

**Race To the Top:
Today's
Education Choices
Will Shape
California's Future**

January, 2010

California's Race to Top

GOALS

- Improved student achievement
- Closing the Achievement Gap
- Increased graduation rates
- Increased college enrollment & persistence

Standards & Assessments

Local data systems

Teachers & Leaders

Turn Arounds

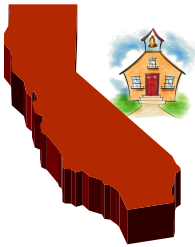
- STEM
- Technology
- EL's
- Early Learning
- Extended Learning Time
- Multiple Pathways/CTE

Conditions for Success/New Local-State Partnership

California's Diversity



6,252,031 public school students

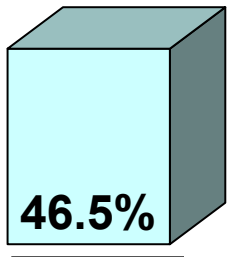


1,729 LEAs

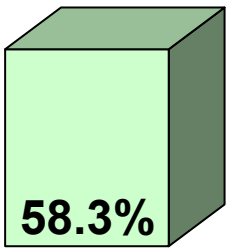


10,223 schools

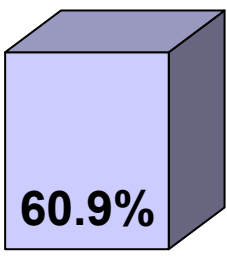
Support for RTTT is Broad and Deep



- Of 1,729 local educational agencies, 804 or 46.5%, submitted letters of intent.

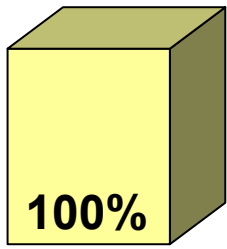


- 6.3 million public school students or 58.3% of state's total.

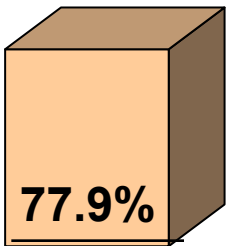


- 3.3 million students in poverty or 60.9% of state's total.

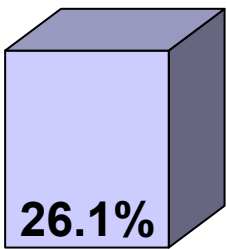
Support for RTTT is Broad and Deep



- 804 of MOUs signed by Superintendent or 100%.



- 773 of MOUs signed by board presidents or 77.9%.

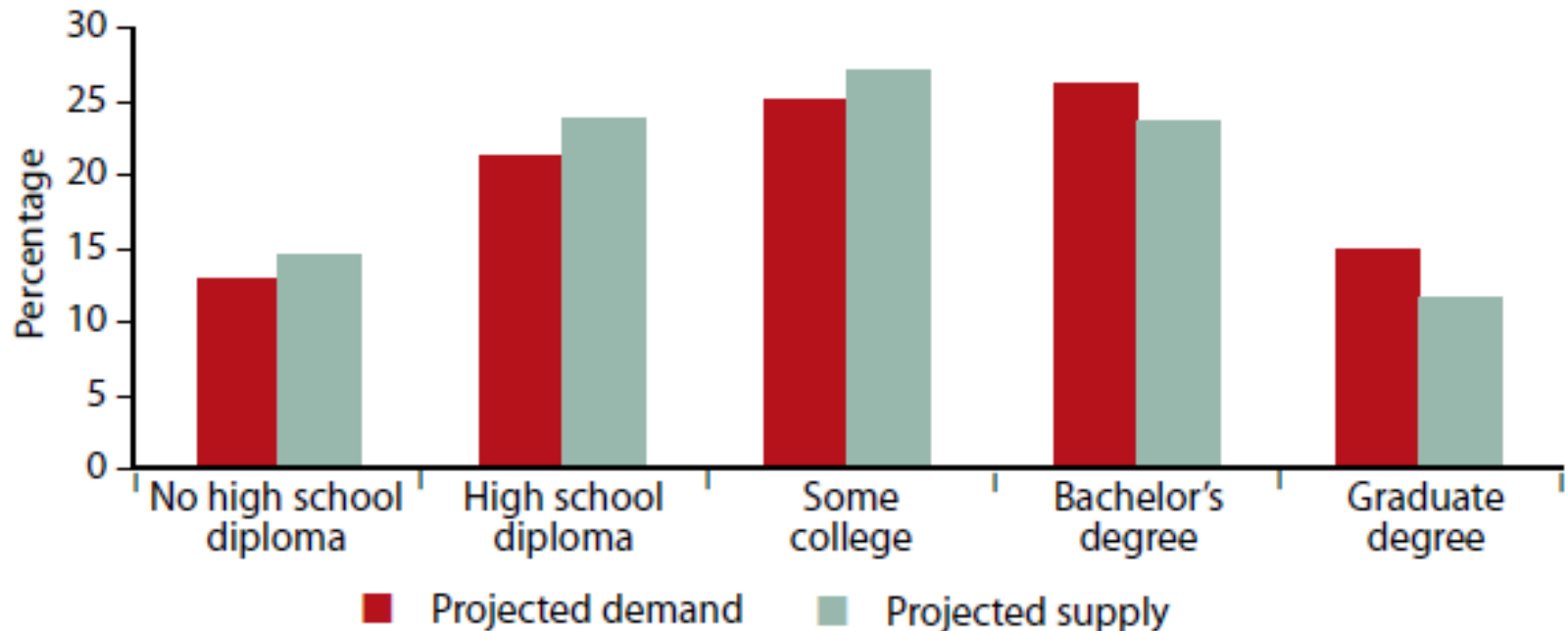


- 468 of MOUs signed by teachers union or 26.1%

Strong Foundation

- Adopted grade-level standards that are widely recognized as world-class.
- Ensured that instructional materials, teacher professional development, and assessments and accountability were aligned to these standards.
- Held ourselves accountable for closing achievement gaps on student subgroups that led to gains across the board.
- Intervened in low-performing schools.

California Will Not Have Enough Highly Educated Workers by 2025



Source: PPIC Projections

Analysis of Challenges

- *Getting Down to Facts* report.
- Governor's Commission on Education Excellence.
- P-16 Council's Closing the Achievement Gap Initiative.
- STEM Collaborative Action Plan.

California's Reforms are Remarkably Consistent with Race to the Top

- Ensures more timely information on student learning to inform instruction;
- Develops and supports effective teachers and school leaders;
- Strengthens the rigor and relevance of schools that are not meeting student needs; and
- Turns around schools that have languished in a cycle of low expectations and low achievement.

A Call to Action: California's Approach to RTTT

Creating Conditions for Success

Effective Teachers and Leaders

Standards and Assessments

Data Systems to Inform Instruction

Turning Around Low-Achieving Schools

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Creating Conditions for Success

New local–state relationship focuses on achieving mutual goals.

In this relationship, the State, in consultation with the field, will:

- Establish clear performance expectations, provide tools and guidance, and hold LEAs accountable for achieving performance goals.

LEAs will determine:

- the details around strategies for achieving those expectations, continuously examine data to monitor progress, and adjust strategies along the way.

The State will assist with local reform

- through infrastructure investments, a stronger system of support, and improved data reporting, all of which will help California focus on the needs of its students.

Funding decisions based on three Investments

- Those that build vital infrastructure supports that can spur change;
- Those that help create and test different approaches to better supporting our schools to meet the instructional needs of our diverse student population; and
- Those that build our capacity to evaluate what works and to learn from our experiences.

Encourage local innovation in critical areas to better support individual student Learning:

- STEM.
- Innovative uses of technology.
- Improve Instruction for ELs.
- Quality early childhood education programs.
- Extended Learning Times.
- Multiple Pathways and High-quality CTE.

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Effective Teachers and Leaders

- Improve teacher and leader effectiveness based on performance.
- Ensure equitable distribution of effective teachers and school leaders.
- Ensure effectiveness of preparation programs for teachers and leaders.
- Provide effective supports to teachers and school leaders

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Standards and Assessments

- Adopting common core standards:
 - Global benching.
 - Streamlining and sequencing.
 - Allow appropriate national comparisons.
- Working with a consortium of states to develop aligned assessments using multiple measures.
- State developed aligned interim and formative assessments:
 - instructional materials adoption process.
 - formative item bank.

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Data Systems to Inform Instruction

- Strengthen the state's longitudinal data system.
 - Connect to postsecondary and workforce.
 - Track teacher and principal prep programs.
 - More accessible, Transparent and useful.
- Strengthen the use of data at the local level.
 - Improved quality and use.
 - Improved/increased Professional Development.

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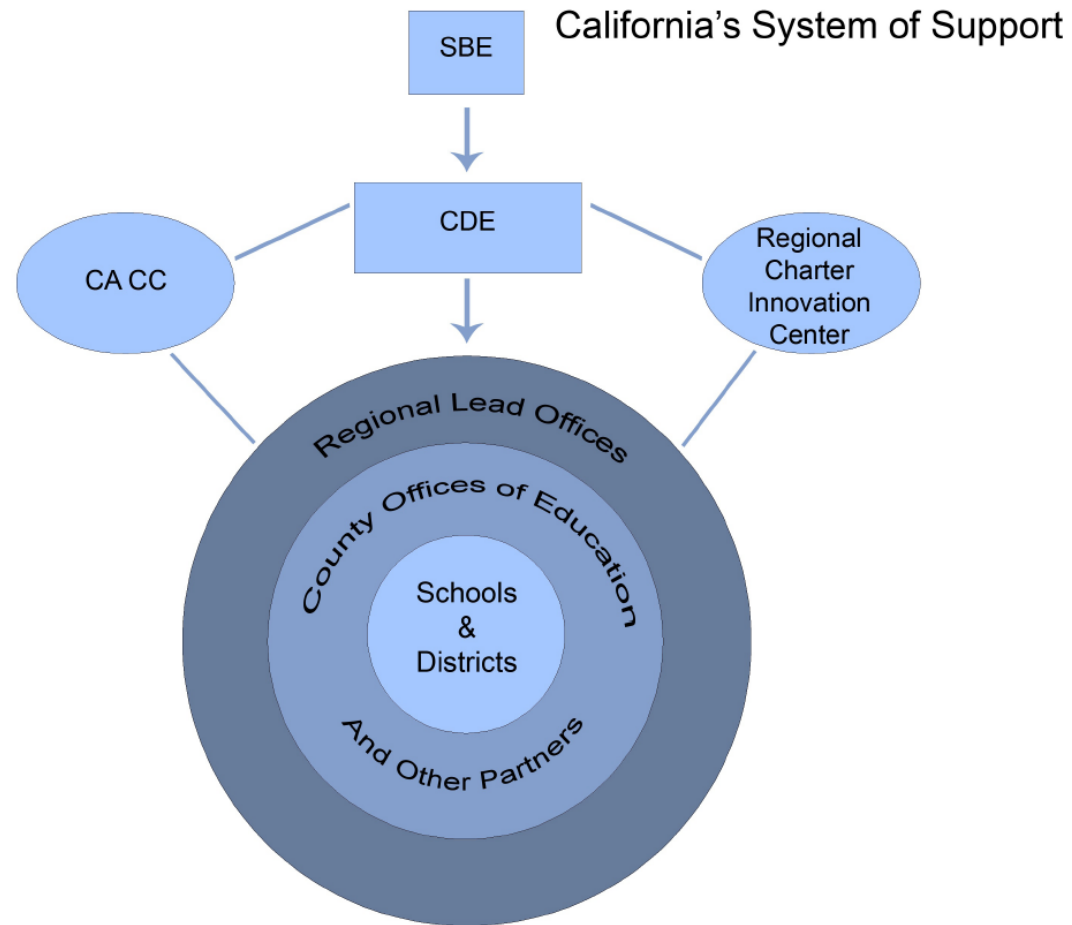
Turning Around Low-Achieving Schools

- Identify its persistently low-achieving schools:
 - use both RTTT and SIG funds.
 - implement one of four turnaround models.
- Strengthen Statewide System of Support:
 - Strong MOUs with 11 regions.
 - PLCs and other tools.
 - Challenge funds for ECE, STEM, or CTE/
multiple pathways.

Strengthen regional assistance and support for local innovation

- Strong MOUs with 11 regional leads chosen based on technical quality and evidence of support:
 - Develop Strategies, plans and Benchmarks.
 - Provide guidance, tools, PD.
 - Monitor Progress.
- Regional Charter Resource Center.

CA Race to the Top



Evaluating Performance

- Mathematics and literacy achievement in the early grades;
- Mastery of Algebra I;
- High school graduation rates.