

Subject: SUPTS E-MAIL: Race to the Top Memorandum of Understanding

From: "Wright, Patricia (DOE)" <Patricia.Wright@doe.virginia.gov>

Date: Tue, 8 Dec 2009 17:24:10 -0500

To: "McHale, Juanita (DOE)" <Juanita.McHale@doe.virginia.gov>

Staff members at the Department of Education continue to appreciate your support as we work toward developing Virginia's Race to the Top (RTTT) application. The purpose of today's e-mail is to provide information on the Memorandum of Understanding that is required for each school division that wishes to participate in Virginia's application. If you need general information about the Race to the Top program, you may wish to refer to previous Superintendent's E-mails sent on November 18, 2009, and December 1, 2009. Additionally, there is complete information at the federal level on the U.S. Department of Education's (USED) Web site at: <http://www.ed.gov/programs/racetothetop/index.html>.

There are three attachments to this e-mail:

* The MOU to be signed by the superintendent and school board chairman of each school division wishing to "participate" in Virginia's application (see below). This includes the preliminary scope of work (Attachment A) discussed in information provided to you previously.

* An estimate of the minimum amount of funding available to each LEA if all LEAs "participate" in Virginia's plan and if Virginia were to receive a grant of \$250 million, the top of the range estimate for our state.

* A list of projects that Virginia proposes to include in its application, with a crosswalk to the required components of the MOU to help school division personnel in deciding if/how to support the state's plan.

Additionally, there will be two conference calls for school divisions to ask questions and obtain additional information they need to complete the MOU and preliminary scope of work. These calls will be:

Monday, December 14, 2009

Dial-in Number: 1-866-842-5779

Conference Code: 8042252034

To the degree possible, divisions are requested to use the following table to determine their call-in time:

Time of Call

Superintendents' Study Group Region

11 a.m.

1, 2, 3, 4

3 p.m.

5, 6, 7, 8

Signed MOU are due to the Department of Education by December 23, 2009.

As part of its RTTT application, a state must have a memorandum of agreement with each local education agency (LEA or school division) that wishes to "participate" in the state's plan. For purposes of RTTT, "Participating LEAs" have been defined as those that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

A school division may also operate as an "Involved LEA" or one that chooses to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation. Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application. Involved LEAs do not need to complete a MOU at this time.

In the competitive process, a state receives points based on the degree to which its LEAs are "participating." The MOU for participating Virginia school divisions is attached. It consists of the MOU itself, as well as a preliminary scope of work (Attachment A to the MOU) where school divisions may indicate the areas of the State's plan they wish to implement.

It is important to note that many areas of the State plan will not require a funding commitment from a school division. Rather, if Virginia is awarded a grant, the State will take the lead in developing certain components of the plan, or will provide funding from its share of the RTTT funds to LEAs that may wish to develop or pilot various elements. A school division does not have to spread its RTTT funds among all of the areas it wishes to implement. It may concentrate them in one or two areas, yet still implement components of the plan that have little or no fiscal impact. An example of this is the first activity on the list - College- and Career-Readiness Initiative - where some LEAs may wish to help develop and/or pilot the capstone course described and/or the professional development. The LEA may also add the capstone course to its course offerings for students.

If Virginia receives a RTTT grant, the State will have 90 days to work with participating school divisions to complete a second attachment to the MOU, which will become Attachment B and will further describe how the LEA intends to implement the components of the State's plan it checked and how it will spend its RTTT funds.

We encourage you to review the attached documents prior to the phone conferences on Monday, December 14. Thank you again for your willingness to work with the Virginia Department of Education in the development of a competitive RTTT application.

Attachments

SUPTS E-MAIL: Race to the Top Memorandum of Understanding.eml

Va RTTT MOU 12-8-09 Final.doc

Estimated 50% LEA Distribution of RTTT Funds 12-8-09.xls

MOU Crosswalk 12-8-09 Final.pdf



COMMONWEALTH of VIRGINIA
Department of Education ♦ P. O. Box 2120 ♦ Richmond, VA 23218-2120

RACE TO THE TOP MEMORANDUM OF UNDERSTANDING

PLEASE NOTE THAT:

- SIGNATURES ARE REQUIRED ON PAGES 5 AND 11
- RESPONSES ARE REQUIRED IN ALL AREAS SHADED IN YELLOW
- SCHOOL DIVISION PARTICIPATION OPTIONS ARE OUTLINED IN SECTION VI
- A BRIEF DATA COLLECTION ON TEACHER AND PRINCIPAL EVALUATIONS IS INCLUDED AS DATA SUPPLEMENT A AND SHOULD BE RETURNED TO THE DOE WITH THE MOU
- SCHOOL DIVISIONS THAT HAVE NOT SUBMITTED A MOU BY DECEMBER 23, 2009, WILL NOT BE INCLUDED AS A "PARTICIPATING LEA" IN VIRGINIA'S RACE TO THE TOP APPLICATION

BY DECEMBER 23, 2009,

PLEASE RETURN THE SIGNED MEMORANDUM OF UNDERSTANDING TO THE VIRGINIA DEPARTMENT OF EDUCATION. IT MAY BE:

- FAXED TO THE ATTENTION OF Ms. OSSIE LAWRENCE AT (804) 371-2350;
- MAILED TO DR. LINDA WALLINGER AT THE ADDRESS BELOW; OR
- SCANNED AND E-MAILED IN PDF FORMAT TO RTTTMOU@DOE.VIRGINIA.GOV

QUESTIONS ABOUT THE MEMORANDUM OF UNDERSTANDING SHOULD BE ADDRESSED TO:

DR. LINDA WALLINGER
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
VIRGINIA DEPARTMENT OF EDUCATION
P.O. Box 2120
RICHMOND, VA 23218-2120
LINDA.WALLINGER@DOE.VIRGINIA.GOV
(804) 225-2034



COMMONWEALTH of VIRGINIA
Department of Education ♦ P. O. Box 2120 ♦ Richmond, VA 23218-2120

RACE TO THE TOP
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE VIRGINIA DEPARTMENT OF EDUCATION
AND

NAME OF SCHOOL DIVISION

SECTION I

Purpose

The purpose of this Memorandum of Understanding between the Virginia Department of Education and (Participating Local Education Agency (LEA)) is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

SECTION II

Scope of Work

Addendum A, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plan ("State Plan") the Participating LEA is agreeing to implement.

Duration/Termination

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

SECTION III

Project Administration

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the LEA plan as identified in Addenda A and B of this agreement (Addendum B will become an addendum to this agreement describing the Participating LEA's plan to support the State Plan if the State receives a Race to the Top Grant);

- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (ED);
- 3) Post to any Web site specified by the State or ED, in a timely manner, all nonproprietary products and lessons learned, developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting nonproprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

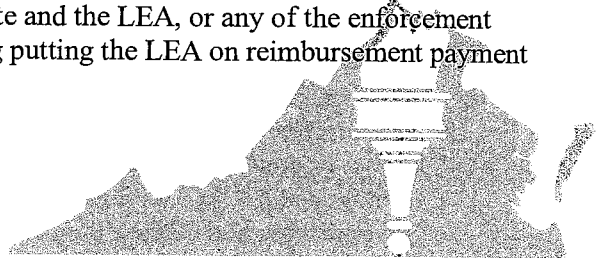
- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Addenda A and B of this agreement;
- 2) Ensure timely distribution of the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Addendum B;
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.
- 5) Jointly fulfill appropriate program compliance monitoring responsibilities.

D. STATE RECOURSE FOR LEA NONPERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.



SECTION IV

Assurances

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Addendum A, if the State application is funded;
- 4) Will provide a Final Scope of Work to be attached to this MOU as Addendum B only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Addendum B the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Addendum A) and with the State Plan;
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99);
- 6) Will have on file a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e);
- 7) Will provide the assistance necessary for the State to submit reports that contain the information required under section 1512(c) of the ARRA in accordance with guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c)). See OMB guidance at: http://www.whitehouse.gov/omb/assets/memoranda_fy2009/m09-21.pdf;
- 8) Will cooperate with any State Comptroller's evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps; (ARRA Division A, Section 14009)
- 9) Will cooperate with any Inspector General examination of records under the program; (ARRA Division A, Section 1515)
- 10) Will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations;
- 11) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLE, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers; and
- 12) Will comply with United States Office of Management and Budget (OMB) Circulars, including, but not limited to: OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments; OMB Circular A-102, Grants and Cooperative Agreements With State and Local Governments; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

SECTION V

Modification

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with USED.

SECTION VI

Level of Participation

Participating LEA¹

School divisions that choose to be a "Participating LEA" in Virginia's Race to the Top application should continue to Addendum A.

Involved LEA²

- Our school division has reviewed the terms of Virginia's Race to the Top Memorandum of Understanding and elects to be considered an "Involved LEA" at this time.

Decision Not to Participate at this Time

- Our school division has reviewed the terms of Virginia's Race to the Top Memorandum of Understanding and elects *not* to participate at this time.

¹ **Participating LEAs** means LEAs that choose to work with the state to implement all or significant portions of the state's Race to the Top plan, as specified in each LEA's agreement with the state. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the state must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the state's other 50 percent of the grant award, in accordance with the state's plan.

² **Involved LEAs** means LEAs that choose to work with the state to implement those specific portions of the state's plan that necessitate full or nearly-full statewide implementation. Involved LEAs do not receive a share of the 50 percent of a state's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but states may provide other funding to involved LEAs under the state's Race to the Top grant in a manner that is consistent with the state's application.

SECTION VII

Signatures for Race to the Top Memorandum of Understanding

LEA Superintendent (or designee)

Chairman of Local School Board (or designee)

Signature/Date

Signature/Date

Print Name

Print Name

Print Title

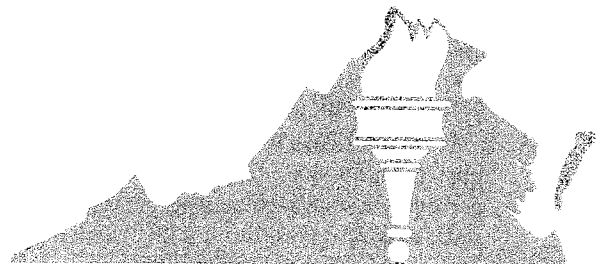
Print Title

Authorized State Official

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Title



**ADDENDUM A
PRELIMINARY SCOPE OF SERVICES**

**RACE TO THE TOP
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE VIRGINIA DEPARTMENT OF EDUCATION
AND**

NAME OF SCHOOL DIVISION _____

Selection Criteria	LEA Participation (Y/N)	Notes
(A) State Success Factors		
The State completes all of Section (A).		
(B) Standards & Assessments		
The State completes (B)(1) and (B)(2).		
(B)(3) Transition to enhanced standards & assessments		
The extent to which the State, in collaboration with its participating LEAs ³ , has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments ⁴ tied to these standards.		
(C) Data Systems to Support Instruction		
The State completes (C)(1).		
(C)(2) Accessing & using state data		
The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.		

³ **Participating LEAs** means LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

⁴ **High-quality assessment** means an assessment designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats (e.g., open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (e.g., be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

Selection Criteria	LEA Participation (Y/N)	Notes
<p>(C)(3) Using data to improve instruction The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan to—</p> <p>(i) Increase the acquisition, adoption, and use of local instructional improvement systems⁵ that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;</p>		
<p>(ii) Support participating LEAs and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and</p>		
<p>(iii) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).</p>		
(D) Great Teachers and Leaders		
The State completes (D)(1).		
<p>(D)(2) Improving teacher and principal effectiveness based on performance The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs —</p> <p>(i) Establish clear approaches to measuring student growth⁶ and measure it for each individual student;</p>		

⁵ **Instructional improvement systems** means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student’s risk of educational failure.

⁶ **Student growth** means the change in *student achievement* for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms. **Student achievement** means: (a) For tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) For **non-tested grades and subjects**: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Selection Criteria	LEA Participation (Y/N)	Notes
(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth ⁶ as a significant factor, and (b) are designed and developed with teacher and principal involvement;		
(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and		
(iv) Use these evaluations, at a minimum, to inform decisions regarding— (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;		
(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals ⁷ to obtain additional compensation and be given additional responsibilities;		
(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and		
(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.		

⁷ **Highly effective teacher** means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Highly effective principal means a principal whose students, overall and for each subgroup, achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

Selection Criteria	LEA Participation (Y/N)	Notes
<p>(D)(3) Ensuring equitable distribution of effective teachers and principals The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to—</p> <p>(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools⁸ have equitable access to highly effective teachers and principals⁷ and are not served by ineffective teachers and principals at higher rates than other students;</p>		
<p>(ii) Increase the number and percentage of effective teachers⁹ teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.</p>		
<p>(D)(4) Improving teacher & principal preparation programs The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—</p> <p>(i) Link student achievement and student growth⁶ data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and</p>		
<p>(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals⁷.</p>		
<p>(D)(5) Providing effective support to teachers and principals The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan for its participating LEAs to—</p> <p>(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded; and</p>		

⁸ **High-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used. **High-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

⁹ **Effective teacher** means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance. **Effective principal** means a principal whose students, overall and for each subgroup, achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

Selection Criteria	LEA Participation (Y/N)	Notes
(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement ⁶ .		
(E) Turning Around the Lowest-Achieving Schools		
The State completes (E)(1).		
(E)(2) Turning around the lowest-achieving schools The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to— (i) Identify the persistently lowest-achieving schools ¹⁰ and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools if they were eligible to receive Title I funds; and		
(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models: turnaround model, restart model, school closure, or transformation model (provided that a LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).		
(F) General		
The State completes all of Section (F).		
VII. Competition Priorities		
1: Comprehensive Approach: Cuts across entire application		
2: Competitive: Emphasis on STEM		
3: Invitational: Improving Early Learning Outcomes		
4: Invitational: Expansion of State Longitudinal Data System		
5: Invitational: P-20 Coordination		
6: Invitational: Conditions for Reform, Innovation & Learning		

¹⁰ **Persistently lowest-achieving schools** means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Race to the Top Memorandum of Understanding

Signatures to Appendix A

LEA Superintendent (or designee)

Chairman of Local School Board (or designee)

Signature/Date

Signature/Date

Print Name

Print Name

Print Title

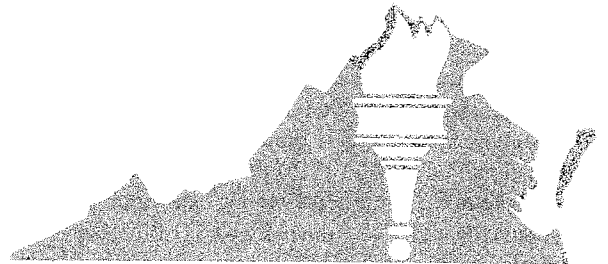
Print Title

Authorized State Official

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Title



Virginia's Race to the Top Application

Data Supplement A

DATA ELEMENTS REQUIRED FROM SCHOOL DIVISIONS

D-Great Teachers and Leaders

The Virginia Department of Education must provide goals, annual targets, baseline data, and other information for several criteria set forth in the grant application. The following sections of the application require that states collect information from participating school divisions.

(D) Great Teachers and Leaders

(D)(2) Improving teacher and principal effectiveness based on performance

(D)(3) Ensuring equitable distribution of effective teachers and principals

Please complete and return Data Supplement A with the signed MOU by December 23, 2009. Also, please note that performance measures have been requested where the U.S. Department of Education intends to report nationally on them and for measures that lend themselves to objective and comparable data gathering. In the future, the U.S. Department of Education may require grantees to submit additional performance data as part of an annual report, program evaluation, or other mechanism.

D: Great Teachers and Leaders: [(D)(2) Improving teacher and principal effectiveness based on performance]

QUESTION 1: PLEASE RESPOND:

Does your school division have a measure of student growth or a qualifying evaluation system for teachers as defined below?

Qualifying Evaluation System: A rigorous, transparent, and fair evaluation system for teachers and principals that (a) differentiates effectiveness using multiple rating categories that take into account data on student growth (as defined below) as a significant factor, and (b) is designed and developed with teacher and principal involvement;

Student growth means the change in student achievement (as defined below) for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms.

Student achievement means--

(a) For tested grades and subjects: (1) a student's score on the state's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For **non-tested grades and subjects**: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Yes. If yes, please respond to the questions in Section I on the following page.

No. Skip to Question 2.

Question 1 -- Section 1 Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in the Race to the Top application package. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
		Baseline data and annual targets				
Criteria	General goals to be provided at time of application:					
(D)(2)(i)	Do you measure student growth (as defined on page 1 of this supplement)?					
(D)(2)(ii)	Do you have a qualifying evaluation system (as defined on page 1 of this supplement) for teachers?					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.					
(D)(2)(iv)	Do you have a qualifying evaluation system (as defined on page 1 of this supplement) that is used to inform--					
(D)(2)(iv)(a)	• Developing teachers and principals?					
(D)(2)(iv)(b)	• Compensating teachers and principals?					
(D)(2)(iv)(b)	• Promoting teachers and principals?					
(D)(2)(iv)(b)	• Retaining effective teachers and principals?					
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals?					
(D)(2)(iv)(d)	Removing ineffective tenured and untenured teachers and principals?					
[Optional: Enter text here to clarify or explain any of the data]						

D: Great Teachers and Leaders: [(D)(3) Ensuring equitable distribution of effective teachers and principals]

QUESTION 2: PLEASE RESPOND:

Does your school division have an evaluation system that may determine whether a teacher or principal are highly effective as defined below?

Highly effective principal means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined below). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined below). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

Highly effective teacher means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined below). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined below). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Student growth means the change in student achievement (as defined below) for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms.

Student achievement means—

(a) For tested grades and subjects: (1) a student's score on the state's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For **non-tested grades and subjects**: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Yes. If yes, please respond to the questions in Section 2.

No. You have completed this section.

Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Baseline data and annual targets				
<p>Question 2 – Section 2 Performance Measures for (D)(3)(i)</p> <p><i>Note: All information below is requested for Participating LEAs.</i></p>				
<p>General goals to be provided at time of application:</p>				
<p>High-minority school is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.</p>				
<p>High-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.</p>				
<p>Number of teachers in schools that are high-poverty, high-minority, or both (as defined above) who are highly effective (as defined on page 3 of this supplement).</p>				
<p>Number of teachers in schools that are low-poverty, low-minority, or both (as defined above) who are highly effective (as defined on page 3 of this supplement).</p>				
<p>Number of teachers in schools that are high-poverty, high-minority, or both (as defined above) who are ineffective.</p>				
<p>Number of teachers in schools that are low-poverty, low-minority, or both (as defined above) who are ineffective.</p>				
<p>Number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined on page 3 of this supplement).</p>				
<p>Number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined on page 3 of this supplement).</p>				
<p>Number of principals leading schools that are high-poverty, high-minority, or both (as defined above) who are ineffective.</p>				
<p>Number of principals leading schools that are low-poverty, low-minority, or both (as defined above) who are ineffective.</p>				
<p>[Optional: Enter text here to clarify or explain any of the data]</p>				

<p>Performance Measures for (D)(3)(ii)</p> <p><i>Note: All information below is requested for Participating LEAs.</i></p>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<p>General goals to be provided at time of application:</p>	Baseline data and annual targets				
<p>Number of mathematics teachers who were evaluated as effective or better.</p>					
<p>Number of science teachers who were evaluated as effective or better.</p>					
<p>Number of special education teachers who were evaluated as effective or better.</p>					
<p>Number of teachers in language instruction educational programs who were evaluated as effective or better.</p>					
<p>[Optional: Enter text here to clarify or explain any of the data]</p>					

FOR ILLUSTRATION ONLY - NOT BINDING OR FINAL

**Estimated LEA Distribution of ARRA Race to the Top (RTTT) Funds from
50% Portion Distributed Based on LEA Share of 2009 Title I, Part A
Funds**

ENTER total estimated Virginia RTTT grant award = **\$250,000,000**
50% min. amount subgranted to Va. LEAs under section 14006(c) = **\$125,000,000**

Div. Num.	Participating LEAs in RTTT (assumes 100% participation)	Total 2009 Regular & ARRA Title I-A LEA Funding	Total 2009 Title I-A % Share	Est. Sec. 14006(c) Subgrant Based on 2009 Title I-A Share
001	ACCOMACK	\$3,416,795	0.88%	\$1,103,278
002	ALBEMARLE	\$2,384,138	0.62%	\$769,835
003	ALLEGHANY	\$862,954	0.22%	\$278,647
004	AMELIA	\$429,693	0.11%	\$138,747
005	AMHERST	\$1,258,135	0.33%	\$406,250
006	APPOMATTOX	\$773,998	0.20%	\$249,923
007	ARLINGTON	\$4,246,333	1.10%	\$1,371,135
008	AUGUSTA	\$1,982,465	0.51%	\$640,135
009	BATH	\$93,756	0.02%	\$30,274
010	BEDFORD	\$2,414,162	0.62%	\$779,530
011	BLAND	\$263,043	0.07%	\$84,936
012	BOTETOURT	\$574,327	0.15%	\$185,449
013	BRUNSWICK	\$1,463,888	0.38%	\$472,688
014	BUCHANAN	\$2,432,557	0.63%	\$785,469
015	BUCKINGHAM	\$1,057,582	0.27%	\$341,492
016	CAMPBELL	\$2,496,130	0.64%	\$805,997
017	CAROLINE	\$1,008,936	0.26%	\$325,784
018	CARROLL	\$1,682,825	0.43%	\$543,382
019	CHARLES CITY	\$253,557	0.07%	\$81,873
020	CHARLOTTE	\$1,251,937	0.32%	\$404,249
021	CHESTERFIELD	\$9,702,070	2.51%	\$3,132,785
022	CLARKE	\$260,290	0.07%	\$84,047
023	CRAIG	\$206,253	0.05%	\$66,599
024	CULPEPER	\$1,699,787	0.44%	\$548,859
025	CUMBERLAND	\$706,791	0.18%	\$228,222
026	DICKENSON	\$1,551,701	0.40%	\$501,042
027	DINWIDDIE	\$1,009,928	0.26%	\$326,104
028	ESSEX	\$634,679	0.16%	\$204,937
029	FAIRFAX	\$32,222,024	8.32%	\$10,404,448
030	FAUQUIER	\$441,515	0.11%	\$142,565
031	FLOYD	\$593,054	0.15%	\$191,496
032	FLUVANNA	\$573,444	0.15%	\$185,164

Div. Num.	Participating LEAs in RTTT (assumes 100% participation)	Total 2009 Regular & ARRA Title I-A LEA Funding	Total 2009 Title I-A % Share	Est. Sec. 14006(c) Subgrant Based on 2009 Title I-A Share
033	FRANKLIN	\$2,668,629	0.69%	\$861,697
034	FREDERICK	\$2,025,686	0.52%	\$654,091
035	GILES	\$736,002	0.19%	\$237,654
036	GLOUCESTER	\$1,255,900	0.32%	\$405,528
037	GOOCHLAND	\$438,490	0.11%	\$141,588
038	GRAYSON	\$1,130,908	0.29%	\$365,169
039	GREENE	\$585,883	0.15%	\$189,181
040	GREENSVILLE	\$1,241,837	0.32%	\$400,987
041	HALIFAX	\$2,394,814	0.62%	\$773,282
042	HANOVER	\$606,574	0.16%	\$195,862
043	HENRICO	\$14,511,787	3.75%	\$4,685,836
044	HENRY	\$4,464,456	1.15%	\$1,441,567
045	HIGHLAND	\$86,141	0.02%	\$27,815
046	ISLE OF WIGHT	\$980,950	0.25%	\$316,748
048	KING GEORGE	\$498,742	0.13%	\$161,043
049	KING QUEEN	\$330,084	0.09%	\$106,584
050	KING WILLIAM	\$325,540	0.08%	\$105,117
051	LANCASTER	\$667,850	0.17%	\$215,648
052	LEE	\$3,053,519	0.79%	\$985,977
053	LOUDOUN	\$1,125,563	0.29%	\$363,443
054	LOUISA	\$1,197,158	0.31%	\$386,561
055	LUNENBURG	\$1,052,618	0.27%	\$339,889
056	MADISON	\$474,934	0.12%	\$153,355
057	MATHEWS	\$253,762	0.07%	\$81,940
058	MECKLENBURG	\$2,253,659	0.58%	\$727,703
059	MIDDLESEX	\$511,707	0.13%	\$165,229
060	MONTGOMERY	\$2,620,651	0.68%	\$846,205
062	NELSON	\$636,637	0.16%	\$205,569
063	NEW KENT	\$348,060	0.09%	\$112,388
065	NORTHAMPTON	\$1,508,304	0.39%	\$487,029
066	NORTHUMBERLAND	\$736,151	0.19%	\$237,702
067	NOTTOWAY	\$1,284,586	0.33%	\$414,791
068	ORANGE	\$890,120	0.23%	\$287,418
069	PAGE	\$1,239,834	0.32%	\$400,341
070	PATRICK	\$1,129,708	0.29%	\$364,781
071	PITTSYLVANIA	\$3,532,830	0.91%	\$1,140,746
072	POWHATAN	\$467,171	0.12%	\$150,849
073	PRINCE EDWARD	\$1,435,884	0.37%	\$463,645
074	PRINCE GEORGE	\$994,891	0.26%	\$321,249
075	PRINCE WILLIAM	\$11,445,435	2.96%	\$3,695,716

Div. Num.	Participating LEAs in RTTT (assumes 100% participation)	Total 2009 Regular & ARRA Title I-A LEA Funding	Total 2009 Title I-A % Share	Est. Sec. 14006(c) Subgrant Based on 2009 Title I-A Share
077	PULASKI	\$1,887,092	0.49%	\$609,340
078	RAPPAHANNOCK	\$206,549	0.05%	\$66,694
079	RICHMOND	\$475,938	0.12%	\$153,680
080	ROANOKE	\$1,976,915	0.51%	\$638,343
081	ROCKBRIDGE	\$661,172	0.17%	\$213,492
082	ROCKINGHAM	\$2,673,145	0.69%	\$863,155
083	RUSSELL	\$2,378,375	0.61%	\$767,974
084	SCOTT	\$1,421,736	0.37%	\$459,077
085	SHENANDOAH	\$1,425,892	0.37%	\$460,419
086	SMYTH	\$1,948,826	0.50%	\$629,273
087	SOUTHAMPTON	\$907,644	0.23%	\$293,077
088	SPOTSYLVANIA	\$3,546,657	0.92%	\$1,145,211
089	STAFFORD	\$755,008	0.20%	\$243,791
090	SURRY	\$294,134	0.08%	\$94,975
091	SUSSEX	\$793,544	0.20%	\$256,234
092	TAZEWELL	\$3,670,475	0.95%	\$1,185,191
093	WARREN	\$1,150,847	0.30%	\$371,607
094	WASHINGTON	\$2,862,439	0.74%	\$924,278
095	WESTMORELAND	\$711,418	0.18%	\$229,716
096	WISE	\$4,115,930	1.06%	\$1,329,028
097	WYTHE	\$1,590,642	0.41%	\$513,616
098	YORK	\$355,915	0.09%	\$114,925
101	ALEXANDRIA	\$5,457,571	1.41%	\$1,762,242
102	BRISTOL	\$1,797,028	0.46%	\$580,258
103	BUENA VISTA	\$302,477	0.08%	\$97,669
104	CHARLOTTESVILLE	\$2,784,586	0.72%	\$899,139
106	COLONIAL HEIGHTS	\$511,290	0.13%	\$165,095
107	COVINGTON	\$348,587	0.09%	\$112,558
108	DANVILLE	\$6,829,930	1.76%	\$2,205,375
109	FALLS CHURCH	\$23,338	0.01%	\$7,536
110	FREDERICKSBURG	\$1,264,157	0.33%	\$408,195
111	GALAX	\$806,680	0.21%	\$260,476
112	HAMPTON	\$12,553,735	3.24%	\$4,053,584
113	HARRISONBURG	\$1,827,169	0.47%	\$589,990
114	HOPEWELL	\$2,097,320	0.54%	\$677,222
115	LYNCHBURG	\$6,732,188	1.74%	\$2,173,815
116	MARTINSVILLE	\$1,598,355	0.41%	\$516,107
117	NEWPORT NEWS	\$19,822,974	5.12%	\$6,400,811
118	NORFOLK	\$30,338,444	7.84%	\$9,796,242
119	NORTON	\$398,228	0.10%	\$128,587

Div. Num.	Participating LEAs in RTTT (assumes 100% participation)	Total 2009 Regular & ARRA Title I-A LEA Funding	Total 2009 Title I-A % Share	Est. Sec. 14006(c) Subgrant Based on 2009 Title I-A Share
120	PETERSBURG	\$4,042,243	1.04%	\$1,305,235
121	PORTSMOUTH	\$11,388,708	2.94%	\$3,677,398
122	RADFORD	\$399,637	0.10%	\$129,042
123	RICHMOND CITY	\$29,813,983	7.70%	\$9,626,895
124	ROANOKE CITY	\$10,431,662	2.69%	\$3,368,370
126	STAUNTON	\$1,309,930	0.34%	\$422,975
127	SUFFOLK	\$4,937,362	1.28%	\$1,594,267
128	VIRGINIA BEACH	\$21,379,833	5.52%	\$6,903,519
130	WAYNESBORO	\$1,627,874	0.42%	\$525,638
131	WILLIAMSBURG	\$1,699,713	0.44%	\$548,835
132	WINCHESTER	\$1,174,592	0.30%	\$379,274
135	FRANKLIN CITY	\$1,263,864	0.33%	\$408,100
136	CHESAPEAKE	\$9,877,208	2.55%	\$3,189,337
137	LEXINGTON	\$82,459	0.02%	\$26,626
139	SALEM	\$622,536	0.16%	\$201,016
142	POQUOSON	\$59,936	0.02%	\$19,353
143	MANASSAS	\$1,578,693	0.41%	\$509,758
144	MANASSAS PARK	\$386,104	0.10%	\$124,673
202	COLONIAL BEACH	\$622,962	0.16%	\$201,154
207	WEST POINT	\$22,526	0.01%	\$7,274
	TOTALS	\$387,118,381	100.00%	\$125,000,000

Virginia's Race to the Top Application
Crosswalk of Initiatives to the MOU Criteria
December 8, 2009

Table of Contents

Elements of Virginia's State Reform Plan Standards and Assessments	Elements of Virginia's Application Related to These Reform Criteria Include:
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	<ul style="list-style-type: none"> • <u>College- and Career-Readiness Initiative</u> • <u>Adolescent Literacy Initiative</u> • <u>Early Childhood Development and Literacy</u> • <u>Innovative Assessments and Assessment Items</u> • <u>Science, Technology, Engineering, and Mathematics (STEM)</u> • <u>International Baccalaureate Program</u> • <u>National Mathematics and Science Initiative's Advanced Placement Training and Incentive Program</u> • <u>Foreign Language and Global Studies</u>
C. Data Systems to Support Instruction	
(C)(2) Accessing and Using Data	<ul style="list-style-type: none"> • <u>Improve Educational Data Systems in the Commonwealth</u>
(C)(3) Using data to improve instruction:	
(i) Use of local instructional improvement systems	<ul style="list-style-type: none"> • <u>Early Childhood Development and Literacy</u> • <u>Technology-Based Instructional Improvement System</u> • <u>Early Childhood Development and Literacy</u>
(ii) Professional development on use of data	<ul style="list-style-type: none"> • <u>Improve Educational Data Systems in the Commonwealth</u>
(iii) Availability and accessibility of data to researchers	<ul style="list-style-type: none"> • <u>Early Childhood Development and Literacy</u> • <u>Improve Educational Data Systems in the Commonwealth</u>
D. Great Teachers and Leaders	
(D)(2) Improving teacher and principal effectiveness based on performance:	
(i) Measure student growth	<ul style="list-style-type: none"> • <u>Innovative Assessments and Assessment Items</u> • <u>Policy Development Related to Teacher and Principal Evaluation</u> • <u>Improve Educational Data Systems in the Commonwealth</u>
(ii) Design and implement evaluation systems	<ul style="list-style-type: none"> • <u>Policy Development Related to Teacher and Principal Evaluation</u>
(iii) Conduct annual evaluations	<ul style="list-style-type: none"> • <u>Policy Development Related to Teacher and Principal Evaluation</u> • <u>Improve Educational Data Systems in the Commonwealth</u>
(iv)(a) Use evaluations to inform professional development	<ul style="list-style-type: none"> • <u>Policy Development Related to Teacher and Principal Evaluation</u>
(iv)(b) Use evaluations to inform compensation, promotion, and retention	<ul style="list-style-type: none"> • <u>Policy Development Related to Teacher and Principal Evaluation</u>
(iv)(c) Use evaluations to inform tenure and/or full certification	<ul style="list-style-type: none"> • <u>Policy Development Related to Teacher and Principal Evaluation</u>
(iv)(d) Use evaluations to inform removal	<ul style="list-style-type: none"> • <u>Policy Development Related to Teacher and Principal Evaluation</u>
(D)(3) Ensuring equitable distribution of effective teachers and principals:	
(i) High-poverty and/or high-minority schools	<ul style="list-style-type: none"> • <u>Teacher and Principal Recruitment and Retention</u>
(ii) Hard-to-staff subjects and specialty areas	<ul style="list-style-type: none"> • <u>Teacher and Principal Recruitment and Retention</u>

Elements of Virginia's State Reform Plan	Elements of Virginia's Application Related to These Reform Criteria Include:
(D)(4) Improving teacher and principal preparation programs	
(i) Link student achievement and student growth to teacher and principal preparation and credentialing programs	<ul style="list-style-type: none"> • <u>Enhance Education Personnel Data System</u>
(ii) Expand preparation and credentialing options to produce effective teachers and principals	<ul style="list-style-type: none"> • <u>Credentialing Options for Teachers and Principals</u>
(D)(5) Providing effective support to teachers and principals:	
(i) Quality professional development	<ul style="list-style-type: none"> • <u>Innovative Assessments and Assessment Items</u> • <u>Science, Technology, Engineering, and Mathematics</u> • <u>National Mathematics and Science Initiative's Advanced Placement Training and Incentive Program</u>
(ii) Measure effectiveness of professional development	<ul style="list-style-type: none"> • <u>National Mathematics and Science Initiative's Advanced Placement Training and Incentive Program</u>
E. Turning Around the Lowest-Achieving Schools	
(E)(2) Turning around the lowest-achieving schools	<ul style="list-style-type: none"> • <u>Student Achievement in the Lowest-Performing Schools</u>
Competition Priorities	
1: Comprehensive Approach: Cuts across entire application	<ul style="list-style-type: none"> • All
2: Competitive: Emphasis on STEM	<ul style="list-style-type: none"> • <u>Science, Technology, Engineering, and Mathematics</u> • <u>National Mathematics and Science Initiative's Advanced Placement Training and Incentive Program</u> • <u>Early Childhood Development and Literacy</u>
3: Invitational: Improving Early Learning Outcomes	<ul style="list-style-type: none"> • <u>Improve Educational Data Systems in the Commonwealth</u>
4: Invitational: Expansion of SLDS	<ul style="list-style-type: none"> • <u>Enhance Education Personnel Data System</u>
5: Invitational: P-20 Coordination	<ul style="list-style-type: none"> • All
6: Invitational: Conditions for Reform, Innovation & Learning	<ul style="list-style-type: none"> • All

Focus Area	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>If your school division is interested in supporting the state in a/an:</p> <p>College and Career Readiness Initiative</p> <ul style="list-style-type: none"> • Develop a profile of college readiness <ul style="list-style-type: none"> ○ Link data from various educational measures to set a college-ready score and/or create a profile of college readiness, i.e., courses, scores, SOL tests, etc. ○ Seek agreement for community colleges to accept a college-ready profile and scale score for placement with no remediation required ○ Seek a similar agreement with four-year colleges, if possible ○ Describe what the college-ready scale score means, i.e., the achievement level required ○ Provide professional development for implementation of college-readiness standards • Develop the curriculum for an elective capstone course to enhance college readiness and communication skills for high school students who still need to develop more in these areas <ul style="list-style-type: none"> ○ Emphasis would be on areas such as: <ul style="list-style-type: none"> ○ Reading to learn ○ Technical writing ○ Using technology for productivity & research ○ Public speaking ○ Would serve as continued support for the adolescent algebra readiness and literacy initiatives at the high school level without duplicating state standards development in specific subject areas ○ Provide professional development on the most effective uses of the course • Develop online professional development program to improve instruction <p>Back to Table of Contents</p>	<p>(B)(3) – Transition to Enhanced Standards & Assessments</p>	<p>The state would take the lead in:</p> <ul style="list-style-type: none"> • Setting the college-ready score or establishing a profile that describes student performance that is predictive of success in the first year of college • Developing policy with the Va. Community College System and/or the four-year colleges • Providing oversight for the development of the capstone course and professional development opportunities for teachers 	<p>The LEA supports the concept of college and career readiness, i.e., recognizing the value in establishing a K-12 measure that would help determine the college and/or career readiness of high school students, and the value of providing elective opportunities to improve the skills of those who still need support in this area.</p> <p>Some LEAs may wish to help develop and/or pilot the student course and/or the professional development. The LEA may also add the capstone course to its course offerings for students. This would be outlined in their Phase II MOU.</p>	<p>The state:</p> <ul style="list-style-type: none"> • would provide funds for the policy work • may provide more LEAs to develop the student course and professional development <p>LEAs may choose to use RTTT funds for program implementation.</p>

Focus Area	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>If your school division is interested in supporting the state in a/an:</p> <ul style="list-style-type: none"> Adolescent Literacy Initiative – Replicate the Algebra Readiness Initiative with a focus on adolescent literacy (both reading and writing) <ul style="list-style-type: none"> Identify or develop a comprehensive reading comprehension screening and diagnostic assessment tool and supporting instructional resources for grades 6-10 and provide startup funds to administer in participating school divisions Provide on-site and virtual training to school divisions on how the assessment works and how to use the results and accompanying instructional resources to support intervention strategies. Provide startup funds to school divisions to provide individual or small-group instructional interventions to students, with the idea that divisions could use federal and/or state funds to sustain the initiative. Identify or develop a Web-based writing tool. This tool's scoring engine will grade students' essays and provide immediate individualized feedback on their writing, identifying strengths and weaknesses. <p>Back to Table of Contents</p>	<p>(B)(3) – Transition to Enhanced Standards & Assessments</p>	<p>The state would take the lead in:</p> <ul style="list-style-type: none"> Identifying or developing the reading comprehension and diagnostic assessment Developing the training Providing startup funds to interested school divisions for individual or small-group instructional interventions for a limited amount of time Identify or develop a Web-based writing tool and provide training in the use of the tool 	<p>The LEA supports the concept of the need to improve adolescent literacy within its school division and across the Commonwealth.</p> <p>Some LEAs may wish to pilot the assessment and provide instructional interventions to some of their students. Once the screening and diagnostic assessment is complete, it will be made available for use in all school divisions. The degree of proposed LEA involvement would be outlined in their Phase II MOU.</p> <p>Some LEAs may wish to pilot the Web-based writing tool. It will be made available for use in all school divisions.</p>	<p>The State would:</p> <ul style="list-style-type: none"> Provide the funds for the development of the reading screening diagnostic assessment tool instructional resources Provide the funds for development of the training for the diagnostic assessment and for the Web-based writing tool Provide limited startup funds to some LEAs for student use of the assessment and instructional interventions. Provide limited startup funds for the student use of the Web-based writing tool <p>LEAs may choose to use their RTTT funds to pay for additional students to use the assessment and receive instructional interventions.</p>

Focus Area If your school division is interested in supporting the state in a/an:	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<ul style="list-style-type: none"> Innovative Assessments and Assessment Items <ul style="list-style-type: none"> Formative Assessments <ul style="list-style-type: none"> Work with school divisions to develop formative assessments that help to benchmark student progress, especially in reading and mathematics Provide training at the school and school division level in how to design and successfully implement formative assessments Develop performance-based and/or constructed response items in mathematics that help teachers gauge their students' understanding of and ability to apply concepts and skills Provide professional development to teachers on using rubrics to grade performance-based assessments and formative assessments 	<p>(B)(3) – Transition to Enhanced Standards & Assessments</p> <p>(D)(2)(i) - Establish clear approaches to measuring student growth and measure it for each individual student</p> <p>(D)(5)(i) - Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded</p>	<p>The State would take the lead in:</p> <ul style="list-style-type: none"> Developing professional development modules for teachers that address the development of high-quality formative assessments Providing an authoring tool that mirrors the existing online test delivery system to use in providing classroom assessments 	<p>The LEA supports the development and implementation of innovative assessments and assessment items</p> <p>Some LEAs may wish to:</p> <ul style="list-style-type: none"> Help develop and/or pilot the assessments and/or assessment items Participate in the development of the professional development modules, or Play other roles in implementing the assessment tools. <p>This would be outlined in their Phase II MOU.</p>	<p>The State would:</p> <ul style="list-style-type: none"> Provide the funds for the development of the professional development modules Provide the funds for development of the authoring tool for use by all LEAs <p>LEAs may choose to use RTTT funds to pay for further work related to formative assessments.</p>

[Back to Table of Contents](#)

Focus Area	If your school division is interested in supporting the state in a/an:	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>Early Childhood Development and Literacy</p> <ul style="list-style-type: none"> Identify and/or develop a Kindergarten Readiness Inventory to help establish consistency in understanding skills children have as they enter Kindergarten Provide additional funding for QRIS Ratings (Quality Rating and Improvement System) for public school and private school preschool programs. Improve the PALS screening instrument by expanding screening and resources to include students through grade 6. Identify or develop an early mathematics screening and diagnostic assessment with supporting instructional intervention resources and pilot in participating school divisions 	<p>Focus Area</p> <p>If your school division is interested in supporting the state in a/an:</p>	<p>(B)(3) – Transition to Enhanced Standards & Assessments</p> <p>(C)(2) – Accessing & using state data</p> <p>(C)(3)(i) – Using data to improve instruction</p> <p>(C)(3)(ii) – Providing professional development on the use of data</p> <p>(C)(3)(iii) – Making data available and accessible to researchers</p> <p>Invitational Priority #3: Improving Early Learning Outcomes</p>	<p>The state would take the lead in:</p> <ul style="list-style-type: none"> Identifying or developing the Kindergarten Readiness Inventory Identifying a partner to conduct the QRIS ratings in pilot school divisions Working with PALS developers to expand the PALS screening instrument Identifying or working to develop an early mathematics screening and diagnostic assessment with supporting instructional intervention resources. 	<p>The LEA supports the need to increase our focus on education for young children as they prepare to enter school and to help education programs for young learners become more effective.</p> <p>Some LEAs may wish to:</p> <ul style="list-style-type: none"> Adopt the Kindergarten Readiness Inventory Participate in QRIS ratings of their preschool programs Extend the use of the PALS screening instrument to the upper elementary grades Pilot the early mathematics screening and diagnostic instrument. <p>These would be outlined in their Phase II MOU.</p> <p>An LEA that is currently participating in the QRIS ratings satisfies this requirement, and thus should consider checking this item as a "participating" LEA.</p>	<p>The State would:</p> <ul style="list-style-type: none"> Provide the funds for the development of the early mathematics diagnostic assessment and supporting instructional resources Provide the funds for development of the training Provide some funds to pay for additional QRIS ratings Provide <i>limited</i> startup funds to <i>some</i> LEAs for the assessment and intervention resources. <p>LEAs may choose to use RTTT funds to pay for additional students to use the assessment and receive instructional interventions or to have additional QRIS ratings done for their preschool programs.</p>

[Back to Table of Contents](#)

Focus Area	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>If your school division is interested in supporting the state in a/an:</p> <p>Improve Educational Data Systems in the Commonwealth</p> <ul style="list-style-type: none"> • Data Quality Campaign and America Competes Elements <ul style="list-style-type: none"> ▪ Seek funding to enhance the capacity of Virginia's Educational Information Management System (EIMS) in all elements • Create an Integrated K-12 Student/Teacher Information System <ul style="list-style-type: none"> ▪ Develop a Course Enrollment/Completion Data Collection and Reporting System that links students to teachers ▪ Develop a Teacher/Principal Evaluation Data Collection and Reporting System ▪ Upgrade the Teacher Licensure System to capture information on routes to licensure, including teachers' preparation programs ▪ Develop reports to inform Teacher Preparation Programs of classroom outcomes of recent graduates ▪ Develop measures of Student Growth and Teacher Impact ▪ Use data to inform teacher and principal evaluation processes ▪ Provide professional development related to using teacher-student data for instructional improvement ▪ Provide funding to school divisions to enhance their own data systems to comport with the Data Quality Campaign (DQC) and America COMPETES elements • Create a Longitudinal Data Linking and Reporting System <ul style="list-style-type: none"> ▪ Link data between multiple state agency sources, including K-12, Higher Education, and Workforce systems ▪ Provide de-identified data to education researchers ▪ Update data systems in Virginia's 17 workforce programs ▪ Develop tools for data analysis for end users ▪ Include an interactive online tutorial and training component that features best practices and models uses of effective data usage • Develop a Web-based Portal to access education and workforce data <ul style="list-style-type: none"> ▪ Provide one-stop access to data and reports, accessible to the public ▪ Provide secure access to non-public data for authorized users • Design a Data Management and Control System <ul style="list-style-type: none"> ▪ Develop and implement cross-agency data sharing policies, practices, and standards for data exchange • Develop Electronic Transcript Capability in Post Secondary <ul style="list-style-type: none"> ▪ Demonstrate that postsecondary institutions can receive high school transcript data electronically, integrating the data into existing data systems • Enhance the PALS Data System <ul style="list-style-type: none"> ▪ Enhance and improve the PALS data system, increasing the capacity of the system to store longitudinal student data <p>Back to Table of Contents</p>	<p>(C)(2) – Accessing and using data</p> <p>(C)(3)(iii) - Make data available and accessible to researchers</p> <p>(D)(2)(i) - Establish clear approaches to measuring student growth and measure it for each individual student</p> <p>(D)(2)(iii) - Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools</p> <p>Invitational Priority 4: Expansion of State Longitudinal Data Systems</p>	<p>The State would take the lead in:</p> <ul style="list-style-type: none"> • Completing the elements of Virginia's EIMS to comport with the DQC and America COMPETES • Developing and providing professional development related to use of teacher-student data for instructional improvement • Developing data analysis tools for the end-user • Enhancing the PALS data system • Enhancing the state's education personnel data system 	<p>The LEA supports the enhancements to the state's educational data systems</p> <p>LEAs may wish to expand their data systems to comport with enhancements to the state's data system as well as participate in professional development regarding data use for instructional improvement</p> <p>This would be outlined in their Phase II MOU.</p>	<p>The State would:</p> <ul style="list-style-type: none"> • Provide the funds to complete the DQC and America COMPETES elements of the EIMS • Provide some funding to school divisions to enhance their own data systems • Provide the funding to enhance the PALS data system • Provide the funding to develop professional development opportunities related to data use • Provide the funding for the enhancement of the state's education personnel data system <p>LEAs may choose to use RTTT funds to pay for their own data systems, enhance an existing system, and/or attach to the state system.</p>

Focus Area	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>If your school division is interested in supporting the state in a/an:</p> <ul style="list-style-type: none"> • Technology-Based Instructional Improvement Systems <ul style="list-style-type: none"> • Develop an online curriculum and data management platform and tools for teachers and students, including revising/adapting existing resources and adding new ones. The contents might include, but are not limited to: <ul style="list-style-type: none"> ○ Lessons ○ Lesson plans ○ Curriculum Framework ○ Sample assessments ○ Planning tools ○ Access to data for program improvement ○ Opportunities to provide assistance to students and parents • Include online professional development as part of the system <ul style="list-style-type: none"> ○ Develop a bank of online professional development (i.e., available 24/7 in an asynchronous format) to support implementation of Virginia's Standards of Learning (SOL), especially in the content areas of mathematics and English and in the integration of technology in teaching and learning. ○ Professional development will help teachers provide an effective and rigorous delivery of content, including the use of hand-held mobile devices. ○ Develop online content-based professional development for principals <p style="text-align: right;">Back to Table of Contents</p>	<p>(C)(3)(i) – Use of local instructional improvement systems</p>	<p>The State would take the lead in:</p> <ul style="list-style-type: none"> • Developing the framework/platform for a system • Populating the system with state-based resources such as the SOL, Curriculum Frameworks, sample assessments, etc. • Providing some of the professional development modules for the system • Providing options for LEAs to either adopt the system, or attach to the state's system with their own customized systems 	<p>The LEA supports the development and implementation of the state's instructional improvement system.</p> <p>Some LEAs may wish to adopt the system and/or attach their systems to the state system. This would be outlined in their Phase II MOU.</p> <p>A LEA that is currently operating an online curriculum management platform satisfies this requirement, and thus should consider checking this item as a "participating" LEA.</p>	<p>The State would:</p> <ul style="list-style-type: none"> • Provide the funds for the development of the system • Provide the funds for populating the system with state resources for use by all LEAs <p>LEAs may choose to use RTTT funds to pay for their own systems, enhance an existing system, and/or attach to the state system.</p>

Focus Area	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>If your school division is interested in supporting the state in a/an:</p> <p>Policy Development Related to Teacher and Principal Evaluation</p> <ul style="list-style-type: none"> Examine implications of policies related to <ul style="list-style-type: none"> Tying incentives to teacher and principal effectiveness; Relating student achievement to teacher and principal evaluation (See Policy Development under Longitudinal Data Systems); and Relating teacher success to their teacher preparation programs. Develop policy models around appropriate use of student-to-teacher data and their connections to student performance, courses, tests, grades, etc. Establish statewide criteria for rigorous, transparent, and fair teacher and principal evaluations <ul style="list-style-type: none"> Test the appropriate use of the standards in school divisions with validated evaluation tools Document successful approaches participating school divisions use to move from current practice to adopting the new and rigorous approaches to teacher and principal evaluation Develop data standards needed to effectively use teacher and principal evaluation methodologies, in conjunction with student achievement data, to enable schools and school divisions to consider student achievement data in conjunction with direct measures of teacher and principal performance when making various personnel decisions <p>Back to Table of Contents</p>	<p>The State would take the lead in:</p> <ul style="list-style-type: none"> Reviewing implications of policies related to teacher and principal incentives, the role of student achievement in teacher and principal evaluations, and the connections between teacher success and their preparation and credentialing programs Sharing the findings of the policy review Establishing the criteria for rigorous, transparent, and fair teacher and principal evaluations based on current practice, data, and research 	<p>In Virginia, the responsibility of teacher and principal evaluation is vested in the school divisions. Participating LEAs would be able to use the results of the statewide policy work to inform their evaluation practices. This would be outlined in their Phase II MOU.</p>	<p>The State would :</p> <ul style="list-style-type: none"> Provide the funds for the policy development. Provide funds to implement existing measures of teacher and principal performance Provide funds to analyze data from teacher and principal performance evaluations linked to student achievement and growth. <p>LEAs may choose to use RTTT funds to modify their evaluation practices or for other areas related to teacher and principal evaluation and compensation.</p>
<p>Consider checking this/these criteria on the MOU</p>	<p>(D)(2)(ii) - Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals</p> <p>(D)(2)(iii) - Conduct annual evaluations of teachers and principals</p> <p>(D)(2)(iv) - Use evaluations, to inform decisions regarding—</p> <p>(a) Professional development</p> <p>(b) Compensation, promotion, and retention</p> <p>(c) Tenure and full certification and</p> <p>(d) Removal of ineffective teachers and principals</p>	<p>(D)(2)(ii) - Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals</p> <p>(D)(2)(iii) - Conduct annual evaluations of teachers and principals</p> <p>(D)(2)(iv) - Use evaluations, to inform decisions regarding—</p> <p>(a) Professional development</p> <p>(b) Compensation, promotion, and retention</p> <p>(c) Tenure and full certification and</p> <p>(d) Removal of ineffective teachers and principals</p>	

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<p>If your school division is interested in supporting the state in a/an:</p> <ul style="list-style-type: none"> Teacher and Principal Recruitment and Retention Incentives for Teachers <ul style="list-style-type: none"> Build on past Virginia initiatives that provided incentives to attract expert teachers to and remain in hard-to-staff schools and/or content areas of critical shortage <ul style="list-style-type: none"> Hard-to-Staff Schools Initiative* Virginia Middle School Mathematics Teacher Corps** Provide funding to school divisions to pilot various incentive models and/or develop more effective and long-term mentoring for beginning teachers Statewide Job Bank and Application System <ul style="list-style-type: none"> Enhance the statewide job bank and application system to provide scheduling and other technology tools to increase local efficiency for screening and interviewing candidates. Examples of screening tools include those that will permit candidates to provide preliminary interviews, student achievement portfolios, and other information that support the candidate screening process. <p>*The Hard-to-Staff Schools Initiative was piloted in two Virginia school divisions from 2003 to 2005. The initiative was designed to improve student achievement in hard-to-staff schools by attracting and retaining licensed, highly qualified, and experienced teachers through an incentive-based program.</p> <p>**The Virginia Middle School Mathematics Teacher Corps provides incentives for highly qualified mathematics teachers to teach in middle schools that have been identified as "at risk in mathematics". More information is available at http://www.doe.virginia.gov/VDOE/Instruction/OCP/teachercorps.html.</p>	<p>(D)(3)(i) Ensure the equitable distribution of teachers and principals in high-poverty and/or high-minority schools</p> <p>(D)(3)(ii) – Increase the number and percentage of effective teachers in hard-to-staff specialty areas including mathematics, science, and special education; teaching in language instruction educational programs; and teaching in other areas as identified by the State or LEA.</p>	<p>The State would take the lead in:</p> <ul style="list-style-type: none"> Establishing the model and criteria for the incentive programs Providing funds to a limited number of school divisions to replicate the Hard-to-Staff Schools Initiative Providing funds to a limited number of school divisions to use as incentives to teachers to participate in the Virginia Middle School Mathematics Teacher Corps Identifying tools to enhance the statewide job bank and application system. 	<p>Some LEAs may wish to participate in the Hard-to-Staff Schools and/or Virginia Middle School Mathematics Teacher Corps incentive program. This would be outlined in their Phase II MOU.</p> <p>An LEA that is currently offering some type of incentives for teachers and principals to attract them to hard-to-staff schools or critical shortage areas satisfies this requirement, and thus should consider checking this item as a "participating" LEA.</p> <p>Some LEAs may wish to begin and/or continue their participation in the statewide job bank and application system.</p>	<p>The State would:</p> <ul style="list-style-type: none"> Provide the funds to a limited number of schools for the initial incentives. Develop materials and provide initial training for use of the new job-bank tools. <p>LEAs may choose to use RTTT funds to pay for further expansion/extension of the incentives, expand training for the job bank or to update local technology to further support efficient recruitment and retention.</p>

[Back to Table of Contents](#)

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<p>If your school division is interested in supporting the state in a/an:</p>	<p>Credentiaing Options for Teachers and Principals</p> <ul style="list-style-type: none"> • Master's Degrees in Content and Pedagogy • Provide startup funding to colleges and universities to assist them in designing and implementing Master's Degree programs that focus on content and pedagogy in specific content areas (e.g., Master's in Mathematics Education, Master's in Science Education). This will enable teachers to expand their expertise in areas other than school administration and advance the implementation of provisions to award multiple tiers of teaching licenses as outlined in policy. • Teacher Residency Programs • Provide funding to colleges and universities to develop and implement teacher residency programs. • Expansion of Licensure Programs • Provide funding for a school division or divisions to establish a program for provisionally licensed teachers to meet professional studies requirements. • Provide funding to expand/enhance the school division alternate route to licensure programs for the administration and supervision programs. • Provide funding to expand special education licensure programs. • Principal of Distinction Program • Provide funding to LEAs to establish a professional development program for principals interested in seeking the principal of distinction administration and supervision endorsement. 	<p>(D)(4)(i) - Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals</p>	<p>The state would take the lead in:</p> <ul style="list-style-type: none"> • Working with colleges and universities in the Commonwealth to develop and implement Master's Degree programs with an enhanced focus on both content and pedagogy • Working with colleges and universities in the Commonwealth to develop and implement teacher residency programs • Working with divisions in expanding the expansion of programs to license instructional personnel • Issuing a grant to expand special education programs. 	<p>The LEA supports the need for enhanced teacher preparation programs in the state.</p> <p>Some LEAs may wish to have teachers participate in these programs. This would be outlined in their Phase II MOU.</p> <p>Some LEAs may wish to develop a program for provisionally licensed teachers.</p> <p>Some LEAs may expand preparation for the alternate route to the administration and supervision endorsement.</p>	<p>The State would:</p> <ul style="list-style-type: none"> • Provide the funds to develop and pilot Master's Degree programs with an enhanced focus on both content and pedagogy • Provide funding for development of the structure of the program for a teacher residency program <p>LEAs may choose to use RTTT funds to help pay tuition or provide incentives for their teachers to participate in the Master's Degree Teacher Residency Programs, and special education programs.</p> <p>LEAs may use funds to help pay for the enhancement of their alternate route to the administration and supervision endorsement and the professional development program for the principal of distinction endorsement.</p>

[Back to Table of Contents](#)

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<p>if your school division is interested in supporting the state in a/an:</p> <ul style="list-style-type: none"> • Enhance Education Personnel Data System <ul style="list-style-type: none"> • Update Virginia's teacher licensure data system • Improve the Instructional Personnel data system • Continue efforts to connect K-12 education personnel data systems with higher education teacher and principal preparation programs • Use data to inform teacher and principal evaluation processes <p>Back to Table of Contents</p>	<p>(D)(4)(i) - Link student achievement and student growth to teacher and principal preparation and credentialing programs</p> <p>Invitational Priority 5: P-20 Coordination</p>	<p>The State would take the lead in enhancing the state's education personnel data system</p>	<p>The LEA supports the enhancements to the state's education personnel data system and will use the information from this system to inform evaluation processes. This would be outlined in their Phase II MOU.</p> <p>LEAs may choose to use RTTT funds to pay for their own data systems, enhance an existing system, and/or attach to the state system.</p>	
<ul style="list-style-type: none"> • Address the Student Achievement in the Lowest-Performing Schools to Both Close the Achievement Gap Among Subgroups and Raise the Floor for All Students in All of Virginia's Schools <ul style="list-style-type: none"> • Identify and Implement School Improvement Models <ul style="list-style-type: none"> • Expand and enhance Virginia's successful coaching/mentoring model to improve student performance in low-performing schools • Focus on fostering school-level and division-level conditions that promote reform and innovation • Provide incentives to build, demonstrate, and evaluate a variety of models of alternative programs grounded in research that have had success in addressing the challenge of dropouts, i.e., charter schools, lab schools, turnaround zones, etc. • Policy Development <ul style="list-style-type: none"> • Develop policies and/or programs that provide early warning indicators about middle school students who may be at risk of not graduating • Seek early programs (middle school level) to improve graduation rates <p>Back to Table of Contents</p>	<p>(E)(2) -- Turning around the lowest-achieving schools</p>	<p>The State would take the lead in:</p> <ul style="list-style-type: none"> • Identifying the lowest-performing schools • Identifying improvement models for implementation in those schools and others that are interested • Providing incentives for building, demonstrating, and evaluating some models of alternative programs that have had success with at-risk students • Developing policies and/or programs that provide early warning indicators for at-risk students 	<p>LEAs with schools identified as the "lowest-performing" would be required to participate in this initiative. Other school divisions that are interested may choose to participate.</p> <p>LEAs would use their Title I, School Improvement Funds, and/or RTTT funds for program implementation.</p>	

<p>Focus Area If your school division is interested in supporting the state in a/an:</p>	<p>Consider checking this/these criteria on the MOU</p> <p>(B)(3) – Transition to Enhanced Standards & Assessments</p>	<p>State's Role</p> <p>The State would take the lead in:</p> <ul style="list-style-type: none"> Inviting interest from LEAs to implement elementary and middle school pre-IB programs and IB programs in high schools 	<p>LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)</p> <p>The LEA supports the concept of increasing college-level academic opportunities for high school students</p> <p>Some LEAs may wish to establish or expand IB programs in their school divisions. This would be outlined in their Phase II MOU.</p> <p>A LEA that has established IB programs in some or all of its schools already satisfies this requirement, and thus should consider checking this item as a "participating" LEA.</p>	<p>Funding Source</p> <p>The State would provide startup funds for a limited number of elementary, middle and high school IB programs</p> <p>LEAs may choose to use RTTT funds to augment the state's startup funds to enhance or establish IB programs.</p>
<p>• International Baccalaureate Program</p> <ul style="list-style-type: none"> Provide startup funding for participating school divisions to implement elementary and middle school pre-IB programs and IB programs in high schools <p>Back to Table of Contents</p>				

Focus Area If your school division is interested in supporting the state in a/an:	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>National Mathematics and Science Initiative's (NMSI) Advanced Placement Training and Incentive Program (APTIP)</p> <ul style="list-style-type: none"> Expand the NMSI program to provide professional development for teachers of Advanced Placement courses, particularly in mathematics, science, and English. Implement Laying the Foundation, a component of APTIP that provides quality teacher training, rigorous classroom materials, and Web-based resources to improve the quality of mathematics, science and English instruction at the middle school levels in preparation for students to succeed in college level courses at the high school level. Bring UTeach to Virginia to increase the quality and quantity of highly-effective new STEM teachers produced by its universities. The UTeach program actively recruits entering freshmen who have declared an interest in mathematics or science, providing immediate field experience in elementary and middle school classrooms to inspire a pursuit of teaching science or mathematics. UTeach students receive personal attention and guidance from highly experienced and successful master public school teachers who are part of the UTeach faculty. <p>Back to Table of Contents</p>	<p>(B)(3) – Transition to Enhanced Standards & Assessments</p> <p>(D)(5)(i) - Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded</p> <p>(D)(5)(ii) - Measure, evaluate, and continuously improve professional development</p> <p>Competitive Priority #2 – Emphasis on STEM</p>	<p>The state would take the lead in identifying a partner to:</p> <ul style="list-style-type: none"> Expand the NMSI program Implement the teacher training, and Create the UTeach Virginia program 	<p>The LEA supports the need to increase professional development opportunities for teachers of Advanced Placement programs and to strengthen the pool of STEM teachers in the Commonwealth</p> <p>Some LEAs may wish to join or continue their participation in the NMSI program.</p> <p>A LEA that is currently participating in the NMSI program already satisfies this requirement, and thus should consider checking this item as a "participating" LEA.</p>	<p>The State would:</p> <ul style="list-style-type: none"> Provide the funds for the professional development Provide startup funds for the UTeach Virginia program <p>LEAs may choose to use RTTT funds to pay for additional teachers to participate in the professional development or to participate directly in the UTeach Virginia program.</p>

Focus Area	Consider checking this/these criteria on the MOU	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>If your school division is interested in supporting the state in a/an:</p> <p>Science, Technology, Engineering, and Mathematics (STEM)</p> <ul style="list-style-type: none"> • Provide startup funding for an additional 10 Governor's Career and Technical STEM Academies with priority in geographic areas not currently served • Establish a STEM teacher resource network to enhance teacher quality; support ongoing professional development for STEM teams through the use of professional learning communities; and promote more effective interaction among the STEM areas and between arts and sciences and career and technical education. • Provide teacher education to help STEM teachers become dually endorsed in mathematics and/or science and technology education and/or engineering • Create voluntary K-8 STEM standards (not SOL) that demonstrate the effective integration of STEM concepts and skills using the SOL and CTE competencies as a basis. <p>Back to Table of Contents</p>	<p>(B)(3) – Transition to Enhanced Standards & Assessments</p> <p>(D)(5)(i) - Provide effective, data-informed professional development, coaching, and induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded</p> <p>Competitive Priority #2 – Emphasis on STEM</p>	<p>The State would take the lead in:</p> <ul style="list-style-type: none"> • Inviting additional applications from partnerships that wish to be considered for status as a Governor's Career and Technical Academy • Establishing the STEM network • Creating the voluntary STEM standards • Developing and providing or contracting for teacher education to help teachers become dually endorsed 	<p>The LEA supports the state's STEM initiatives</p> <p>Some LEAs may wish to establish a Governor's Career and Technical Academy. This would be outlined in their Phase II MOU.</p> <p>A LEA that has established a Governor's Career and Technical Academy already satisfies this requirement, and thus should consider "participating" LEA.</p>	<p>The State would:</p> <ul style="list-style-type: none"> • Provide startup funds for 10 Academies • Contribute funds toward teacher education to promote dual endorsement among Academy teachers • Provide funds for development of K-8 STEM standards • Provide funds to establish the tools needed to establish a STEM network, including the tools required to sustain the network and some funds for initial implementation. <p>LEAs may choose to use RTTT funds to augment the state's startup funds to establish an Academy.</p>

Focus Area	State's Role	LEA's Potential Role (The actual degree of participation would be outlined in the Phase II MOU if the state receives the grant)	Funding Source
<p>if your school division is interested in supporting the state in a/an:</p> <ul style="list-style-type: none"> Foreign Language and Global Studies <ul style="list-style-type: none"> Provide startup funds to several school divisions to develop and/or expand foreign language immersion programs at the elementary level Provide startup funds for middle/high school programs in a "specialty center" concept that focus on late foreign language immersion and related topics such as international studies and global economics Provide startup funds for curriculum development for courses that address heritage speakers' language needs (i.e., reading and writing for those fluent in speaking the language only) <p>Back to Table of Contents</p>	<p>Consider checking this/these criteria on the MOU</p> <p>(B)(3) – Transition to Enhanced Standards & Assessments</p>	<p>The State would take the lead in providing technical assistance to school divisions interested in expanding their language immersion and heritage language programs.</p> <p>Some LEAs may wish to establish:</p> <ul style="list-style-type: none"> An elementary foreign language immersion program A specialty center related to foreign language immersion, international studies, and global economics A heritage language program 	<p>The State would provide startup funds for one or more of the proposed programs.</p> <p>LEAs may choose to use RTTT funds to augment the state's startup funds to establish one of the proposed programs.</p>



ANALYSIS OF NSBA'S COMMENTS ON FINAL RACE TO THE TOP REQUIREMENTS

On November 18, 2009, the U.S. Department of Education published the final requirements for the \$4.35 billion Race to the Top program in the Federal Register. The following is the analysis of the final requirements and NSBA's comments on the proposed requirements. If you have any questions, please contact Katherine Shek, legislative analyst, at 703-535-1627 or kshek@nsba.org.

Issues	Proposed Requirements	NSBA Comments	Final Requirements
Application transparency	Not addressed specifically.	In order to facilitate school districts' development of their plans, NSBA recommended that ED make available online state applications once they are approved with funding levels.	ED plans to post all state applications – both approved and not approved – on its website at the end of each phase of the competition. States can make their applications available to public at any time.
Participating LEAs	The proposed notice required grantee states and their participating LEAs to take a systemic approach to education reform to address each of the four education reform areas specified in ARRA. The term "participating LEAs" appear throughout the proposed notice but how a school district could become a participating LEA was not clearly explained.	NSBA recognizes the critical role school districts will play in developing and implementing their states' RTTT plans. However, the proposed notice did not explain the process through which school districts can become involved. NSBA recommended that ED clarify how school districts could become participating LEAs and recipients of funds; whether non-title I school districts could participate and how funding would be distributed to LEAs. NSBA also articulated the need for state applicants to clearly describe how they will support LEAs across the state -- including those that do not receive RTTT assistance -- in carrying out activities that require statewide efforts such as developing a longitudinal data system.	ED clarified that states do not have the discretion to select participating LEAs, instead each LEA will make the decision to sign on to the state's plan as a participating LEA. ED added a definition of participating LEAs to mean LEAs that choose to work with the state to implement all or significant portions of the RTTT plan as specified in each LEA's agreement with the state. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a state's grant award that the state must subgrant to LEAs, based on the LEA's relative share Title I, Part A allocations in the most recent year. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the state's other 50 percent of the grant award, in accordance with the state plan.
Using NAEP to monitor increases in student achievement	ED proposed to use the National Assessment of Educational Progress (NAEP) to monitor overall increases in student achievement and decreases in the achievement gap over the course of the RTTT grant.	NSBA was concerned about using NAEP to monitor increases in student achievement for grantee states. We asked that ED clarify how NAEP results would be used and whether participating LEAs would be held accountable for meeting achievement goals tied to performance on NAEP. NSBA reminded ED that accountability is not the intended purpose of NAEP and that NAEP is a state sample and is not aligned to state academic standards and therefore is not a good measure of student performance in that state.	Responding to NSBA's concern of how states will support all LEAs, not only those that receive RTTT assistance, ED further clarified that school districts that are not signed on to as a participating LEA, can become "involved LEAs." "Involved LEAs" choose to work with the state to implement those specific portions of the state's plan that necessitate full or nearly full statewide implementation, such as transitioning to a common set of k-12 standards. These LEAs do not receive a share of the 50 percent grant award but states may provide other funding to "involved LEAs" under the RTTT grant. ED acknowledged NSBA's comments on the limitations of NAEP as a measure for student achievement, but decided that the ability of NAEP to compare progress across states and to be a consistent measure over time remains a compelling reason to use it for RTTT. In the final notice, ED decided to use both NAEP and the annual state assessment results under ESEA to evaluate increases in student achievement and decreases in the achievement gaps under the RTTT program.

Issues	Proposed Requirements	NSBA Comments	Final Requirements
<p>Annual report & performance measures</p>	<p>A state receiving RTTT funds must submit to ED an annual report which may include a description of the state's and its LEAs' progress to date on their goals, timeline and budgets, as well as actual performance compared to the annual targets the state established in its application. ED will monitor a state's and its participating LEAs' progress in meeting its goals, timelines, budget and annual targets and in fulfilling other applicable requirements.</p>	<p>NSBA recommended ED clarify how states can reconcile the potential differences between RTTT goals/targets and their current performance goals under ESEA and the state accountability plan.</p> <p>Overall, NSBA was also concerned about the potential costs associated with the program that would not be covered by RTTT funds since the program is very comprehensive and detailed in what it is seeking grantees to do. The reporting requirement would result in substantial collection at the local level. Many states are projected to incur budget shortfalls over the next year or two that are likely to be greater than their current shortfalls. At the same time, LEAs are likely to have additional budget pressure resulting from lower assessed property valuations and taxpayers' opposition to raising local property tax rates.</p>	<p>ED rejected calls from other organizations for adding more collection requirements and largely kept the proposed requirements for reporting. States also must submit a report annually that describes the uses of funds, how the state distributed the funds it received; the number of jobs that the governor estimates were saved or created with the funds; and the state's progress in reducing inequities in the distribution of highly qualified teachers, etc.</p> <p>ED did acknowledge that LEAs play a leading role in implementing school intervention models, and that states should help build LEA capacity to fulfill this role effectively. ED emphasized that states will be evaluated based upon their plans to support participating LEAs in successfully implementing the RTTT plan through such activities as identifying promising practices, evaluating these practices' effectiveness, widely disseminating and replicating effective practices statewide, etc.</p>
<p>Evaluations</p>	<p>States and their participating LEAs must use funds under this program to participate in a national evaluation of the program, if the Department chooses to do one. The Department also sought comments on whether a state should, instead of or in addition to a national evaluation, be required to conduct its own evaluation of its program activities using funds under this program.</p>	<p>NSBA recommended a voluntary, independent role for LEAs in a national evaluation of the program if ED chooses to do one. In the event that results from and evaluations of the RTTT program are taken to scale nationally, the perspective of LEAs offers a valuable contribution to the evaluation progress.</p>	<p>The Institute of Education Science will conduct a series of national evaluations of RTTT state grantees. States that received RTTT funds will be required to participate in these evaluations and that they can, but are not required to, conduct their own independent, statewide evaluations.</p> <p>The national evaluation will give school districts the opportunity to present their perspectives and "on the ground" experience. It calls for: surveys of states, LEAs and/schools; case studies of promising practices in states, LEAs and/or schools; and evaluations of outcomes.</p> <p>RTTT states, LEAs and schools are expected to identify and share promising practices, make work available within and across states, and make data available in appropriate ways to stakeholders and researchers so as to help all states focus on continuous improvement in service of student outcomes.</p>
<p>Final selection criteria: State success factors</p>	<p>This section did not exist in proposed requirements</p>	<p>Throughout the comments, NSBA articulated that districts must play a leading role in order for the state RTTT plan to be successful and they must be supported by the state and have the local capacity to conduct activities and professional development according to the state plan.</p>	<p>ED added this new section to allow applicants to outline a comprehensive and coherent education reform agenda and to engage its LEAs. It was assigned a maximum of 125 points out of a 500-point rubric system.</p> <p>Specifically, states will need to demonstrate the participation and commitment of their LEAs as evidenced by Memoranda of Understanding (MOUs) or other binding agreements between the state and its participating LEAs with signatures from the president of the local school board (or equivalent); LEA superintendents (or equivalent) and local teachers' union.</p> <p>The section emphasizes states' responsibility in supporting participating LEAs in successfully implementing the education reform plans the state has proposed.</p>

Issues	Proposed Requirements	NSBA Comments	Final Requirements
<p>Final selection criteria: Standards & assessments</p>	<p>State applications would be rated based on the extent to which the state has demonstrated commitment to improving the quality of its standards by participating in a consortium of states that is working toward jointly developing and adopting, by June 2010 a common set of K-12 standards that are internationally benchmarked and build toward college and career readiness; and the extent to which this consortium includes a significant number of states.</p> <p>State applications would also be rated on whether the state has demonstrated a commitment to improving the quality of its assessments by participating in a consortium of state that is working toward jointly developing and implementing common, high quality assessments that are internally benchmarked and build toward college and career readiness.</p>	<p>NSBA raised concerns about the proposed deadline for standards adoption, which seemed to be pushing toward the CCSSO/NGA project and would require applicants to adopt those standards prior to having an opportunity to vet them. In addition, NSBA recommended that ED clarify what a "significant" number of states means if several states seek to join a regional or other consortium. If the standards are of comparable quality to the NGA/CCSSO initiative then a consortium of at least three states should be considered eligible for these funds.</p> <p>Regarding common assessments, NSBA recommended that if a state develops acceptable standards, it should not necessarily be required to join a consortium of a significant number of states as long as its own assessment or that of a smaller group of partner states is deemed to be high quality and aligned with those standards.</p>	<p>This section was assigned a maximum of 70 points in the 500-point rubric system.</p> <p>In response to the concern regarding the proposed timeline in adopting common standards, ED pushed the deadline for adopting these standards to August 2, 2010, from June 2010. States that cannot adopt a common set of K-12 standards by this date will be evaluated based on the extent to which they demonstrate commitment and progress toward adoption of such standards by a later date in 2010.</p> <p>ED also addressed NSBA's concern that that a consortium with fewer states might not be given any consideration/points in the application process. It further explained the term a "significant number of states" in the scoring rubric that will be used by reviewers to judge the RTTT applications. The rubric clarified that the state will earn "high" points if its consortium includes a majority of states in the country; it will earn "medium" or "low" points if its consortium includes one-half or fewer of the states in the country</p> <p>In addition, applications will be given points based on the extent to which the state has demonstrated its commitment to improving the quality of its assessments, evidenced by a state's participation in a consortium of states that work together to develop and implement common, high-quality assessments aligned with the consortium's common K-12 standards.</p>
<p>Final selection criteria: Data system to support instruction</p>	<p>State applications would be rated based on the extent to which the state has a statewide longitudinal data system that includes all of the elements specified in the America Competes Act. They would also be judged on the extent to which the state and its participating LEAs has a high quality plan to increase the use of instructional improvement system that provide teachers, principals and administrators with the information the need to inform instruction.</p>	<p>Since the development of a high-quality longitudinal data system will involve all LEAs in the states, NSBA recommended that state application specifically indicate how it plans to technically and financially support LEAs across the state, including developing contracts and systems that can reduce costs by involving multiple LEAs. In meeting the requirements for a statewide system, there will likely be net costs incurred at the local level to set up and maintain data—including costs for LEAs that do not receive assistance from RTTT.</p>	<p>This section was assigned a maximum of 47 points out of a 500-point rubric system.</p> <p>ED added new language to clarify the LEA's role in the acquisition, adoption and use of local instructional improvement systems and to describe the state's responsibilities in assisting its LEAs, including how states will support their participating LEAs and schools that are using instructional improvement system in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement.</p>

Issues	Proposed Requirements	NSBA Comments	Final Requirements
<p>Final selection criteria: Great teachers and leaders</p>	<p>Applications would be rated based on the extent to which the state and its participating LEAs has a high-quality plan and ambitious yet achievable annual targets to measure student growth and evaluate the effectiveness of teachers/principals that take into account student growth as a significant factor.</p>	<p>NSBA supported the use of student growth as a significant factor in evaluating teachers and principals, including determining their compensation, promotion and basis for granting tenure or dismissal. NSBA also believed school districts in states that have laws/policies that would prohibit the use of such student data when evaluating teachers and principals should not be penalized or denied RTTT funds if their state can demonstrate that it is taking steps to modify state legislation or policy or connect student progress and teacher/principal effectiveness, or if it can demonstrate the reasons why the current statute/policy/should remain in place.</p>	<p>This section was assigned a maximum of 138 points in a 500-point rubric system.</p> <p>The final language emphasized that these evaluation systems should differentiate effectiveness using multiple rating categories and should be designed and developed with teacher and principal involvement.</p> <p>In addition, ED modified the definition of an effective teacher/principal by adding flexibility for school districts, schools and states to use multiple measures for evaluations provided that effectiveness is evaluated in significant part by student growth.</p>
<p>Final selection criteria: Turning around the lowest achieving schools—school intervention models</p>	<p>ED outlined four broad intervention models for turning around the lowest-achieving schools:</p> <ol style="list-style-type: none"> 1. Put in place new leadership and a majority of new staff, new governance, and improved instructional programs; or 2. Convert to charter schools or contract with an education management organization (EMO); or 3. Close the school and place the school's students in high-performing schools; or 4. To the extent that the first three strategies are not possible, implement a school transformation model that includes a range of comprehensive strategies including hiring a new principal, rewarding effective teachers and principals and improving recruitment and retention strategies, etc. 	<p>NSBA strongly objected to the assumption that existing school governance is necessarily the cause of failure since the proposed intervention models would require an LEA participating in RTTT to surrender all or some of the governance of the schools involved. The fourth model, which was the most comprehensive and gave school districts the flexibility to implement the strategies that meet their needs, could only be used if the first three options were not possible.</p> <p>NSBA recommended that a less ideological and more pragmatic approach be taken to recognize that with additional resources, the current governance structure can produce a stronger commitment for LEAs to participate in RTTT and achieve better results in specific cases than will the proposal's top down approach to categorically down grade school board governance. Therefore NSBA urged ED to give equal weight to all four intervention models to allow school districts to implement strategies that most suit the needs of their students.</p>	<p>The final language did not alter the eligibility requirement that states must not have laws/policies that prohibit linking student achievement with teacher/principal evaluations.</p> <p>This section was assigned a maximum of 50 points in a 500-point rubric system.</p> <p>ED addressed NSBA's concern and removed the restriction proposed earlier that permitted the fourth model (transformation) to be used solely as a last resort, therefore allowing school districts to choose from the four intervention models without giving extra weight to particular options. ED did specify that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools.</p> <p>In addition, the final requirements clarify that "new governance" in the turnaround model can include a new office within the existing school system governance structure, not necessarily eliminating the current governance structure.</p>

Issues	Proposed Requirements	NSBA Comments	Final Requirements
<p>Final selection criteria: General – charter schools and other innovative schools</p>	<p>This section did not exist in the proposed notice. Some of the elements regarding charter schools in this new section were moved from the proposed selection requirement of “Turning around struggling school.”</p> <p>In the proposed section, applications will be rated based on:</p> <ul style="list-style-type: none"> -- the extent to which the state has a charter school law that does not prohibit or effectively inhibit increasing the number of charter schools in the states or otherwise restrict student enrollment in charter schools; --how charter authorizers approve, monitor, hold accountable, reauthorize and close charter schools; --the extent to which charter schools are funded equitably including facilities funding and sharing in bonds and mill levies. 	<p>NSBA supports charter schools but only if they are authorized by the LEA in the school district where the charters are located. We strongly objected to what appeared to be a grant preference or encouragement for states that removed or greatly raised their charter caps regardless whether such action is justified. NSBA cited the June 2009 Stanford study that only 17 percent of charter students posted higher gains in math; 37 percent posted significantly lower gains; and 46 percent saw no difference in achievement.</p> <p>Specifically, NSBA recommended that ED clarify that states don't need to remove or expand their caps in order to successfully apply for RTTT. In addition, clarification was also needed so states were not encouraged to relax the approval criteria for a charter school in order to demonstrate a greater number of charters.</p>	<p>This section was assigned a maximum of 55 points in a 500-point rubric system.</p> <p>ED rejected calls from other organizations for requiring states to include expanding charter schools in their plans. In addition ED removed the apparent preference for charter schools by moving the charter school reference from under the “turning around struggling schools” selection requirement to the “general” requirement where it more appropriately reflects charter schools’ broader role as a tool in the overall reform, not as a preferred tool.</p> <p>In the discussion part of the final requirements, ED emphasized charter school accountability and the critical role played by charter authorizers, citing the Secretary’s comment that the recent research at Stanford University (cited in NSBA’s comments) on charter schools is “a wake-up call” for the charter community. He has called on charter authorizers to set a higher bar for holding charter schools accountable.</p> <p>The final requirements also give credit to school districts that operate innovative, autonomous public schools (e.g. those that have the flexibility and authority to define their instructional models and curriculum, etc), even if they don't have charter schools.</p> <p>ED softened its stance on removing charter school caps and explained in the discussion part of the final requirements that eliminating the cap is not a condition for RTTT funds. States could earn more points if they don't have caps that severely inhibit charter growth.</p> <p>ED emphasized the use of high performing charter schools as a tool for reform, not just any charter schools. It added a new definition of a high-performing charter school to mean it has been in operation for at least three consecutive years and has demonstrated overall success including substantial progress in improving student achievement.</p>

Issues	Proposed Requirements	NSBA Comments	Final Requirements
<p>Effective /highly effective teachers</p>	<p>Effective teacher means a teacher whose students achieve acceptable rates (at least one grade level in an academic year) of student growth. States may supplement this definition as they see fit so long as teacher effectiveness is judged, in significant measure, by student growth.</p> <p>Highly effective teacher means a teacher whose students achieve high rates (more than one grade level in an academic year) of student growth. States may supplement this definition as they see fit so long as teacher effectiveness is judged, in significant measure, by student growth.</p>	<p>NSBA supported the concept of effective and highly effective teachers. We believed that in addition to using an assessment of student growth, individual school districts should have the flexibility to establish policies to determine whether a teacher is deemed effective or highly effective. NSBA recommended that additional language be included in the proposed definition that would explicitly provide states and school districts with the flexibility to determine criteria that the district-level can use to define an effective teacher and a highly effective teacher.</p>	<p>ED retained the definition that an effective teacher means a teacher whose students achieve acceptable rates (at least one grade level in an academic year) of student growth. It added flexibility for states, LEAS or schools to include multiple measures, provided that teacher effectiveness is evaluated in significant part by student growth. Supplemental measures may include: multiple observation-based assessments of teacher performance.</p> <p>ED retained the definition that a highly effective teacher means a teacher whose students achieve high rates (more than one grade level in an academic year) of student growth. It added flexibility for states, LEAS or schools to include multiple measures, provided that teacher effectiveness is evaluated in significant part by student growth. Supplemental measures may include multiple observation-based assessments of teacher performance or evidence of leadership roles.</p>
<p>Definition: student achievement</p>	<p>Student achievement means, at a minimum: For tested grades and subjects—a student's score on the state's assessments under ESEA For non-tested grades and subjects—an alternative measure of student performance such as student performance on interim assessments, rates at which students are on track to graduate from high school, percentage of students enrolled in Advanced Placement courses, etc.</p>	<p>NSBA was concerned that the proposed definitions of student achievement for tested and non-tested grades and subjects are unclear and too restrictive. We recommended that ED clarify that school districts and states would have the flexibility to use other indicators in addition to state assessments, when referring to student achievements. In addition, NSBA asked ED to clarify the language regarding non-tested subjects and recommended that these subjects be referred to STEM related academic subjects, given the priority of advancing STEM in the proposed notice. This also would eliminate any confusion or concern over the provision's application to all academic and non-academic subjects.</p>	<p>ED acknowledged that some components of the proposed definition were confusing and revised the definition to allow states and school districts to include other measures of student learning—in addition to state assessment results—when referring to student achievement. The other measures can include the alternative measures cited in the non-tested grades and subjects below.</p> <p>For non-tested grades and subjects, ED gave examples of alternative measures of student learning such as student score on pre-tests and end-of-course tests and student performance on English language proficiency tests, etc. The final definition, however, did not clarify whether and how non-tested non-academic subjects will apply.</p>



NSBA's Guidance on Race to the Top For Local School Board Members

December 7, 2009

What do school board members need to know about participating in Race to the Top (RTTT)? The following guidance/tips were developed by the National School Boards Association (NSBA) to help school board members navigate the RTTT process. The information is expected to be updated as more details on implementation become available from the U.S. Department of Education (ED) and other sources.

A. What does it mean to be a “participating LEA” and how will funding be distributed to a “participating LEA”?

Since RTTT does NOT require all school districts to participate in the state plan, a district can decide whether it will become a “participating LEA” (Local Educational Agency). A “participating LEA” means that you choose to work with the state to implement all or significant portions of the state’s RTTT plan. If you are a “participating LEA” and receive Title I funding, you will receive a share of the 50 percent of a state’s RTTT grant award that the state must distribute to “participating LEAs”, based on each participating LEA’s relative share of Title I, Part A allocations in FY 2009 (calculated through the regular FY 2009 appropriations and the supplement the district receives through the American Recovery and Reinvestment Act).

States do not have the discretion to turn down qualified school districts that want to participate as long as the district meets the “participating LEAs” definition and the terms of the state plan. They also cannot select “participating LEAs” or limit LEAs participation by using certain demographic characteristics or setting up a competition to determine which LEAs may participate.

B. Getting the information you need to make an informed decision

Your district can decide whether it wants to participate in the state RTTT plan. There is no requirement that you must participate. Since this is such a comprehensive program, you may want to get all the necessary information from your superintendent and central office staff in order to make an assessment whether your district will participate. Here are some of the considerations and questions you may want to discuss with your staff:

- District Eligibility and Funding as a “Participating LEA” – Does your district currently receive Title I funds? If yes, you will get a share of the 50 percent state RTTT grant that the state must distribute to “participating LEAs” if you choose to become a “participating LEA.” The actual amount of funding you would receive will be in proportion to the amount of Title I, Part A funds your district receives in relation to other participating school districts in your state in FY 2009. Since the amount of state grant is not currently known and you may not know which school districts will become “participating LEAs”, you cannot precisely determine how much funding you will receive. Accordingly, your state department of education or governor’s office may be able to provide you with a range of likely funding

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to help you consider whether you want to be a “participating LEA”. If you are a “participating LEA” you are required to fulfill all or significant portions of the state RTTT plan.

If your district is not a Title I district, it can still become a “participating LEA”; however, it can only receive funding from the other 50 percent of state grant according to the state plan and that such funding may not necessarily be on a formula basis.

- District Eligibility and Funding as “Involved LEAs” – You can also be part of RTTT by becoming an “involved LEA.” An “involved LEA” chooses to work with the state to implement some portions of the state’s plan including those that necessitate full or nearly-full statewide implementation, such as transitioning to common standards and developing a longitudinal data system. An “involved LEA” does not receive a share of the 50 percent of a state’s RTTT grant award that must be distributed to participating districts, but states may provide funding from the remaining 50 percent or from other sources to “involved LEAs” (see section E for more details).
- District Capacity – Does your district have the capacity to take on what’s required in your state’s RTTT plan? RTTT is a very comprehensive program and touches on many aspects of your district’s financial and educational program. You would need to consider: what will be required in terms of staff/equipment/training, etc. as well as operational expenses that may exceed your RTTT subgrant during and after the grant period (the grant period is four years). A cost-benefit analysis should be done to guide your decision, including your available budget and the estimated RTTT subgrant from the state. What will be your financial and other obligations after the grant ends?
- District’s Role and Responsibilities – What role will a “participating LEA” play in developing and implementing the state’s RTTT plan? What specific responsibilities, such as planning, personnel, funding, performance measures, etc. will a “participating LEA” have? What may be the political implications in your community and at the state level if your district participates or does not participate? What’s the reaction from your school staff and your teachers’ union/association? Have your staff brief you on any anticipated action by your state regarding RTTT applications so you can prepare for a response.
- Influences on Local Decision Making – In becoming a “participating LEA” and agreeing to do what’s laid out in the state’s RTTT plan, how will that influence local decisions your district is currently making in such areas as financial and educational initiatives, curriculum and teacher/personnel policy, etc. How will the district’s participation of RTTT influence these areas now and in the future?
- Once your district signs onto the MOU and becomes a “participating LEA,” there’s nothing in the final criteria that addresses whether and how the district can withdraw from the RTTT plan either before or after the state is awarded the grant.

In the end it’s your district’s decision whether you want to be a “participating LEA,” “involved LEA,” or other LEA. Part of your decision may also hinge on what requirements you will have to meet in the state plan even if your district doesn’t get funding directly from RTTT. Your state will need ALL school districts to be on board for initiatives that require statewide or nearly-statewide implementation. Those initiatives such as the development of common core standards and longitudinal data systems will likely incur costs for all school districts including districts that are neither “participating” nor “involved” LEAs. States have no

obligations to provide RTTT funding to “involved LEAs” or other LEAs to carry out some of these statewide initiatives. On the other hand, subgrants received by a “participating LEA” may or may not cover all the requirements that need to be met in the state plan. Therefore a cost-benefit analysis is critical.

Please Note: “Other LEAs” are not defined in the RTTT final requirements. In the context of this guidance, the other LEAs refer to districts that choose not to be “participating LEAs” or “involved LEAs.” ED did not address what specific obligations these districts will have in terms of implementing statewide initiatives that require all school districts to participate. Make sure your state plan addresses how these other LEAs will be supported and what obligations they will have to meet the state plan requirements now and in the next few years.

C. How to sign up as “participating LEAs”?

1. Know what is in your state plan

- Since your district is not required to participate, you do not have to sign a Memorandum of Understanding (MOU) or any other binding agreement until you have the opportunity to review the state plan and offer suggestions if necessary. States are supposed to outline their statewide reform agenda and specific plans in collaboration and consultation with school districts, so your input can influence the outcomes of the state plan. You may wish to be in contact with your state school boards association for guidance on the particulars of working with your state officials on developing the RTTT plan.

2. Memorandum of Understanding (MOU)

- If you decide to be a “participating LEA”, you must agree to implement all or significant portions of the state’s plan and must enter into a MOU or other binding agreement with the state. States may define what LEAs need to do to participate in the RTTT plan. This could include specifying the required significant portions of the state’s plan that “participating LEAs” must implement. The state will create a standard MOU or other binding agreement for LEAs to sign to participate in RTTT. States can use a sample MOU provided by ED as-is, adapt it or create their own.
- If you decide to participate, you need to: a) complete the MOU; b) determine (together with the state) the portions of the plan in which you will participate; c) sign the MOU and return it to the state.
- The sample MOU contains three sections: a) the terms and conditions – outlining key roles and responsibilities of the state and the LEA, state recourse for LEA non-performance and assurances of what the LEA agrees to do; b) the scope of work –the LEA’s work plan (see below for more details); and c) the signature block.
- In working with your state school boards association, you can leverage the best plan for your school district by making sure the components of your state’s reform plan meet the needs of your students and schools before signing the MOU.

3. Scope of Work

The development of the scope of work is critical because “participating LEAs” will be held accountable for its implementation. If the grantee state determines the district is not meeting its goals, timelines, budget, or annual targets, etc., it can take appropriate enforcement action against the district, including putting the district on reimbursement payment status, temporarily withholding funds or disallowing costs.

- If your district is a “participating LEA”, the district must develop the “scope of work” and include it in the MOU. The scope of work included in the state application can be preliminary. This will give you time to complete a more detailed version if your state is awarded a RTTT grant. The scope of work must be signed and dated by an authorized LEA and state official. Preliminary scope of work should include the portion of the state’s reform plan that the LEA is agreeing to implement.
- It is suggested that your district’s preliminary scope of work will be as general as possible within the guidelines. Without knowing whether your state will receive RTTT funds or how much either your state or district share will be, you may not want to over commit on detailed activities since your district will be held accountable for meeting the goals, timelines, performance measures, etc. in scope of work. You will have the time to elaborate on the plan if your state is awarded a grant.
- If your state is awarded a RTTT grant, the “participating LEA” will have up to 90 days to complete the final scope of work, which must contain: a) detailed work plans that are consistent with the preliminary scope of work and with the state’s grant application; b) the participating LEA’s specific goals, activities, timelines, budgets, key personnel and annual target for key performance measures.

4. Signature

- Although a signature is required from an authorized LEA representative, the strength of the participating LEA’s commitment will be demonstrated by the support of its leadership by obtaining signatures from as many as possible of the following: the LEA superintendent (or equivalent); the president of the local school board (or equivalent if applicable); and the local teachers’ union leader (if applicable). The strength of the district’s commitment will help the state application earn points during the selection process.

5. Modifications

- School districts and states can modify the MOU only by written agreements signed by each of the parties involved and in consultation with ED.

D. Can school districts sign up after the state receives the RTTT grant?

- Yes, school districts can sign up to participate in RTTT up until 90 days after the state is awarded a grant. However, your state’s application would not receive competitive points for additional participation (since these districts did not sign up when the application was submitted).

E. What are “Involved LEAs”?

- Some school districts may choose to work with the state to implement parts of the state plan that require statewide or nearly statewide implementation, such as transitioning to the common standards and developing a longitudinal data system. These districts can consider

becoming “involved LEAs,” which do not have to enter into a MOU with the state and can sign up by the state at any time and by any method that the state chooses.

- However, an “involved LEA” will not be eligible for a share of the 50 percent RTTT grant that the state must distribute to “participating LEAs” under the Title I Part A formula. States can choose to provide funding to “involved LEAs” from the remaining 50 percent of RTTT funds or from other sources. States have considerable flexibility in allocating the remaining 50 percent, which is available for state-level activities, disbursements to LEAs, and other purposes as the state may propose in its plan (therefore, it is critical to review the state plan before signing on to become a “participating LEA”). The bottom line is that a state does not have to provide RTTT funds, benefits or supports to non-participating LEAs.

F. Can “participating LEAs” use RTTT funds to serve non-Title I schools?

- Yes, “participating LEAs” may use RTTT subgrants to serve non-Title I schools. Because these are not Title I funds, they are not subject to Title I restrictions regarding the use of funds.

G. Important dates

- States will have two opportunities to apply for RTTT funds. Phase 1 applications are due on January 19, 2010, and awards will be made in April of 2010. Phase 2 applications are due on June 1, 2010 and awards made by September of 2010.

December 10, 2009

Megan Root
Special Assistant to the Governor for Policy
Office of the Governor
Patrick Henry Building, 3rd Floor
1111 E. Broad Street
Richmond, VA 23219

Dear Megan:

As requested, here are the VSBA Board's comments on the Race To The Top program. First, we concur with your observation that there is no need to revise the charter school law. We would suggest that the small number of charter schools does not mean that our law is weak. Rather, it reflects that the communities do not perceive a need for charter schools and the fact that Virginia expects charter schools to be held to the same accountability measures as its other public schools. This is in marked contrast to the situation in many states in which charter schools fail either because federal funding runs out or the charter school does not live up to the community's expectations.

Second, we believe that any school division that desires to participate in RTT should be allowed to do so regardless of income, size, location, etc. In this same vein, the State's strategies should be developed in such a way as to ensure the capacity to serve all school divisions and to promote solutions and reforms that will be successful in urban, rural, small and large school divisions.

Third, the State should provide research-based best practices to assist in closing the achievement gap. The VSBA has for 24 years compiled a list of school divisions that have exemplified "best practices" initiatives related to addressing achievement gaps, and the VSBA Governor's Conference on Education showcases annually those "best practices", and would be pleased to share this information with the Virginia Department of Education. The State should also utilize open source to create free/reduced cost tools for such things as professional development, data systems, high school course work, and assisting school divisions in turning around low performing schools.

Again, thank you and Governor Kaine so much for you meeting with the VSBA Board of Directors during the past four years. Our exchange of ideas has been of immense value. Best wishes in your new, future pursuit.

Sincerely,

Warren J. Bain
VSBA President

CC: Dr. Patricia I. Wright, State Superintendent of Public Instruction
Dr. Mark E. Emblidge, Chair, State Board of Education
VSBA Board of Directors

