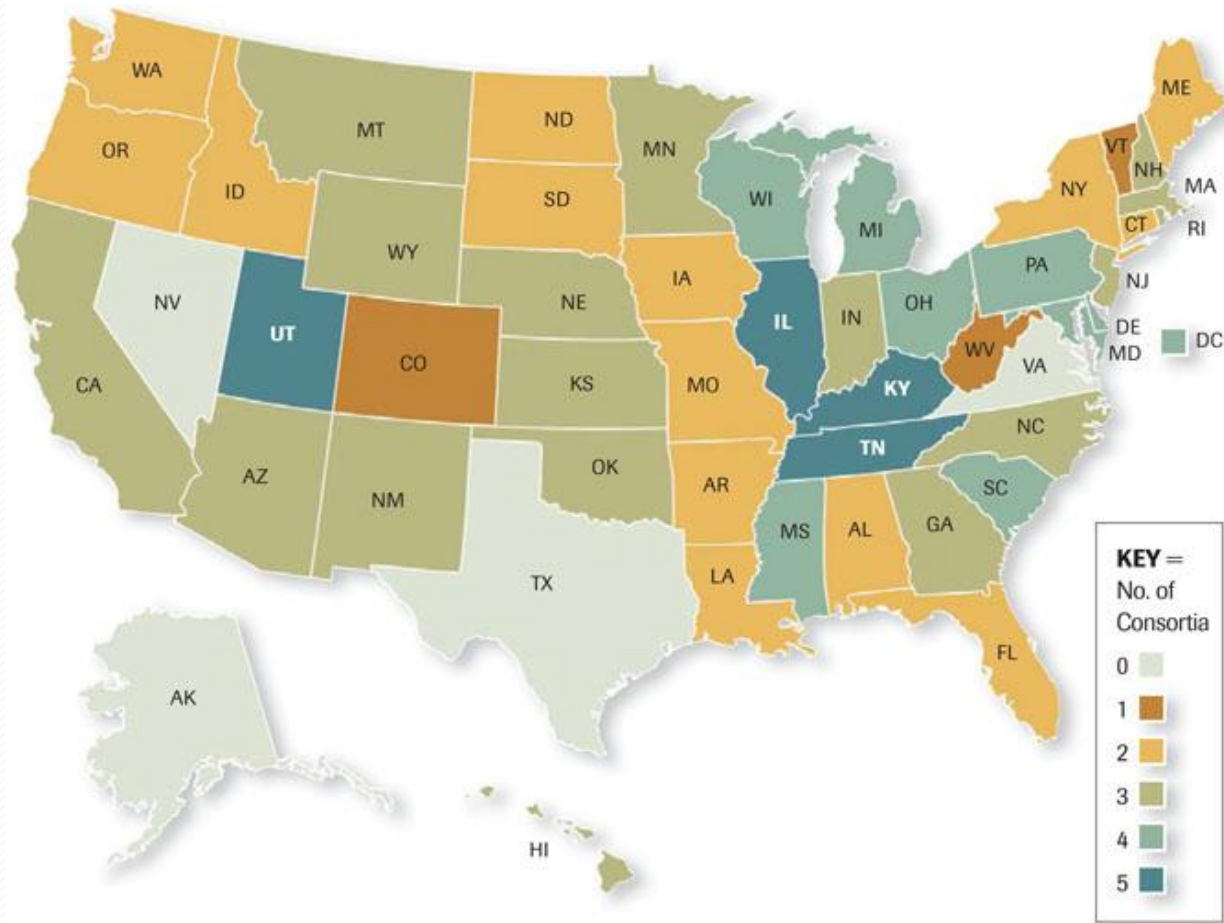
- Balance Assessment Consortium – curriculum-embedded, performance-based tasks scored by teachers throughout the year (interim assessments) – lead by Maine Commissioner of Education, Susan Gendron, and West Virginia Superintendent of Education, Steven Paine (36 states)*
- Florida Assessment Consortium – common year-end assessments with a shared proficiency definition & grade-by-grade benchmarks toward college-and career readiness (17 states)

Assessment Consortia

- National Center on Education & the Economy – non-profit group – align curriculum, instructional, and testing in the early high school grades with comprehensive, syllabus-based “board examinations,” such as those used in Britain (7 states)
- Achieve Consortium – by Achieve, Inc., one of the groups leading the Common Core Standards Initiative. Purpose is to keep the other consortia focused on crafting exams that produce comparable results across states (27 states)

Assessment Consortia

- SMARTER – (Summative Multi-State Assessment Resources for Teachers & Educational Researchers) – computer adaptive tests in which the tests adjust the difficulty depending on whether a student has correctly answered previous questions. Lead state: Oregon (24 states)*
- MOSAIC – (Multiple Options for Student Assessment and Instruction Consortium) – Lead by Nebraska – focuses on formative-assessment techniques (27 states)*



Banding Together— Again and Again

Nearly all states have joined multiple consortia that are crafting common assessments to qualify for Race to the Top money.

SOURCE: *Education Week*,
Center for Assessment

Common Assessment Next Steps

- US Department of Education will issue an RFP in March 2010
- \$350 million
- Will more than one consortia be funded?