

# Maine's Race To The Top



## Joining Maine's Competitive Grant Memorandum of Understanding

[www.maine.gov/education/racetothetop](http://www.maine.gov/education/racetothetop)

# Race To The Top

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

# Competition Structure

- Systematic approach to education reform
- Comprehensively address all four reform areas
- Maine stands to gain \$25-\$75 million over four years
- Will support what we do well
- Innovative strategies to increase student success
- At least 50% of funds must flow through states to participating school systems based on the Title I formula

# Eligibility Requirements

*A potential state applicant that does not meet both of these requirements will be ineligible to apply for a Race To The Top grant*

1. State's applications for funding under Phase 1 and Phase 2 of the **State Fiscal Stabilization Fund (SFSSF)** program must be **approved** by the U.S. DOE:
  - For Phase 2 applicants: prior to the state submitting its Race To The Top Phase 2 application, June 1, 2010.
2. States must not have any legal, statutory, or regulatory barriers to **linking data** on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

# Selection Criteria Framework

*Selection Criteria are organized into five areas:*

- 1) Standards and Assessments
- 2) Data Systems to Support Instruction
- 3) Great Teachers and Leaders
- 4) Turning Around Struggling Schools
- 5) State Success Factors

*There are two types of criteria within each area:*

- Comprehensive Approach to Education Reform: Conditions a state has created to enable innovation and reform (mostly legal/regulatory) – rewards accomplishments not intentions
- Emphasis on STEM: Plans a state is proposing, with its participating school systems, for implementing new practices – what states/school systems will do with this funding

# Memorandum of Understanding

Who needs to agree?

- Superintendent
- School Board Chairperson
- Head of local Teacher's Association

# Memorandum of Understanding

## Scope of Work:

- SAU draft scope of work
- Aligned with State plan (Appendix1)
- 90 days after notice of funding – submit a final Scope of Work

# Memorandum of Understanding

## Participating SAU Responsibilities:

- Complete scope of work 90 days after notification of funding
- Set measurable goals
- Implement the plan
- Participate in evaluation of grant
- Submit interim data reports



# Memorandum of Understanding

## State Responsibilities:

- Support SAU in carrying out the SAU plan
- Distribute funds
- Identify and make available technical assistance
- Monitor and support implementation

# Memorandum of Understanding

Joint responsibility:

- Collaborate on final scope of work and timelines
- Nothing in the MOU shall be construed to alter or otherwise affect the rights, remedies and procedures afforded under federal, state, or local laws or under the terms of collective bargaining agreements

# Memorandum of Understanding

## Assurances:

- Authority to execute the MOU
- Familiar with State's Race to the Top
- Will implement those portions indicated in the State work plan
- Will provide final scope of work - 90 days
- Comply with all federal grant requirements

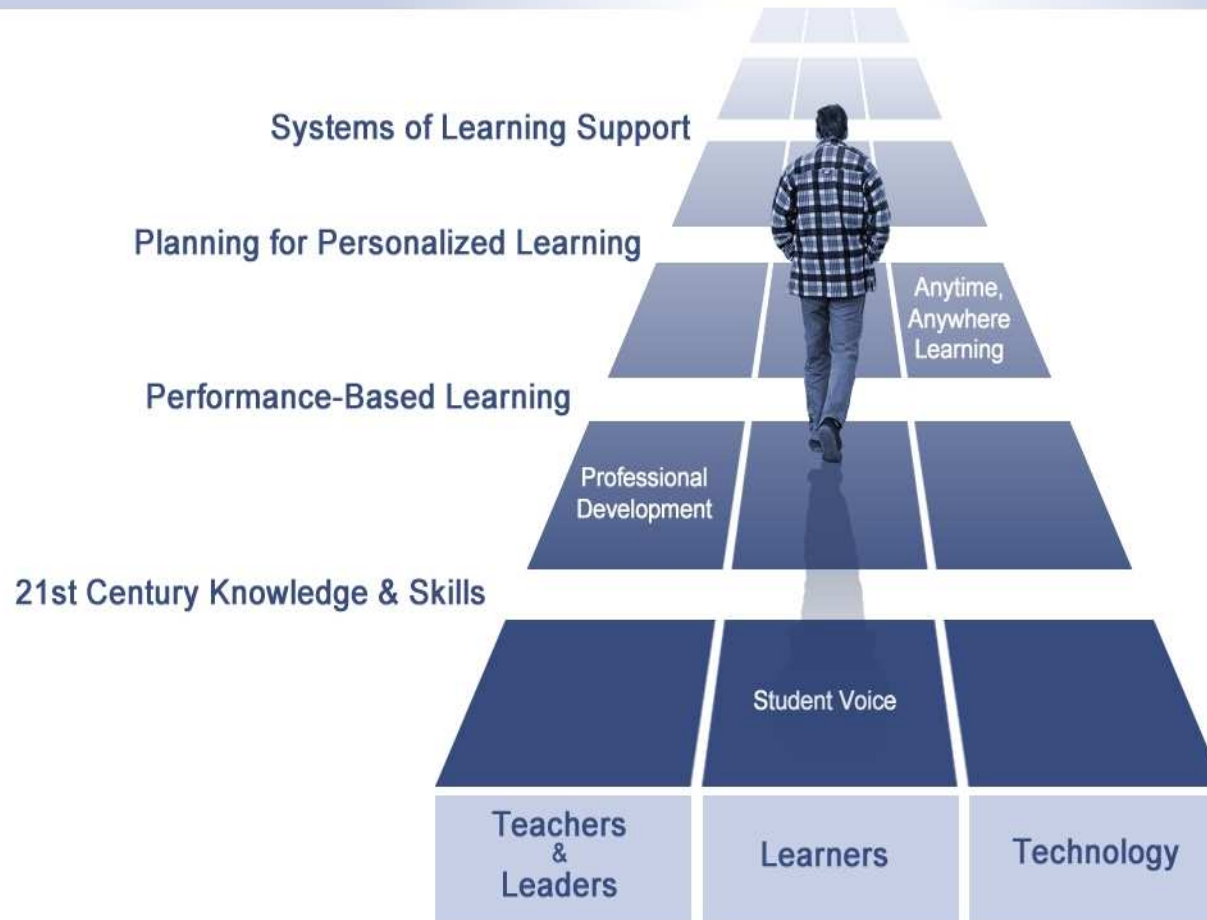
# Memorandum of Understanding

## Modification of the MOU

- Agreement of both parties
- Consultation with USDE
- Approval of State for any budget changes

# The Personal Journey for Next Generation Learners

Responsible Citizens  
Clear, Effective Communicators  
Self-Directed, Life-Long Learners  
Integrative, Informed Thinkers  
Creative Problem Solvers  
**SUCCESS!**



# RTTT Assurance: Adopt the Standards and Assessments that Prepare Students to Succeed in Post-Secondary Education and the Workplace and to compete in the Global Economy

## A. Standards and Assessment

1. Adopt Common Core
2. Develop quality assurance rubrics for districts to apply to formative assessments developed locally that measure student mastery of the curriculum throughout the school year
3. Adopt industry based CTE standards
4. Models of multiple pathways
5. Support Maine Course Pathways
6. Support additional virtual learning opportunities
7. Early childhood models

**RTTT Assurance: Adopt the Standards and Assessments that Prepare Students to Succeed in Post-Secondary Education and the Workplace and to compete in the Global Economy**

**B. Balanced Assessment System**

1. Participate in the Smarter Balanced Assessment Consortium
2. Stem assessments

## **RTTT Assurance: Adopt the Standards and Assessments that Prepare Students to Succeed in Post-Secondary Education and the Workplace and to compete in the Global Economy**

### **C. Provide support structures for all students to achieve the standards**

- 1) Validate practices where students can demonstrate meeting the standards
- 2) Identify exemplary practices to be included in a system of intervention
- 3) Identify open source virtual personalized learning systems
- 4) Secure funding for dual enrollment/early college programs
- 5) Develop innovation labs that can serve as models for other schools



# Budget Implications

- Standards, Assessment, Interventions
  - \$5.5 million (RISC, Marzanno, independent consultants, PD, \$25,000/district)
  - Maine course pathway \$3 million
  - \$3.2 MLTI, AP4ALL
  - \$10 million virtual resources (Apex, Compass, etc)
  - \$1 million Educare
  - Stem/Board Examination System \$2million
  - System of Interventions \$10 million (JMG, Mike Muir, needs identified by districts)

## **RTTT Assurance: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction**

1. Expand and Implement the State Longitudinal Data System (SLDS)
2. Expand the development of SLDS data portals for use by districts, schools, leaders, teachers, students, researchers and community members.
3. Establish growth models based upon student performance data for school and educator accountability
4. Support expanded local and state teacher, classroom, and student data collection and reporting applications.
5. Support expanded local and state capabilities to include interim assessment and other data.
6. Provide comprehensive training on data use.

# Data Budget

- Support for training for Longitudinal Data System
- Waiting on Phase II grant award (May 2010)

## **RTTT Assurance: Recruiting, Developing, Rewarding, and Retaining Effective Teachers and Principals, especially where they are needed most**

1. Provide training on the use of data and on data coaching
2. Provide a cohort-based leadership institute for current and aspiring leaders in participating SAUs
3. Provide models for districts to implement
4. Provide professional development using various models.
5. Pursuant to 1799 Develop teacher and principal evaluation models, in collaboration with educational stakeholders, that are rigorous, transparent and include multiple measures of student performance and growth.
6. Develop alternate route programs for teachers and leaders to address underserved subject areas, including the STEM areas

# Effective Teachers and Principals Budget

- \$10 million for implementation of models of effectiveness, and leadership development

# Intensive Intervention Reform Models

- **Turn Around Model**
  - Replace principal, hire no more than 50% of teachers
- **Restart Model**
  - Convert or close a school and reopen as a charter
- **School Closure**
  - Close school and enroll students in another high performing school
- **Transformation Model**
  - Replace the principal
  - Increase teacher and principal effectiveness
  - Institute comprehensive instructional reform
  - Increase learning time
  - Operational flexibility and sustained support

# RTTT Assurance: Turning Around Our Lowest Achieving Schools

- 1) Identify persistently lowest achieving schools.
- 2) Develop a 'turnaround team' and 'intervention teams' to support Maine's lowest-achieving schools. The turnaround team within the MDOE will oversee and support the turnaround work of 15 lowest-achieving schools and provide knowledge and resources related to research-based practices to intervention teams working with the state's other lowest-achieving schools
- 3) Each year identify those schools where less than 30% of students are not meeting proficiency on the state exam.

# Intervention in Schools

- \$25-30 million set aside



# Maine's Race To The Top

[www.maine.gov/education/racetothetop](http://www.maine.gov/education/racetothetop)