Illinois’ Race to the Top Application

Illinois State Board of Education Management
Dec. 18, 2009
“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
What is Race to the Top?

• A $4.35 billion competitive program directed at education reform in four key areas.

• States are the only eligible applicants
How is Race to the Top different from SFSF?
What funding could be available for Illinois?

• $200 million to $400 million or more
• Competitive grant awarded to only a few states
• Four-year grant period
• 50% of grant award must go to LEAs
• Round 1 grant submitted Jan. 19 – awards made in April
• Round 2 opportunity – June 2010
What funding levels can districts expect?

- Funding is dependent on number of participating districts and amount awarded to the state

- Dissemination based on Title I formula allocation
Integrated Core Reform Priorities

Standards and Assessments

Common internationally benchmarked standards with aligned assessments
RTTT Guidelines

“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 learning standards in math and English language arts

• Adopt the common set of K-12 learning standards by Aug. 2, 2010

• Participate in a consortium of states to implement common, high-quality assessments aligned with the common set of K-12 learning standards

• Align high school exit criteria and college entrance requirements with the new assessments
  – Develop and implement formative and interim assessments and professional development
Standards and Assessment

State Commitment

- Provide standards implementation assistance through the Statewide System of Support
- Develop and provide voluntary curriculum and assessment frameworks, and end of course exams
- Build technology infrastructure to implement standards aligned instructional systems
- Implement a K-12 assessment system aligned to college and career readiness standards
- Develop Response to Intervention (RtI) training modules
- Collaborate with participating districts to support assessment for learning
Standards and Assessment

District Commitment

• Align curriculum and instruction to the revised Illinois Learning Standards

• Implement Assessments for Learning aligned to the learning benchmarks for English language arts and math in at least grades k-10

• Ensure the District RtI plan provides targeted interventions and differentiated supports for students not on pace to meet college and career ready expectations
Standards and Assessments

Effective Teachers and Leaders

Data Systems

Quality information enables continuous improvement by all students, teachers, parents and policy makers.
“To close the data gap – which now handcuffs districts from tracking growth in student learning and improving classroom instruction – states will need to monitor advances in student achievement and identify effective instructional practices.”

Arne Duncan
RTTT Criteria

• Ensure that the statewide longitudinal data system is used to inform and engage key stakeholders

• Ensure that the statewide longitudinal data system supports decision-makers in the improvement of instruction

• Have a high-quality plan that:
  – Increases the use of instructional improvement systems
  – Makes these data available and accessible to researchers
Data Systems to Support Instruction

State Commitment

• Fully implement a statewide longitudinal data system
Data Systems to Support Instruction

District Commitment

- Cooperate with ISBE on necessary data collection
- Cooperate with the Illinois Collaborative for Education Policy Research (ICEPR) to support policy research
- No later than 2012-13 the district must either:
  A. Rely on the State Learning Performance Management System or
  B. Implement a local instructional improvement system serving all teachers and principals
Effective Teachers and Leaders

Standards and Assessments

Talent matters – effective teachers supported by effective leaders make the difference
RTTT Guidelines

“To boost the quality of teachers and principals, especially in high-poverty schools and hard-to-staff subjects, states and districts should be able to identify effective teachers and principals – and have strategies for rewarding and retaining more top-notch teachers and improving or replacing ones who aren’t up to the job.”

Arne Duncan
RTTT Criteria

• Allow alternative routes to certification for teachers and administrators
• Increase the number and percentage of highly effective teachers and principals in high-poverty schools
• Increase the number and percentage of effective teachers teaching hard-to-staff subjects (math, science, special education, ELL)
• Implement incentives and strategies in recruiting, compensating, career continuum and human resources practices
• Use rapid-time student data to inform and guide the supports (professional development, time for planning) to:
  – Improve the effectiveness of the instruction
  – Continuously measure and improve the effectiveness and efficiency of these supports
RTTT Criteria

- Have a high-quality plan and annual targets to:
  - Measure student growth
  - Differentiate the effectiveness of teachers and principals using multiple rating categories
  - Provide these data and ratings to each teacher and principal
  - Use this information when evaluating, annually compensating, promoting, granting tenure or dismissing
  - Link student achievement data to the student’s teachers and principal
  - Link this data to the preparation programs where they were credentialed
  - Publicly report the findings for each credentialing program that has 20 or more graduates annually
Effective Teachers and Leaders

State Commitment

• Prior to 2011, adopt a framework for teacher and principal practice for the purpose of formative and summative evaluation
• Support implementation and training of redesigned teacher and principal evaluation systems
• Collect teacher and principal evaluation data
• Seek foundation support for a communications campaign
• Link student achievement and student growth data to teacher and principals, and to the college/university preparation programs
• Expand credentialing options and programs and expand the new principal mentoring program
Effective Teachers and Leaders
District Commitment

• At least 50% of teacher and principal evaluations will be based on student growth
• Use an evaluation system for tenured teachers and principals that includes the categories of Excellent, Proficient, Needs Improvement and Unsatisfactory
• Evaluate principals and non-tenured teachers annually
• Use evaluations to inform decision-making
• Address district barriers to ensure equitable distribution of effective teachers and principals
• Cooperate with ISBE and IBHE to establish placement sites for pre-service teachers
• Establish 2-year induction and mentoring programs for new teachers
Effective Teachers and Leaders

Data Systems

Standards and Assessment

Struggling Schools

Aggressive intervention required in chronically low-performing schools
RTTT Guidelines

“To turn around the lowest-performing schools, states and districts must be ready to institute far-reaching reforms, from replacing staff and leadership to changing the school culture.”

Arne Duncan
RTTT Criteria

• The state must have the authority to intervene directly with persistently low-performing schools

• The state must identify the 5 percent of schools or five schools (whichever is larger) that are the lowest achieving and support them by:
  – Putting in place new leadership, new staff, new governance and improved instructional programs
  – Converting them to charter schools or contracting with education management organizations
  – Closing the school
  – Implementing a school transformation model
RTTT Criteria

• Employ a school transformation model that includes:
  – Hiring a new principal
  – Measuring teacher and principal effectiveness
  – Rewarding effective teachers and principals
  – Improving recruitment, retention and professional development
  – Implementing comprehensive instructional reform
  – Extending learning time and community-oriented supports

• Have a charter school law that does not prohibit or inhibit increasing the number of charter schools

• Have guidelines to approve, monitor, hold accountable, reauthorize and close charter schools based on student academic achievement

• Ensure charter schools receive equitable funding

• Ensure charter schools receive facilities funding, are able to share in bonds and mill levies that are the same as traditional schools
Struggling Schools
(High Priority Schools)

State Commitment

• Support the Illinois Partnership Zone
• Pre-qualify lead and supporting partners
• Coordinate the statewide Illinois Partnership Zone Council
• Establish systems to pursue interventions in priority schools that do not demonstrate a willingness to voluntarily undertake dramatic action to improve student achievement
• Pursue legislation to align state and federal accountability systems
Struggling Schools
(High Priority Schools)

District Commitment

• May be required to undertake a state funded reorganization study

• Undertake one of four intervention models identified by the U.S. Department of Education in all priority schools:
  – Turnaround Model
  – Restart Model
  – School Closure
  – Transformation
Why should a district become a Race to the Top partner?
Memorandum of Understanding

- What is the MOU?
- Why is the MOU important?
- Who should sign the MOU?
  - Superintendent
  - Board President
  - Local Union President
What is the effect of the MOU if Illinois does not receive a federal grant award?
Our commitment to improving outcomes and opportunities for Illinois youth remain unchanged.
Questions?

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