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Key Requirements of Race to the Top Grants: Effective Teachers and School Leaders

L E G I S L A T I V E A N A L Y S T ' S O F F I C E

Presented to:

Assembly Education Committee

Hon. Julia Brownley, Chair





Update on Race to the Top (RTTT) Timeline

- ☒ Final RTTT application released last week. Phase one applications due January 19, 2010. Awards to be announced during April 2010.
- ☒ The state must submit its intent to apply within 20 days.
- ☒ Phase two applications due June 1, 2010, with awards to be announced during September 2010.
- ☒ Second-round State Fiscal Stabilization Fund (SFSF) applications have been released.
- ☒ State must have an approved second-round SFSF application before receiving RTTT funding (but not before applying for RTTT funding).



Final RTTT Criteria/Point System

Selection Criteria	Points
State Success	
Articulating state's reform agenda and local participation in it	65
Building strong statewide capacity to implement, scale up, and sustain proposed plans	30
Demonstrating significant progress in raising achievement and closing gaps	30
Subtotal	(125)
Standards and Assessments	
Developing and adopting common standards	40
Supporting the transition to enhanced standards and assessments	20
Developing and implementing common assessments	10
Subtotal	(70)
Data Systems to Support Instruction	
Fully implementing a statewide longitudinal data system	24
Using data to improve instruction	18
Accessing and using state data	5
Subtotal	(47)
Effective Teachers and Leaders	
Improving teacher and principal effectiveness based on performance	58
Ensuring equitable distribution of effective teachers and principals	25
Providing high-quality pathways for aspiring teachers and principals	21
Providing effective support to teachers and principals	20
Improving the effectiveness of teacher and principal preparation programs	14
Subtotal	(138)
Turning Around Lowest Performing Schools	
Turning around lowest performing schools	40
Intervening in lowest performing schools	10
Subtotal	(50)
Other	
Ensuring successful conditions for high-performing charter schools/other innovative schools	40
Implementing Science, Technology, Engineering, Mathematics (STEM) programs	15
Making funding a priority	10
Demonstrating other significant reform conditions	5
Subtotal	(70)
Total	500



Significant RTTT Criteria Relating to Teachers and School Leaders

- ☒ More points awarded in this category than any other RTTT category.
- ☒ Five major criteria:
 - Providing high-quality pathways for aspiring teachers and principals.
 - Improving the effectiveness of teacher and principal preparation programs.
 - Improving teacher and principal effectiveness based on performance.
 - Measure student growth.
 - Develop evaluation systems.
 - Conduct annual evaluations.
 - Providing effective support to teachers and principals.
 - Ensuring equitable distribution of effective teachers and principals.
 - In high-poverty and high-minority schools.
 - In hard-to-staff subjects.



Pathways and Preparation



California generally meets requirements relating to teacher pathways.

- State law allows for alternative routes to teacher and principal certification.
- About 1 in 4 teachers now prepared in alternative certification programs.
- State annually identifies areas of teacher shortage.
- State offers college loan forgiveness to individuals willing to work in shortage areas.



California faces no major roadblocks to meeting preparation requirements.

- State law authorizes a teacher data system, with major goal of evaluating the effectiveness of teacher preparation programs.
- State's data systems have capability of linking teachers with student achievement.



Quality and Distribution



California not well positioned to meet most of teacher/principal evaluation requirements.

- Using student learning gains to evaluate teachers and principals not widespread.
- State law essentially specifies only two evaluation categories: satisfactory and unsatisfactory.
- Linking evaluations to certification, tenure, promotion, compensation, and dismissal not widespread.



California better positioned to meet requirements relating to teacher/principal support.

- State has beginning teacher support program and various professional development programs.
- State's teacher data system designed to evaluate the effectiveness of professional development programs.
- Using data to inform instruction becoming more common.
- Using coaching to support teachers becoming more common.



California also positioned to be able to meet requirements relating to equitable distribution of teachers/principals.

- State has enacted various laws intended to more equitably distribute teachers across/within districts.
- State has used federal monies to monitor district efforts.
- State has worked with certain districts to develop/implement plans for achieving equitable distribution.



Opportunities for Increasing Competitiveness

- ☒ Could authorize additional alternative pathways to teaching/school leadership.
- ☒ Could consider providing additional financial incentives for individuals to teach in shortage areas.
- ☒ Could explicitly authorize the linking of beginning teachers with student achievement data to evaluate effectiveness of preparation programs. Could make findings publicly available.
- ☒ Could clarify that teacher/principal evaluations are to be performance-oriented.
- ☒ Could clarify that student learning gains are to be significant factor of such evaluations.
- ☒ Could link evaluations to certification, tenure, promotion, compensation, and dismissal.
- ☒ Could explicitly authorize teachers/districts to input professional development information into statewide teacher data system. Could link with student achievement data, analyze results, and make publicly available.