

The logo features a blue outline of the state of Minnesota inside a blue upward-pointing arrow. Below the arrow is a stack of five colorful books in shades of orange, green, yellow, pink, and purple.

MINNESOTA RACE TO THE TOP

April 6, 2010



- Opening Remarks: Governor Tim Pawlenty
Commissioner Seagren

- RTTT Application Comparison and Review of Delaware, Tennessee and Minnesota
Deputy Commissioner Chas Anderson

- Question and Answers Deputy Commissioner Chas Anderson

- Discussion of Next Steps Full Group Discussion

RTTT Points Summary



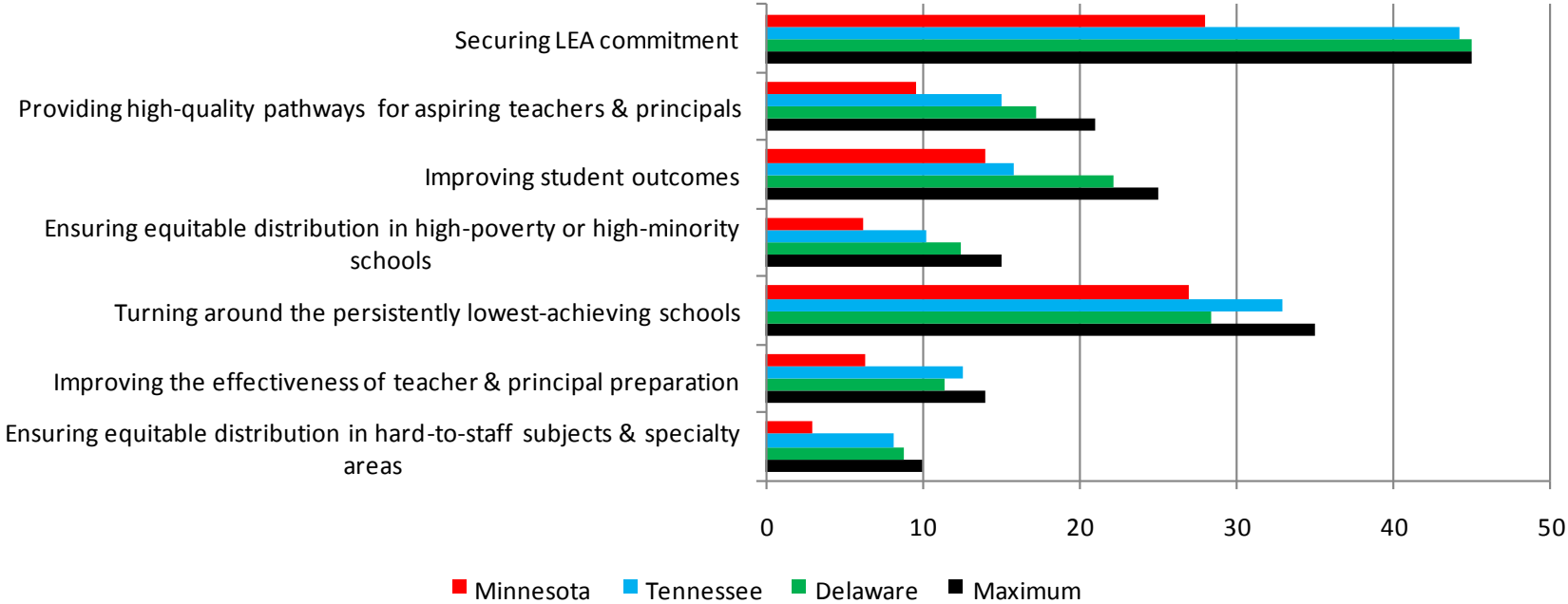
Assurance	Delaware Score	Tennessee Score	Minnesota Score
State Success Factors (125)	119.4	112.0	81.6
State's reform agenda and participation in it (65)	64.6	63.2	42.6
Securing LEA commitment (45)	45.0	44.2	28.0
Strong capacity to implement, scale up and sustain plans (30)	28.0	28.2	20.0
Improving student outcomes (25)	22.2	15.8	14.0
Standards and assessments (70)	68.8	68.4	66.4
Common standards (40)	39.8	40.0	39.6
Transition to enhance standards and high quality assessments (20)	19.4	18.6	17.4
Data Systems to Support Instruction (47)	47.0	43.6	37.2
Fully implementing statewide longitudinal data systems (24)	24.0	24.0	18.0

RTTT Points Summary



Assurance	Delaware Score	Tennessee Score	Minnesota Score
Great Teachers and Great Leaders 138	119.2	114.0	83.4
High quality pathways for teachers and principals (21)	17.2	15.0	9.6
Improving teacher and principal effectiveness - performance based (58)	50.4	53.0	44.4
Ensuring equitable distribution of effective teachers (24)	21.2	18.4	9.2
Improving effectiveness: teacher and principal preparation programs (14)	11.4	12.6	6.4
Turning Around the Lowest Achieving Schools (50)	42.8	48.0	38.9
Intervening in the lowest achieving schools and LEAs (10)	10.0	10.0	6.6
Turning Around the Lowest Achieving Schools (40)	32.8	38.0	32.0
General (55)	42.4	43.2	52.8
Making Education Funding a priority (10)	7.6	8.6	9.0
Ensuring successful charter schools (40)	31.0	30.0	38.8
Competitive Preference Priority on STEM (15)	15.0	15.0	15.0
Total 500	454.6	444.2	375.0

RTTT Criteria Where Minnesota Lost 7 Points or More



Delaware

“First State” reforms on five fronts:

State-wide teacher evaluation system since 1980

Collecting longitudinal data since 1994

Strong charter law

Led nation from 1998-2007 in reducing achievement gap in NAEP fourth-grade math and eighth-grade reading

(5)

Tennessee

Named its agenda “First to the Top” Act

Aggressive achievement goals at 125% of national averages on NAEP

State assessments will be redesigned to Common Core Standards

Robust value-added teacher evaluation system to identify effective teachers

(5)

Minnesota

High standards and state-of-the-art assessments

Aggressively raised graduation requirements

Maintained NAEP achievement results from 2003-2009

Q Comp – the largest comprehensive teacher development and compensation system in the U.S.

(4.4)

Delaware

100% support from:

- LEA Superintendents**
- LEA Board**
- LEA Union/Teachers**

(45)

Tennessee

93% commitment from local teachers' unions

Strong letter of support from the statewide union

All seven Gubernatorial candidates signed a letter of support

(44.2)

Minnesota

LEA Supts 100%
LEA Board 84%
LEA Union 12%

Minneapolis and St. Paul Supt/Board/Union support, representing large number of high need students

Strong support from ed orgs, minority communities, foundations, higher education

No letter of support from statewide union

(28.0)

RTTT State comparison – Plans and capacity to scale up, implement and sustain (30)



Delaware

New formative tests

Improved State Evaluation System

Tenure based on student academic growth

(28)

Tennessee

Created a team called “First to the Top” made up of national and Tennessee experts to transition the RTTT activities to the next governor

(28.2)

Minnesota

Need teacher support outside of Minneapolis and St. Paul

Need to be more specific and detailed for the implementation budget

(20)

RTTT State comparison – Potential to improve student outcomes (25)



Delaware

Past NAEP performance was strong

Sets aggressive NAEP goals

(22.2)

Tennessee

Admitted low NAEP performance

Moving to higher academic standards, better assessments

Setting aggressive NAEP goals around closing the achievement gap

(15.8)

Minnesota

Need to use NAEP data more clearly and use it to benchmark progress of reform efforts in application

Need to show evidence of closing the achievement gap

(14)

RTTT State comparison – Developing, adopting and implementing Common Core Standards (40)



Delaware

Participating in Common Core Consortium

Adoption of standards will be 3 months after release with aggressive timeline for implementation

(39.8)

Tennessee

Participating in Common Core Consortium

Will adopt through State Board action in July

(40)

Minnesota

Participating in Common Core Consortium

Will adopt through rule-making or legislative approval

(39.6)

RTTT State comparison – Transition plan to high quality standards and assessments (20)



Delaware

Adopting SAT as college-ready exam and developing formative tests

(19.4)

Tennessee

Additional end of course tests with common placement scores for college/career

Balanced assessment system including summative and formative and early warning signs

(18.6)

Minnesota

Creating computer adaptive summative and formative assessments aligned to new standards and EOC exams for high school

Aggressive professional development plan

(17.4)

Delaware

Joined four consortia to work on assessment systems

Mandated implementation of a computer-adaptive test that includes formative and summative assessment

(9.6)

Tennessee

Joined five assessment consortia representing multiple states

Adding additional end of course assessments in high school in English III, Algebra II, Chemistry, Physics and Geometry

(9.8)

Minnesota

Joined SMARTER and MOSAIC consortia

Working with TIMSS and PISA to develop world class assessments aligned with international standards

Legislative mandate to develop college and career benchmarks

(9.4)

RTTT State comparison – Implementing statewide longitudinal data system (24)

Delaware

Has 12 of 12 elements of the America Competes Act in place

(24)

Tennessee

Has 12 of 12 elements of the America Competes Act in place

TVAAS – Tennessee Value Added Assessment System

(24)

Minnesota

Has 9 of the 12 elements of the America Competes act

Need to add:

Student level transcript info

Teacher I.D. linked to student

Following students to college and career

(18)

RTTT State comparison – High quality pathways for teacher and principals (21)



Delaware

Six approved alternative routes to teacher certification that are independent of institutes of higher education

(17.2)

Tennessee

Five approved alternative routes to teacher certification that are independent of institutes of higher education

During the 2008-9 school year, 1300 teachers were certified through these programs

(15)

Minnesota

No alternative pathways independent of Higher Education Institutions for teachers or principals

(9.2)

RTTT State comparison – Improving teacher and principal effectiveness using performance (58)

Delaware

Statewide evaluation system in place since 1980

Newly revised to add student growth factors

Tenure tied to performance

(50.4)

Tennessee

Statewide evaluation system in place since 1982

Annual evaluations with 50% based on student achievement data

**Tenure earned by established levels of performance
(53.0)**

Minnesota

Q Comp is a good model for this criteria but needs to reference principals

Need to clearly define teacher effectiveness

**Application must explicitly link evaluations and student data
(44.4)**

RTTT State comparison – Equitable distribution of effective teachers (25)

Delaware

Aggressive recruitment and placement

Retention bonuses for high-need areas

Delaware Teaching Fellows and TFA partnership

(21.2)

Tennessee

Has advantage of being able to identify effective and ineffective teachers and leaders through its Teacher Value Added Assessment System

Distributing teachers and leaders whose students are making gains on academic assessments

(18.4)

Minnesota

Need clear definition of effective teachers

Need to more fully develop growth model to identify effective teachers

Q Comp expanded statewide that identifies master/mentor teacher

(9.2)

RTTT State comparison – Improving effectiveness of teacher and principal preparation programs (14)

Delaware

Link students achievement, student growth and educator effectiveness data to state preparation programs and publicly report this information

Data used for re-certification and expansion

(11.4)

Tennessee

Tied to competition and accountability

Public report card on teacher preparation programs

(12.6)

Minnesota

BOT will clearly define student performance indicators that will be used to evaluate preparation programs

Develop report card on effectiveness of preparation programs

(6.4)

RTTT State comparison – Intervening in the lowest achieving schools and LEAs (10)



Delaware

State authority - establishes turnaround office with Mass Insight

(10)

Tennessee

State authority allows intervention

(10)

Minnesota

State does not give direct authority for intervention except for charter schools

(6.6)

RTTT State comparison – Turning around lowest achieving school (40)



Delaware

Creates “Partnership Zones” for turnaround schools using Mass Insight

Recently enacted legislation creating agency authority over Partnership Zones

9 day school assessment to identify root causes of low performance

(32.8)

Tennessee

Creates a virtual “Achievement School District” for turnaround schools

Commissioner has complete decision - making authority for schools in ASD

Support ranges from incentive pay to deployment of exemplary educators

(38)

Minnesota

Creates the of “Office of Turnaround Schools”

No strong authority to intervene except for charter schools

More flexible governance structure, and additional supports for students and teachers

(32)

Delaware

Funding increased from 2004 – 2009

Equalization mechanism for funding

(7.6)

Tennessee

Funding increased from 2008 – 2009

Equalization funding between high needs LEAs and other LEAs

(8.6)

Minnesota

Increased funding in 2008

Compensatory revenue formula which adds additional funding for students eligible to receive free and reduced price lunch

(9)

RTTT State comparison – Ensuring successful charter schools (40)



Delaware

Charter school environment given an “A” grade from Center for Education Reform

No caps on charters

Equitable funding including facilities

(31)

Tennessee

Charter school cap recently raised in 2009

Equitable funding

Limited authorizers (only LEAs)

(30)

Minnesota

Birthplace of charter schools

No caps on charters

Fiscal and legal autonomy

Full funding for charters

(38.8)

Delaware

Rigorous courses of STEM study for interested students in high school

Partnering with MIT

STEM teacher preparation residency program to recruit STEM teachers for high need schools

(15)

Tennessee

Strengthening Math and Science Standards, aligned to professional development

Equitable distribution plan for effective teachers is focused on the STEM teacher differential

(15)

Minnesota

Provides teacher with newly developed STEM curricular frameworks

Enhanced and targeted STEM teacher preparation

STEM data portal and the use of data for improvement will build on baseline data they have been collecting

(15)

Discussion of Next Steps

Full Group Discussion

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April 6, 2010



Appendix

Race to the Top Assurance Detail

A. State Success Factors (125 points) (1/3)

Selection Criteria

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which –

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include – (45 points)
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for – (15 points)
 - (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
 - (c) Increasing high school graduation rates (as defined in this notice); and
 - (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education

¹ See Appendix D for more on participating LEA MOUs and for a model MOU

A. State Success Factors (125 points) (2/3)

Selection Criteria

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to –

- (i) Ensure that it has the capacity required to implement its proposed plans by – (20 points)
- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including, where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and
- (ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of statements or actions of support from – (10 points)
- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education

A. State Success Factors (125 points) (3/3)

Selection Criteria

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to –

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to – (25 points)
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates

B. Standards and Assessments (70 points) (1/2)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B) –

- (i) The State's participation in a consortium of States that – (20 points)
 - (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
 - (b) Includes a significant number of States; and
- (ii) (20 points)
 - (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
 - (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way¹

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that –

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States

¹ Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010

B. Standards and Assessments (70 points) (2/2)

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), 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 (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice)

C. Data Systems to Support Instruction (47 points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice)

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

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 effectiveness¹

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to –

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) 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;
- (ii) Support participating LEAs (as defined in this notice) 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
- (iii) Make the data from instructional improvement systems (as defined in this notice), 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)

¹ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy

D. Great Teachers and Leaders (138 points) (1/4)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has –

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage

D. Great Teachers and Leaders (138 points) (2/4)

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice) –

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (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 (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (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 (10 points)
- (iv) Use these evaluations, at a minimum, to inform decisions regarding – (28 points)
 - (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 (both as defined in this notice) 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

D. Great Teachers and Leaders (138 points) (3/4)



Reform Plan Criteria

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to –

- (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 schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in Race to the Top Executive Summary Page 10 this notice) and are not served by ineffective teachers and principals at higher rates than other students; and (15 points)
- (ii) Increase the number and percentage of effective teachers (as defined in this notice) 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. (10 points)
- Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to –

- (i) Link student achievement and student growth (both as defined in this notice) 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
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice)

D. Great Teachers and Leaders (138 points) (4/4)

Reform Plan Criteria

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to –

- (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. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice)

E. Turning Around the Lowest-Achieving Schools (50 points)



State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

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 (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided 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). (35 points)

F. General (55 points) (1/2)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which –

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which –

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

F. General (55 points) (1/2)



State Reform Conditions Criteria

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes