

Race to the Top Applications by State

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* Phase I Finalist

Alabama

<https://www.alsde.edu/general/RACE-TO-THE-TOP.pdf>

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

Responsible Parties:

Develop an Expanded Learning Time Program - Develop Educational Leadership Centers to teach effective techniques in the support of common standards. Dr. Tommy Bice - Deputy State Superintendent, Education Instructional Services. (p. 49-50)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii) (4). Financial Support and Incentives

Cash awards to schools are to be distributed as the faculty determines instructional improvement programs and/or materials voted by the teaching faculty. Examples of ways that reward monies may be used:

Additional human, financial, and/or material resources, e.g., funds to pay highly skilled teachers at a commensurate rate of pay to work with struggling learners after school. (p. 130)

Arizona

http://az.gov/recovery/assets/docs/arizona_rttt_app.pdf

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

Participating LEAs will be encouraged to invest RTTT funds in counselors, tutors and afterschool and summer school programs to provide support to students and families and facilitate the transition

Arkansas

http://recovery.arkansas.gov/ade/pdf/race_application_011610.pdf

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

Activities: Increasing learning time and creating community-oriented schools. Focus on the Whole Child. Extended learning time is defined by the Afterschool Alliance as "innovative and effective approaches including implementing afterschool, before school and/or summer learning programs and/or lengthening the school day, week or year." Arkansas has made a commitment to develop

high quality standards around the issue of out-of-school opportunities. In 2009, the Governor's Task Force on Best Practices for Afterschool and Summer Programs published a report called, "Enriching Arkansas Children's Lives Through High-Quality-Out-Of-School Activities and The Demand for After-School Programs in Arkansas." The Task Force recommended that Arkansas take several actions to support expanded access to quality after-school and summer programs across the State. Also, the Arkansas Out-of-School Network (AOSN) has an array of key partners who have committed staff, resources and technical assistance to establishing and maintaining the network and promoting the statewide expansion and development of after-school programs. (p. 146-147)

Current CHS schools and those schools that have high quality extended learning opportunities in Arkansas have shown increases in school attendance, increases in graduation rates, and decreases in juvenile arrests. Students who attend these schools have improved self-esteem, increased health knowledge and health skills and a decrease in risky behavior. Therefore, through the Race to the Top opportunity, the State will require an investment within the persistently low performing schools to build the capacity for quality CSH and extended learning opportunities through such programs as AmeriCorps and City Year. The State will also use the School Improvement Grant opportunity to build on these programs. (p. 147)

COMPETITIVE PREFERENCE PRIORITY 2: EMPHASIS ON STEM

Increasing STEM Programming in all LEAs

The Race to the Top application will allow the expansion of the existing EAST Initiative into up to 60 additional schools with priority going to the State's lowest performing schools and to expand the learning opportunities to students in the existing schools that have EAST programs through an EAST After Hours program. (p. 171)

California

<http://www.caracetothetop.org/cs/rttt/print/htdocs/home.htm>

A. STATE SUCCESS FACTORS

A1. Articulating the State's Education Reform Agenda and LEAs Participation In It

Creating conditions for success: Encourage local innovation in critical areas to better support individual student learning: Build on afterschool programs and community partnership efforts as a means to increase learning time, especially low-performing schools; and develop multiple pathways for students in high school and additional CTE options. (p. 11)

Exhibit 3: Commitments to Voluntary Elements of the MOU: Chart, "Build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools. 246 participating LEAs. 30.6% of total participating LEAs. (p. 15)

A2 (i) (a). Accelerate and facilitate knowledge sharing and vibrant learning communities

Professional learning communities (PLCs). Initial PLCs will focus on the reform areas of the RTTT plan. They will also be organized around topic areas encouraged in the State's MOU with LEAs: STEM, innovative uses of technology to differentiate instruction, supports for English learner students, quality early childhood programs and transitions to kindergarten, extended learning time, and CTE/multiple pathways. (p. 18)

*** Colorado**

<http://www.colorado.gov/cs/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1251606117109&ssbinary=true>

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

Provide incentives and supports for the essential elements of successful turnarounds: The CTC will incentivize and support dramatic change by making financial incentives (\$1 million per school over the duration of the grant period) to fund critical turnaround support such as extended learning time... In addition to RttT dollars that flow under Title I formulas, LEAs that show the strongest commitment to implementing dramatic interventions will receive an additional \$250,000 per eligible school per year for four years to support critical interventions (e.g. extended learning time, early childhood services, etc). (p. 120)

PRIORITY 3: INVITATIONAL PRIORITY - INNOVATIONS FOR IMPROVING EARLY LEARNING OUTCOMES

Turnaround Schools

The persistently lowest-achieving schools and LEAs will elect turnaround are eligible to receive incentive funding and technical assistance to implement quality full-day, full-year preschool in partnership with community-based programs and to expand the availability of quality full-day Kindergarten as appropriate. (p. 147)

Connecticut

http://www.sde.ct.gov/sde/lib/sde/pdf/arra/descriptors_for_rttt.pdf

B. STANDARDS AND ASSESSMENTS

Secondary School Reform: Part I of the Connecticut Eight-Year Plan

Public high schools throughout the state will be redesigned so that every student is engaged, learns rigorous significant content, and develops skills essential for success in the 21st century. The framework requires varied and flexible educational opportunities (including creative ways to extend time). Family and student support systems must include specific program interventions to prevent students from dropping out of high school, as well as others providing summer and after school remediation in literacy, mathematics, language acquisition, and more. (p. 3-4)

"Next Generation" Pilot Schools: Students selected to attend the partnership program would blend summer programs two school years (junior and senior). During the summer between sophomore and junior years, they would attend an eight week exploratory program and essentially complete the summer in their selected trade. An extended day program would bring them to the technical school for after-school training during their junior and senior years, and would include the summer between those years. (p. 6)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Elective Program and Training: Longer School Year Program. Many of Connecticut's magnet and charter schools currently offer a longer school year, coupled with extended learning time after school. Connecticut's Longer School Year Program is being made available on a limited basis to districts willing to discard the traditional 900 hours/180 day school year requirements and implement a program for a middle or high school based on a 210-day school year. (p. 16)

*** Delaware**

<http://governor.delaware.gov/docs/DERTTTNarrativeFinal1001190116.pdf>

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

Benefits and requirements for all LEAs and Participating LEAs as described in the MOU. Chart, Participating LEAs/charters will build a culture of college- and career- readiness in schools by removing obstacles to, and actively supporting student engagement and achievement by proactively supporting these students in advanced coursework (e.g. AP Summer Institute, extended learning time). (B-25, p. 89)

E1. Intervening in the lowest-achieving schools and LEAs

Authority to intervene in LEAs in improvement and corrective action: Plans instruct LEAs to include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year. (E-4, p. 179)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Turning around the persistently lowest-achieving schools

Partnership Zone schools

Provide support and constructive feedback during the MOU process, as LEAs choose a model and negotiate necessary changes to the collective bargaining agreements. This will require decisions, for example, on structures for extended learning time, school curriculum, and parental involvement policies that are required or recommended by the choice of plan. (E-14, p. 189)

LEAs may also provide additional supports, such as developing or expanding transition academies and summer schools as necessary to ensure that students have continuous support throughout the year and between schools, and maintaining a network of community organizations and social services that can support students outside of the classroom-- including health services and the promotion of parental involvement. (E-16, p. 191)

Expanded Advanced Placement Offerings: The expanded AP program affected 18 middle schools and 13 high schools, and included extensive teacher training, summer institutes for students and teachers, and support for expanded course offerings. The State plans to continue this effort through the Race to the Top program. (P-15, p. 230)

F. GENERAL

F2 (v). The State enables LEAs to operate innovative, autonomous public schools other than charter schools

In addition to these autonomous public schools, the State encourages LEAs to pursue greater autonomy and flexibility in other schools. This includes control of budget, extended school day, comprehensive support for high needs students, and staff selection. The State is strengthening support for LEAs that create autonomous, independent schools through two recent initiatives:

- 1) Funding flexibility...
- 2) Partnership Zone. The newly created Partnership Zone creates a process to allow select persistently lowest-achieving schools to achieve greater flexibility in selecting staff, and greater operational flexibility (e.g. including new structures for the school year such as extended learning time). (F- 12, F-13, p.209-10)

COMPETITIVE PREFERENCE PRIORITY 2: EMPHASIS ON STEM

Activities: Focused Interventions. Interventions will be similar to those in the Reaching Higher for Success and APIP programs, and will focus on 1) expanding high-quality AP offerings in schools: and 2) providing student-focused support (e.g. tutoring, afterschool programs, counseling) to ensure that students understand and reach their potential to be successful in advanced STEM coursework. (P-4, p. 218)

PRIORITY 5 -- P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT

Activities

Expanded Advanced Placement Offerings: Delaware public high schools have increased offerings of Advanced Placement (AP) courses in core content areas of English, science, mathematics, social studies and world languages, funded through a federal grant from 2006 to 2009. The expanded AP program enabled students to maximize their high school learning and accrue college credits without paying college tuition. This program affected 18 middle schools and 13 high schools, and included extensive teacher training, summer institutes for students and teachers, and support for expanded course offerings. The State plans to continue to expand this effort through the Race to the Top program. (P-14, p. 230)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

Overview

In addition to the autonomous public schools already established by LEAs, the State encourages LEAs to pursue greater autonomy and flexibility in their schools, including things such as control over budget, extended school day, comprehensive support for high needs students, and staff selection. (P-18, p. 233)

Activities

Partnership Zone. The newly created Partnership Zone creates a process to allow select low-performing schools to achieve greater flexibility in selecting staff, and greater operational flexibility, including new structures for the school year such as extended learning time, and to create a culture based around student achievement. (P-18, p. 233)

Building a culture of college- and career- readiness. Schools within participating LEAs will also provide comprehensive supports for high-need and low-achieving students by targeting these students for enrollment in advanced coursework, and proactively supporting them in advanced coursework, including such strategies as extended learning time and summer institutes. (P-19, p. 234)

Conclusion

New regulation for low-achieving schools, the Partnership Zone, will put in place a negotiating mechanism where the school and LEA leaders can create conditions for innovation, including extended learning time and staffing flexibility. All participating LEAs will reinforce a culture of student success and family engagement. (P-20, p. 235)

MEMORANDUM OF UNDERSTANDING (MOU)

Summary:

Benefits and requirements for all LEAs and Participating LEAs as described in the MOU

Participating LEAs/charters will... Build a culture of college- and career- readiness in schools by removing obstacles to, and actively supporting, student engagement and achievement, by... Proactively supporting these students in advanced coursework (e.g. AP Summer Institute, extended learning time). (B-25, p. 89)

*** District of Columbia**

http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/DC_RTTT_Application_FINAL_Sections_VI_and_VII.pdf

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Turning around the lowest-achieving schools: Results to Date and Lessons Learned

DCPS Plans: Turnarounds

Use of Student Data: Use DC-BAS and DC-CAS as well as formative assessments for instruction and differentiation of instruction. Increase Learning Time; schedule evening credit recovery and Saturday AP Academy (HS), summer school, and after-school "Power Hour." (p. 146)

COMPETITIVE PREFERENCE PRIORITY 2: EMPHASIS ON STEM

3. Enhancing Communities

Adopting a DC Catalyst theme allows a school to build a community around its distinct core focus... Other STEM Catalyst Schools will be involved with the District Department of the Environment Watershed Program, while additional opportunities for unique afterschool activities include the FIRST Lego League Robotics Club, school-wide projects, and parent/community events such as a statewide STEM showcase. (p. 171)

PRIORITY 5 -- P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT

Alternative Education

DCPS Twilight programs, geared toward off-track students who are returning to DCPS after an extended period of not having attended school, allow students to attend school during the day and then participate in an afterschool/evening program in order to accelerate credit accumulation while receiving other academic and youth development supports. (p. 180)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

(ii) Implementing new structures and formats that extend the school day and school year, resulting in increased learning time

Both charter LEAs and DCPS believe in the power of increased learning time to improve student achievement. Many charter LEAs have extended the school day into the evening, providing students with enrichment programming and additional academic learning time. In addition, several DC charter schools are well known for their Saturday Schools as well as their summer programs. DCPS has several out-of-school [programs] that it intends to expand through stimulus funds. One such program is Saturday Scholars, in which students in grades 3-12 focus on reading and math skills and/or Advanced Placement (AP) studies. DCPS also offers robust afterschool programs, including: academic "Power Hour" and arts and recreation activities for elementary students; and credit recovery classes, college preparatory classes, and enrichment activities for high school students. DCPS also offers a comprehensive summer school program for elementary, middle and high school students, which provides a variety of academic and extracurricular activities for students. This summer program is available at no cost to children whose parents or guardians are residents of the District of Columbia. (p. 183)

*** Florida**

A. STATE SUCCESS FACTORS

A2 (ii). Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support

The FDOE received over 75 letters from a variety of stakeholders to express their support to participate in the federal RTTT competitive funding process. Florida has support from a broad group of stakeholders that will all work collaboratively to ensure the implementation of Florida's RTTT plan. Specifically, Florida has received letters of support from key stakeholders such as: Parent and community organizations including the Consortium of Florida Education Foundations, Florida After-School Network, the Florida PTA, Southern Poverty Law Center, and the Florida State Conference NAACP Branches. (p. 44)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

State-Led Initiative 10: Community Compact

In conjunction with the community compacts, state dollars will also be used to expand mentoring opportunities through existing CBOs. These compacts will be designed to promote and increase partnerships between schools, families, and communities that will:

- Enhance family literacy programs
- Expand parent academies
- Develop parent leaders at the school site
- Engage the business community to increase volunteers, mentors, internships, shadowing, and tutors for students enrolled in grades K-12. (p. 193-194)

District-Led Initiative 1: Extended learning time in Intervene Schools

Background. Extended Learning Time (ELT) includes at least 300 more hours per year or approximately two additional hours per day. All students in an ELT school participate in the program. ELT is built on a balanced use of the extended time in core academics, enrichment (often provided by community partners), teacher planning, and professional development. ELT can also be used to implement lesson study after school for departments that have master schedule constraints. Before and throughout implementation, teachers, administrators, union representatives, school partners, and parents create data-driven redesign plans for each school. (p. 199)

Activity. As specified in the MOU, Intervene high schools will use their RTTT, SIG, and Title I funds to increase the learning day or year to implement strategic learning opportunities for tutorials and enrichment in reading, mathematics, science, and writing and to increase time for teacher common planning for lesson study implementation and professional development. Data from formative and interim assessments will be analyzed to determine the precise instructional needs of students, and

expanded learning opportunities will be used to address the academic areas in which students demonstrate learning gaps... Only the most effective teachers will be recruited to facilitate common planning during the expanded learning time. This four-year initiative will provide district and school staff with the additional time necessary to implement proven strategies for school improvement. (p. 199)

Timeline:

2010-11: Districts/schools will identify curriculum to be used during extended day/year and select most effective teachers to deliver instruction.

2011-12: Districts/schools to implement extended day/year.

2012-13: Districts/schools to continue implementing extended day/year.

2013-14: Districts/schools to continue implementing extended day/year.

(p. 200)

Outcome. By 2014, Intervene high schools will extend the school year by an additional 300 hours. (p. 200)

District-Led Initiative 2: Expand Full-day Prekindergarten

Activity. Districts with high schools in the persistently lowest-achieving 5% will use RTTT, SIG, and Title I funds to support the cost of expanding district-operated, full-day prekindergarten programs at the elementary schools within the feeder program. These districts/schools will be implementing a "model" full-day prekindergarten program developed by the FDOE (Appendix E-14, "Model Full-Day Prekindergarten Programs" for a summary of the model). The "model" for this full-day prekindergarten program will include:

- High performing teachers
- Professional development
- High student expectations/standards
- Use of evidenced-based curriculum
- Effective instruction
- Pre- and post-assessments
- Progress monitoring measures
- Family literacy and parental involvement
- Program accreditation
- School district monitoring and program quality (p. 200-201)

F. GENERAL

F3. Demonstrating other significant reform conditions

Voluntary Prekindergarten Program (VPK)... The program may be delivered by a private, faith-based, or public schools that meet eligibility requirements. It includes both a school-year and a summer option, with different requirements for each in terms of class size, instructor-to-student ratios, total instructional hours, and qualifications of personnel. VPK providers may select or design their

curriculum to implement the VPK program, as long as the curriculum prepares children for early literacy, numeracy, and kindergarten. (p. 226)

* Georgia

http://gov.georgia.gov/vgn/images/portal/cit_79369762/155733684Race%20to%20the%20Top%20App.pdf

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

C3 (iii). Make the data from instructional improvement systems, together with statewide longitudinal data system data, available to researchers.

While the State plans to require new and more frequent data collections (including formative and benchmark assessments, extended day usage, etc.) at the LEA level, not all of the data will be passed on to the State's data warehouse for data storage and transmission efficiency reasons. (p. 85)

Goal 2. Make data (at the appropriate "unit" level) available to researchers

Activity 6: Develop data capabilities to track performance of new programs launched (e.g. extended school day, etc.)

Timeline

Apr-Sept 2010

Responsibility. DG, RG, SLDS Staff

Funding Source. RT3 grant

(p. 86)

D. GREAT TEACHERS AND LEADERS

D5. Providing effective support to teachers and principals

The State will provide numerous supports to turn around the lowest-achieving schools in participating LEAs. In addition to funds which will flow to the LEAs through Race to the Top, these supports will include structural initiatives and programmatic initiatives (such as math coaches; extended day options; targeted PD for teachers; formative assessment, active literacy and thinking maps; partnerships with local universities to develop and deliver innovative courses, especially in STEM; graduation coaches; and credit recovery services in addition to a new national Grade Level Reading Initiative. (p. 140)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Supporting LEAs in turning around lowest-achieving schools by implementing one of the four school intervention models

Programmatic Initiatives

The State expects that a number of programmatic initiatives will be needed to turn around lowest-achieving schools. At a minimum, LEAs will benefit from:

- Extended day options for specific groups of students (to be used for academic improvement or enrichment activities)
 - Math Coaches
 - Targeted professional development
 - Partnerships with local universities to develop and deliver innovative courses, especially in STEM
 - Implementation of local instructional improvement systems
 - Access to upper division courses for students through Georgia Virtual School (GAVS)
 - Credit recovery services for students through GAVS and other providers
 - Dropout prevention programs through graduation coaches
- (p. 157-158)

Hawaii

<http://hawaii.gov/recovery/doe/hi%20RTTT%20Round%201%20Revised%20Draft%201-28-10s.pdf>

A. STATE SUCCESS FACTORS

A1 (i). Key Strategies for Target Outcome: (IV) Ensure Equity by Closing Achievement Gaps

4) Provide Targeted Support to Struggling Schools and Students:

- a. In addition to the HIDOE Reform Agenda strategies, students in the Zone of School Innovation (ZSI) will receive stipends to promote universal pre-kindergarten, and schools will adopt extended learning opportunities that increase classroom time by 30%. The HIDOE will work closely with community partners, service partners and private funders so that schools in the ZSI will be given additional comprehensive supports, flexibility, and expanded resources in order to meet the benchmarks. (p. 9-10)

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

C. Developing/identifying/acquiring, disseminating, and implementing high-quality instructional materials and formative assessments.

Ongoing- HIDOE will review and update the Instructional Map that provides teachers with instructional strategies, sample tasks, and student work exemplars so that it is recoded and expanded for the K-12 CCSS. The Instructional Map will continue to be updated as teachers continue to develop more tasks to share with others; these tasks can be used as extended learning opportunities and supplement the CCSS Curriculum. (p. 41)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Turning Around Persistently Low-Achieving Schools

Educators in the Zone will participate in reform activities including professional development, extended learning time for students, performance monitoring, performance-based evaluation and performance-based tenure, and they will have the opportunity for compensation differentials including signing bonuses and opportunities for performance-based awards for student achievement. (p. 93)

All priority schools will provide expanded learning opportunities, universal pre-kindergarten, and other targeted academic supports to address the root causes for their challenges. Schools will be given additional financial support and operational flexibility to maximize the use of personnel, fiscal resources, and time. (p. 94)

Idaho

<http://www.sde.idaho.gov/site/race/docs/Idaho%20Grant%20Application.pdf>

A. STATE SUCCESS FACTORS

A1 (i). Comprehensive and Coherent Reform Agenda

Turning Around Lowest-Achieving Schools: LEP Enhancement Grants

In 2007, the Idaho Legislature appropriated \$700,000 annually to provide additional support to help school districts with large Limited English Proficient (LEP) student populations close and eliminate the achievement gaps. The three-year grants fund afterschool programs, professional development and other supports for these at-risk students. (p. 10)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (i). Identify persistently lowest-achieving schools

Expanded opportunities for students to participate in college/career readiness experiences such as: outreach programs targeted for underrepresented populations that encourage careers in engineering; college experiences related to STEM beginning in the middle school level; postsecondary credit opportunities for high school students; funding for ACT/SAT assessments for all secondary students. (p. 110)

F. GENERAL

F3. Demonstrating other significant reform conditions

Table F2 - Timeline for Implementation of Race to the Top in Idaho

- August 2010. Begin planning STEM Summer Camps with science and engineering faculty at public universities.
- December 2010. Finalize communication strategy for students, parents, and teachers related to STEM Summer Camps.
- February 2011. Finalize plans related to STEM Summer Camps and distribute applications to teachers and students within Turn Around LEAs.
- April 2011. Applications due for STEM Summer Camps.

(p. 132)

*** Illinois**

<http://www.isbe.net/racetothetop/PDF/application.pdf>

B. STANDARDS AND ASSESSMENTS

B3. Illinois Reform Plan: Supporting the Transition to Enhanced Standards and High-Quality Assessments

Goal I. Key Activities

B. Programs of Study as a Framework for High School Reform

... Because the Illinois Programs of Study model is critical to the State's efforts to prepare more students for advanced study and careers in STEM areas, Race to the Top resources will be focused on expanding Programs of Study promoting critical STEM application areas. The model provides a wide set of highly flexible options for students to enter STEM-related pathways, especially for students that have not performed well in traditional science and math courses and other underrepresented groups in STEM fields (including women and minorities)... Under the Participating LEA MOU, Participating LEAs must establish two or more Programs of Study in key STEM application areas using the resources of the "STEM Learning Exchanges" described later in this Section. (p. 52-53)

D. GREAT TEACHERS AND LEADERS

D5. Illinois Reform Plan: Providing Effective Support to Teachers and Principals

Goal II. Educators Engage in Common Planning Time and Collaboration to Foster School Improvement

Key Activities. Core elements of the Illinois Partnership Zone model for Illinois' lowest-performing schools are: (i) the need for extended learning time to provide for more teachers to collaborate. (p. 135)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Illinois Reform Plan: Turning around the lowest-achieving schools

Goal II. Key Activities: Illinois Partnership Zone

Lead Partners. The intervention model must be comprehensive and address all of the "Transformation Criteria" which address: (1) School culture and climate; (2) Developing teacher and school leader effectiveness; (3) Comprehensive instructional reform strategies; (4) Extended learning time; and (5) Providing operational flexibility. (p. 146)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

Intervention models deployed in Illinois Priority Schools must be comprehensive and address all of the "Transformation Criteria" which target (1) School culture and climate; (2) Developing teacher and school leader effectiveness; (3) Comprehensive instructional reform strategies; (4) Extended learning time; and (5) Providing operating flexibility. Participating LEAs will be required to coordinate with Lead Partners to ensure appropriate and adequate autonomy over staff and leadership hiring, curriculum and instruction, scheduling, and budget in order to address each of the "Transformation Criteria." (p. 176)

Indiana

http://www.doe.in.gov/fastforward/docs/indianas_fast_forward_plan.pdf

A. STATE SUCCESS FACTORS

A1 (i). Indiana's Fast Forward Plan

By revamping teacher licensing standards, revising statutory language that prohibited the use of standard assessments in evaluating teacher effectiveness, enforcing existing laws in order to expand the instructional time children in Indiana receive, successfully blocking attempts to place a cap on the availability of charter schools, and establishing a pilot program for online charter schools, Indiana has demonstrated that the conditions in the State are ripe for dramatic reform. (p. 3)

F. GENERAL

F3. Demonstrating other significant reform conditions

Lafayette School Corporation. IDOE and the school district designed a program to offer an extended school day and year for a failing elementary school. Traditionally, the teaching slots for this extended learning time would be filled according to seniority, but under this innovative agreement, available slots will be filled based first and foremost on teacher performance and the best interest of students. (p. 123)

Iowa

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1910:race-to-the-top&catid=1051:race-to-the-top&Itemid=2616

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools: LEA role

The IDE will provide Race to the Top sub grants to participating LEAs to use in each school for teacher professional development, afterschool and/or summer learning, and/or a School Administration Manager. The sub grant amount will range from \$50,000 to \$230,000 per school per year, depending on the building enrollment, model implemented, and number of participating schools. (p. 139)

Timeline

- Year 1. Schools will determine how to allocate their sub grants (teacher professional development; afterschool and/or summer learning; and/or a SAM)
 - Year 2. LEAs with any new Tier II schools added to the list of persistently low-achieving schools will receive sub grants and determine how to allocate those sub grants (teacher professional development; afterschool and/or summer learning; and/or a SAM)
 - Years 3-4. LEAs may re-allocate the way they use sub grants for persistently low-achieving schools among the options for appropriate use (teacher professional development; afterschool and/or summer learning; and/or a SAM)
- (p. 140)

Kansas

<http://www.ksde.org/LinkClick.aspx?fileticket=IQsZzzayVxQ=&tabid=1646&mid=8381>

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

The KSDE will support its LEAs in turning around these schools by implementing one of the four school intervention models. Extended time and extended learning opportunities are a specific focus of improving instructional time. (p. 107)

*** Kentucky**

<http://www.education.ky.gov/NR/rdonlyres/2C6E60CE-09A6-4C65-8137-99721482B683/0/KentuckyRacetotheTopapplicationFINAL.pdf>

A. STATE SUCCESS FACTORS

A3 (ii)(c.) Increasing high school graduation rates

Kentucky is not yet able to measure graduation rate according to the four-year or extended-year adjusted cohort graduation rate methodologies. (p. 62)

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

C1. Current status of America COMPETES Act elements

Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework... Data on participation in dual credit and Advanced Placement courses also are included in the student profile, as well as other likely contributors, such as participation in Extended School Services. (p. 100)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

Persistently low-achieving schools

The results of these audits will determine who (i.e., the State, district, or school council) makes the decision about which turnaround option to employ, and who (i.e., the State, district, or school council), with the support of their local Center for Learning Excellence, will lead the turnaround process. Educational Recovery Schools will need to implement one of four prescribed intervention strategies described below:

4) Transformation. District develops a plan for turning around the school (a comprehensive strategy that, at a minimum, replaces the school leadership and develops and rewards teacher and leader effectiveness as outlined in section (D)(2); adopts comprehensive instructional programs; extends time for students and staff and offers community-oriented services; and provides operating flexibility and intensive support) and submits plan to State for approval. (p. 192-193)

The Centers will also manage multiple partnerships formed to provide support services for Educational Recovery Schools in that region. Working with established educational support organizations, whole school reform programs will be available to recovery schools, including the expansion of the following programs already showing success in Kentucky:

Early Identification Program

Low student achievement in upper grades represents a cumulative effect of several years of ineffective instruction and other non-educational barriers. One of the functions of the Center will be to house a program designed to identify the feeder schools, when appropriate, that provide the students for lowest-achieving schools. Currently, the Save the Children K-8 literacy program provides these services... Partnerships like this one will provide children with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance they need to grow as readers. Each Center will have a staff person to serve as a liaison with these programs, which will consist of the following components:

- Literacy training delivered to struggling readers in K-8 grades
 - Afterschool program provided four days a week with supplemental in-school support and during the summer
 - Carefully designed curriculum taught by professionals and paraprofessionals
 - Tutorials including one-on-one and small group instruction for children identified by reading needs
 - Software-based literacy tools to complement core activities and to help develop reading fluency and comprehension
 - Additional non-academic supports, e.g., healthcare and nutrition
- (p. 195-196)

F. GENERAL

F3. Demonstrating other significant reform conditions

In addition to key reforms, several other important advances were made with KERA. These have contributed growth in student achievement and in graduation rates. They include:

Created Extended School Services: Provides additional instructional time for at-risk students. Schools schedule sessions outside normal school hours-- before school, after school, in the evenings, in the summer, and during intersessions created by alternative calendars-- to meet specific, identified student needs.(p. 218-219)

Created Family and Youth Resource Centers: Family Resource Centers serve elementary schools and provide access to child care, parenting training, child development training, parent and child education services, and health screening services and referrals. Youth Services Centers serve secondary schools and provide employment counseling, training and placement, summer and part-time job development, drug and alcohol abuse counseling, and family crisis and mental health counseling. (p. 219)

The Kentucky General Assembly has recently introduced legislation to establish a Summer Learning Program for low-income students in grades 2-5. The program provides summer camps that are a blend of evidence-based instruction in the core subjects of reading and mathematics plus experiential enrichment in the arts, technology, and sports. This initiative builds off of the successful work seen elsewhere with summer learning and comes from the recognition that it is low-income students who lose academic ground during summer months. (p. 222)

*** Louisiana**

<http://www.louisianaschools.net/lde/uploads/15475.pdf>

A. STATE SUCCESS FACTORS

A1. D. Through Deep Insights and Lessons Learned from State-Sponsored Turnaround via the Recovery School District (RSD), Use Positive Incentives to Promote LEA-Led Turnaround Mechanisms while Continuously Improving the RSD's Ability to Intervene in Persistently Low-Performing Schools
Lessons learned from the 117 schools placed under the direction of RSD over the last five years point to five essential principles for turnaround - all essential elements of the Reform Plan:

2. Use data to inform instruction and Response to Intervention (RTI); Extend school day to implement interventions and provide greater time for learning. (p. 7)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

The Louisiana Education Reform Plan supports Participating LEAs in turning around persistently low-performing schools using six strategies:

1. Creating the High-Performance Schools Initiative (HPSI) to support districts willing to create RSD-like conditions and fully implement one of the four interventions in their struggling schools before state intervention is mandated.

These LEAs and schools will be held to strict standards of execution and performance accountability. As a result, we believe HPSI will increase the number of LEAs implementing the best practices associated with successful school turnaround, including providing school choice through effective chartering,

extending the school day and school year, structuring job-embedded professional development, using data to drive instruction, implementing managed curriculum, and providing schools and principals with decision-making authority to hire, retain and reward teachers and leaders based on performance. (p. 157-158)

E2. Key Activities/Timeline

Based on which of the four school intervention models a participating LEA chooses a menu of best practices for implementation at the individual school level will be offered. The menu will include:

- Expanded Response to Intervention (RTI) to provide early, effective assistance to struggling students
- Implement extended, school day and/or year, provide additional hours for instruction, enrichment activities and staff planning. SRSTs work with turnaround schools to determine which best practices from the menu will be implemented in these schools. Activity is ongoing beginning June 2010.
- Increase credit recovery and AP; expand AP and Louisiana Virtual School avenues to complete credit hours outside normal classroom settings
- Implement school leadership teams
- Implement job-embedded professional development
- Implement comprehensive managed curriculum
- Implement performance contracts for administrators
- Implement site-based hiring
- Implement hiring of teachers trained in STEM subjects
- Implement inclusion of STEM curriculum (165-166)

*** Massachusetts**

<http://www.doe.mass.edu/ARRA/rttt/narrative.pdf>

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Strategy 2: Building the capacity of proven partners to support struggling schools

Goal: Identify and help scale effective partners to address priority conditions for school effectiveness that great teachers and leaders alone cannot solve: students' social, emotional, and health needs; expanded learning opportunities; and effective use of data about student learning.

Struggling schools currently do not have the experience or capacity to implement the new strategies for instructional reform and expanded learning opportunities that the transformation, turnaround, and restart models require. To provide the necessary supports, we will focus on scaling up interventions that work, tapping into our state's rich set of innovative and nationally recognized nonprofits, residency and training programs, and school supports.

Activities: ...In the first two years of the grant, we will focus on three interconnected conditions that experience has shown are critical to catalyzing rapid improvement of low-performing schools: social-emotional supports that ensure students enter the classroom ready to learn, an expanded school day and year, and effective use of data to support tailored instruction. We will work closely with partners to tailor current offerings in these areas to the specific needs of persistently low-performing schools. (p. 130)

F. GENERAL

F1 (ii). Supporting Evidence

Districts that serve the greatest numbers of low income students received more than twice as much federal grant funding per pupil as districts in the next highest quartile in fiscal year 2008. The same was true for state grant funds, which comprise a smaller yet equally important source of district funding. The state awards grants to fund expanded learning time, academic support programs, and full-day kindergarten, among other priorities, with high poverty schools receiving priority for these grants. (p. 143)

F3. Demonstrating other significant reform conditions

Recognizing the importance of additional time to improving outcomes for low performing students, the state funds two programs that increase time for academics. First, we are the only state in the nation to support a statewide Expanded Learning Time program, funded at \$15.7 million in FY10 and serving 23 primarily high poverty schools. This program, currently in its fourth year, provides an additional 300 hours of time in participating schools to support additional time for academics, enrichment, and professional development... Second, the legislature also funds afterschool and out-of-school time grants (\$2 million in FY10) to improve the quality of afterschool and summer programs. In Fy08, this program supported 48 programs providing services to 6,750 students statewide, including 980 students with disabilities and 630 English language learners. (p. 156)

Michigan

<http://www.mdoe.state.mi.us/MDEDocuments/MDE-RTTT-2010-01-19.pdf>

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools: District RFP Process

Regardless of whether funding is SIG or Race to the Top, the application will be the same. School Improvement Grants or Race to the Top Turnaround Grants will include: Increased learning time for students, such as summer learning camp, afterschool college prep, year-round school, and flexible scheduling. (p. 142)

F. GENERAL

F2 (v). LEA operation of innovative, autonomous public schools other than charter schools

Battle Creek Lakeview K-12: Includes a shift from the agrarian school calendar to one that is flexible, allowing for opportunities such as an extended day at the elementary level, mandatory K-12 summer school for students who need further supports, summer online courses, and dual-enrollment courses during the summer. (p. 160)

Armada Elementary: Increased instructional time through before-school, afterschool, and summer instructional components.

University Prep Detroit: Requires afterschool tutoring for all students scoring less than a B in core content area. Creates additional language arts and math classes for students entering middle or high school below proficiency levels. Requires students ending the school year below proficiency to attend five-week "catch-up" camp over the summer. Requires students who do not turn in homework to attend "college prep" after school, one hour of supervised homework completion. (p. 161)

Minnesota

<http://education.state.mn.us/mde/index.html>

Executive Summary

Additional job-embedded professional development, extended day, turnaround-specific training for teachers and principals, involvement of educational leadership that represents the diversity of our schools, and state oversight and expertise through the Office of Turnaround Schools give these schools the best opportunity they have had to dramatically improve student achievement. (p. 27)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

3) Allow increased operational flexibility to support turnarounds

Enhanced flexibility for turnaround schools will include:

- The state will require, at a minimum, one additional hour of instruction time per day for turnaround schools, which will be funded through Race to the Top. LEAs may elect to extend their instructional time beyond this additional hour based on available budgets or may use these funds to add days to the year instead of hours. (p. 163-164)
- LEAs may also use local funding, if available, to create alternative and/or extended school-year calendars that add time beyond the RTT-required hour per school day. (p. 164)

F. GENERAL

F1. Making education funding a priority

Minnesota also provides extended time revenue for students requiring additional time outside of the regular school day or year for remedial work, which also disproportionately benefits high-poverty schools and districts. For FY 2010, the state total extended time aid was \$66.5 million. (p. 182)

Missouri

<http://dese.mo.gov/rt3/documents/RT3Application.pdf>

Nebraska

<http://www.nde.state.ne.us/ARRA/PDF/Nebraska%20RTTT%20Application%20and%20Budget.pdf>

A. STATE SUCCESS FACTORS

A1 (i).

Included would be state-led technical assistance and professional development, and access to success based-programs (includes expanded career academies, youth leadership development plans such as Success Pathfinders, Positive Behavior Supports, on-going supervised improvement plans), dropout prevention and recovery support, increasing early learning program quality and access, expanded learning time initiatives, virtual high school opportunities for credit recovery and access to rigorous curricula, and family/community engagement and support efforts. (p. 12)

A3 (i).

In addition, 167 Nebraska school districts reported using State Fiscal Stabilization Funding provided by the American Recovery and Reinvestment Act for implementing more effective instructional approaches, 122 districts reported using the funding for 21st Century classroom technology initiatives, 110 districts reported using the funding to expand learning opportunities through distance learning, 84 districts reported using the funding for drop-out prevention programs, 44 districts reported using the funding for extending the school day, 82 districts reported using the funding for early childhood initiatives, 78 districts reported using the funding for family and community engagement initiatives, and 80 districts reported using the funding to strengthen counseling and other student supports. (p. 27)

A3 (ii)(b). Improving student outcomes

The state has pursued the following strategies to close the achievement gap: ... (c) extended before-after program grants (21st Century Community Learning Centers) to low performing schools; (d) expanded quality at-risk student preschools, and (e) expanded educational opportunities for children and youth in out-of home placements. (p. 30)

A3 (ii) c. Improving student outcomes

Included in action plans for school districts were expansions of early childhood education efforts, expansion of afterschool programs, service learning projects and intensive outreach and follow-through efforts for identified at-risk middle and high school students. (p. 31)

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

C3 (i). Nebraska will Improve Data Interoperable and Workforce Analysis Capabilities

Pursuing the potential connections of individual-level data associated with some of these interventions in career planning, extended learning experiences, and other sources of non-formal education create a rich foundation for expanding and improving district and state data driven decision making.

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii).

Nebraska will establish a new Support and Intervention System that will primarily serve the identified persistently lowest-achieving schools and other schools that are in the lowest tiers in the State's accountability systems. It will feature: ...(2)additional resources and other supports for helping schools expand learning time, recruit, place and retain highly effective teachers and leaders; and expand parental and community engagement. (p. 111-112)

Expanded Learning Time

Expanded learning time is a key component of Nebraska's reform effort... The current school calendar does not provide flexibility to allow either time for the deep professional development needed nor the change in classroom practice required to assist students in reaching new, higher standards... Data from the National Center on Time and Learning (NCTL) on implementation of expanded time and learning in some Massachusetts schools show promise of significant improvement in student achievement. NCTL reports:

- Over the past year, ELT schools gained in proficiency at double the rate of state schools overall in English/Language Art and Math and gained at nearly five times the rate of schools overall in Science;
- In 2009, Massachusetts ELT schools in their third year achieved substantially higher rates of proficiency versus their pre-ELT performance in all three subjects;
- In 2009, Massachusetts ELT schools in their second year achieved higher rates of proficiency versus their pre-ELT performance in all three subjects.

Nebraska plans to hold a competition among the state's persistently lowest-achieving schools for state funds to develop and implement extended learning time programs. School districts that elect to expand learning time will be responsible for continuing funding for the initiative at the end of the grant period... persistently low performing schools that do receive state funding for expanding learning time, and that wish to use ELT as a reform strategy, will receive state technical assistance to promote successful implementation. In implementing expanded learning time, Nebraska will seek technical assistance from the leading national authority on expanded time.

Implementation Schedule:

All programs would be implemented as soon as possible. The target is to have everything in place to start the program 6 months after approval of the grant and have all aspects of the program operating within the first year after proposal. For the first seven programs:

- Step 1, Hire leadership staff;
- Step 2, complete program description and needed job description;
- Step 3, implement the advisory councils;
- Step 4, finalize agreements with Educational Services Units or the ESU Coordinating Council regarding the implementation of the School Reform Specialist Program and hire specialist;
- Step 5, finalize agreement with higher education programs to participate in the training activities and start selection of participants;
- Step 6, evaluate and make needed modifications.

Implementation of expanded learning time will occur as individual schools institute reform models. Expanded learning time will be implemented as a competitive program for a limited number of the

state's persistently lowest-achieving schools. Additional implementation will depend on results of the competitive program and availability of funds. (p. 119-120)

F. GENERAL

F2 (v). Douglas-Sarpy County Learning Community Options

The Learning Community concept was created in 2007 for three purposes: ...(2) to expand opportunities and options for all students. (p. 130)

New Hampshire

<http://www.ed.state.nh.us/education/recovery/index.htm#RTTP>

A. STATE SUCCESS FACTORS

A1. Articulating State's education reform agenda and LEAs' participation in it

The proposed work introduces new initiatives, but also builds on efforts that are already changing outcomes for students in the state, e.g., use of Performance Plus data analysis tools by teachers and leaders to make instructional and programmatic decisions, enhanced implementation of the New England Common Assessment Program (NECAP) that maintains high standards for student achievement, increased math and science requirements for graduation, dropout prevention initiatives, extended learning opportunities and a focus on high school transformation. (p. 4)

Strategy 4: Develop, Research, Refine and Disseminate Effective Education Reform Practices. New Hampshire will continue to build on its successful practices, based on current information about connection of practices to student success, e.g., literacy and numeracy plans; expansion of science, technology, and mathematics; extended learning opportunities (ELOs) and high school transformation; expanded time to learn; and enhanced assessment technology projects. (p. 16)

Great Teachers and Leaders: With support from credentialing fees, the Department updated its certification rules in core content areas, increasing rigor in math and science requirements to align with NECAP; established minimum standards for school program approval that allow for personalization, competency attainment, credit attainment and receiving credit beyond seat time (support to extended learning opportunities). (p. 42)

New Hampshire's significant progress in the area of dropout reduction is due to many factors, among them the increase in the compulsory age of attendance, the development of extended learning opportunities and the establishment of charter schools. (p. 44)

Turning Around Persistently Lowest-Achieving Schools

New Hampshire's accountability system that employs collaborative roundtable discussions and planning with districts in need of improvement, with data as the foundation; focused monitoring, which has been instituted in districts where there is a gap in achievement between students with disabilities and those without; Response to Intervention; and out-of-school resources and extended time to support students' learning. (p. 45-46)

High School Transformation: A variety of initiatives aimed at keeping students in school, e.g., extended learning opportunities (ELOs), charter schools that serve disengaged students, efforts to restructure high schools; implementation of Career Pathways Plan of study which outline a "roadmap" of courses from grades 9 through 20, thus giving options and reducing the need for remediation, and a statewide focus on program and careers in science, technology, engineering and mathematics. (p. 44-45)

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

A rigorous reliability and validity study will be conducted by Dr. Douglas Reeves to examine high school level competencies attained through extended learning opportunities outside of the classroom. This process is designed to create a state level moderation process for performance assessments connected to extended learning in order to ensure consistency and rigor. (p. 12)

This work will be building on two years of a Nellie Mae Education Foundation grant involving 14 high schools, where a well documented system for performance assessment connected to extended learning was piloted and found to be successful. (p. 13)

D. GREAT TEACHERS AND LEADERS

D5. Providing effective support to teachers and principals

Figure 1. Professional Development Matrix for New Hampshire Innovation Networks
High School Transformation Network: Extended learning Opportunities. (p. 33)

F. GENERAL

F3. Demonstrating Other Significant Reform Conditions

New education rules, laws, and regulations include: ...c) a rule that allows for rigorous out-of-school learning, called Extended Learning Opportunities, overseen by a highly qualified educator, may earn credit towards graduation through demonstration of mastery of course level competencies....e) a rule allowing 16-18 year olds at risk for dropping out may engage in alternative pathways to graduation, including extended learning opportunities, while remaining enrolled in school. (p. 16)

With course level competencies that are rigorous, transparent and transportable, New Hampshire has been able to develop extended learning opportunities as a viable learning and achievement setting for any student. In 2007, the New Hampshire Department of Education initiated a foundation-funded project to pilot extended learning as defined in the 2005 state rules... Analysis of the effort in 2009 indicated that schools involved in the Extended Learning Opportunities project have been reducing their drop-out rate at a faster rate than the state as a whole, especially those schools that began with a drop-out rate greater than the state average, and, if the practices are continued with fidelity and support, will exceed the statewide dropout reduction rate in 2010. (p. 17)

PRIORITY 4: EXPANSION AND ADAPTATION OF STATEWIDE LONGITUDINAL DATA SYSTEMS

We plan to create and include student surveys and/or teacher rubrics that will allow for summary of student success and needs that are identified by the teacher or student without the use of an assessment test. This concept has been rolled out for career and technical education competencies, but we would like to pilot this concept for multiple areas: school climate; high school competency completion; extended learning opportunities. (p. 7)

New Jersey

http://www.state.nj.us/education/arra/grants/rttt/app/app_all.pdf

D. GREAT TEACHERS AND LEADERS

D3. Ensuring equitable distribution of effective teachers and principals

Recruitment. In return for extended learning time and a longer school year, New Jersey will offer substantial additional compensation and support for teachers serving in persistently low-performing schools, in an effort to attract the best and brightest of our state's school leaders and teachers to serve the students who are most in need. (p. 33)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Turning Around the Lowest-Performing Schools in New Jersey

Extended Teaching and Learning Time

Even in high-performing schools, students would benefit from additional learning time, and teachers would benefit from more time to collaborate and reflect on their instructional practice. (p. 11)

Coupled with this time for teachers, will be an additional 15% of extended learning time for instructional support for students and students' direct contact with their teachers. This extended learning time is geared specifically for students, to reinforce instructional opportunities that lead to greater achievement for them and for the school in aggregate. Research shows that when additional time is part of an overall strategy for improving school performance that includes significantly better instruction, powerful gains can be made in student achievement. Additionally, this extra time provides an opportunity for students to engage in the types of experiential learning that exemplify successful afterschool programs and provide a direct link to the instruction received during the school day. Schools may choose to institute student supports such as academic coaching connected with jobs or sports teams, to provide personalized academic and non-academic support services and to address students' social and emotional needs. Students can also study subjects more deeply or study subjects that may not be taught during the regular school year, such as computer programming, math, science, or engineering. In general, extended learning time for students that is aligned with the school's curriculum, features smaller class sizes, offers more one-to-one tutoring or individualized instruction and, if possible, can be tied to some form of parent involvement, will be an effective and efficient use of time as a resource to accelerate student achievement. (p. 12-13)

School leaders may add 20% teaching and learning time on a daily, weekly, summer and/or annual basis. Teachers will receive additional compensation for the longer school day and school year, as negotiated by the LEA. For schools with existing programs that meet these requirements, NJDOE will consider the LEA's request to maintain these programs or expand them based on the evidence of their demonstrable impact on student achievement. (p. 13)

F. GENERAL

F1. Making education funding a priority

(ii) Equitable Distribution of State Funds: Weighting for Student Needs

The limited-English-proficient (LEP) weight is reduced to account for the overlap in the resources specified for at-risk and LEP students, such as afterschool and summer school programs. (p. 4-5)

New Mexico

<http://sde.state.nm.us/rttt/dl10/NM%20RTTT%20Final%20Proposal.pdf>

B. STANDARDS AND ASSESSMENTS

B2. Developing and implementing common, high-quality assessments

The Achieve Consortium and the National Center on Education and the Economy (NCEE) States Consortium will enable New Mexico to develop the kinds of exams that will support and empower students who wish to 'test out' of the core courses, be awarded high school credit and either graduate early or participate in extended learning through dual credit and distance learning. (p. 57)

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

C3. Using data to improve instruction

New Mexico will develop an Early Warning System that provides information on students at-risk for academic failure or drop out. Recommended interventions for students identified at-risk using the indicators above include extended school day and/or extended school year using Mid School Plus and/or partnering with community mentors. (p. 93)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. An Overview of New Mexico's Plan for Turning Around the Lowest Achieving Schools

In summary, New Mexico has combined its years of experience in working with schools in need of improvement, and the best research from efforts across the country and developed the following framework for guiding our work for improving the state's lowest performing schools as follows: ... 8) Provide and support efficient and effective student learning time (with extended school time models). (p. 166)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

New Mexico has explored new structures for increasing learning time, including the Kindergarten Through Grade 3 Plus (K-3 Plus), which is a six-year pilot project that extends the school year from kindergarten through third grade by up to 2 months for students in high-poverty public schools and provides additional time on literacy, numeracy and social skills development... The use of extended time is critical to New Mexico's efforts and the lessons learned from the K-3 Plus program will be incorporated into New Mexico's efforts to raise student performance in low-achieving schools. (p. 243)

*** New York**

http://usny.nysed.gov/rttt/docs/NYS_RTTC_VIandVII_SelectionCriteriaandCompetitionPriorities.pdf

A. STATE SUCCESS FACTORS

A1. Creating the Foundation for Race to the Top

From Dr. John King's work as Managing Director at Uncommon Schools and as founder of Boston's Roxbury Prep charter school, the plan draws on his expertise to incorporate: an intense focus on curriculum and meaningful professional development based on student performance; data-driven instruction where teams develop individual student action plans based on data from formative and interim assessments; differentiated professional development and coaching based on data (including the use of best practice video); extended school day and school year scheduling; and school leadership focused on instructional leadership through careful observation and feedback and collaborative analysis of data and student work. (p. 6)

Create conditions for middle and secondary school innovation and reform

Districts with schools that are in need of improvement, corrective action or restructuring status will be eligible to compete for grant funds of one to two million dollars per school to implement innovative models, including partnerships with institutions of higher education, business and industry in local communities, management agencies, and other external for-profit and non-profit organizations. Funding will also be available to launch model schools and expanded learning opportunities that are centered on themes such as, but not limited to, science, technology, engineering, and mathematics (STEM), virtual/blended high schools, transfer schools, schools for the arts, career and technical schools, museum schools, and language acquisition schools. (p. 15)

A2 (i)(e).

Contracts for Excellence (C4E) calls for the reallocation of funding, through a contract between NYSED and select school districts, to improve student achievement by implementing specific proven practices including Pre-K programs, middle and high school restructuring, teacher and principal quality initiatives, class size reduction, and increased instructional time. (p. 43)

A3 (i). Other Government Services Funds

"Say Yes to Education" (\$0.35MM) - is a grant to increase high school and college graduation rates for New York's inner city youth by offering a range of services including after-school and summer

programming, mentoring, tutoring, school-day academic support, family outreach, scholarships, and social work/psychological services.

Math and Science / Early College High Schools (\$1.38MM) - For the 2009-10 school year, \$1.38 million in discretionary Federal funding is provided to continue support to three math/science academies to provide expanded learning opportunities. (p. 59)

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

Timeline for Key Activities

Spring 2011-Fall 2014: The Commissioner will work with USNY institutions to develop strategic supports for the integration of the new curriculum frameworks and standards across the USNY organizations. For example, Libraries will be asked to prioritize the purchase of materials that align to the new frameworks to support students and teachers in the schools; after school providers will be engaged to support these standards in the development of their activities. (p. 94)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Support its LEAs in turning around these schools by implementing one of the four school intervention models

Turnaround Model - In New York, there are two versions of the turnaround model: 1) a school is phased out and replaced by a new school over time or; 2) the school remains open, but the school is completely redesigned with the following components:... learning time is increased. (p. 197-198)

F. GENERAL

F2 (ii). The state has laws, statutes, regulations, or guidelines regarding how charter school authorizers monitor, hold accountable, reauthorize, and close charter schools

Education Law 2854(2)(a) authorizes the formation of charter schools designed to provide expanded learning opportunities to students at-risk of failure, and thus the establishment of admissions criteria encouraging admission of at-risk students. Education Law 2852(2) encourages charter entities to give preferences to applications that demonstrate the capability to provide comprehensive learning experiences to students at-risk of academic failure. (p. 227)

F2 (v). The State enables LEAs to operate innovative, autonomous public schools other than charter schools

A leading example of an innovative approach to public education is the Tech Valley Regional Technology Institute, a joint program of two BOCES that was authorized by special State legislation and provides a grades 9-12 high school course of instruction dedicated to providing expanded learning opportunities in technology and the core academic subjects required for issuance of a high school diploma. (p. 233)

F3. Demonstrating other significant reform conditions

One example of successful partnerships among USNY entities involves the New York State Museum after school program in Albany. The New York State Museum has two innovative after-school programs for Albany City youth that have transformed the lives of nearly 7,000 urban students since its inception. Housed in the unique environment of an actual history museum, the Museum Club offers academic support, mentoring, and hands-on enrichment activities to students. Participating students' grades improve an average of 10-15% during their first year of participation, and the longer children are in the program, the more their grades improve. The success of the Museum Club inspired students to want to remain in the program beyond middle school (when the program initially ended) and the Discovery Squad teen program was created. This work-based mentoring program is designed of underserved urban teens and offers an extended network of tutoring, academic help, college visits and support services. Teens receive a stipend for working in the various departments of the museum and mentor younger students. Grades and school attendance are monitored. The Discovery Squad participants have a 100 percent high school graduation rate, as compared to about 60 percent in the district, and 93 percent of these graduates attend college. (p. 235-236)

Another example of partnerships among USNY entities is the collaboration of the Buffalo City School District and The University of Buffalo... The Buffalo City School District collaborated with the University of Buffalo to evaluate gains in student achievement attributed to one of the programs funded through C4E, and extended learning program requiring summer school attendance for struggling students. In the first year of the program, 2007-08, there were 56 participating districts. Since the beginning of the program 21 districts have made sufficient academic progress to leave the program by achieving good standing for all district schools for at least two consecutive years. Based on current law another seven C4E districts will soon make sufficient academic progress to have all their schools in good standing. The University of Buffalo evaluation has demonstrated that benefits of these C4E programs, helping to create advocacy for their continuation and expansion. (p. 236)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

The Board of Regents have supported changes to policy in order to specifically support innovation in school turnaround and district portfolio development. The Board of Regents approved the following actions for NYSED:

Create the Innovative Secondary School Model Incentive Fund through Race to the Top... These incentive grants will encourage districts to address achievement in high need high schools and middle school before they are identified as Low Performing Schools. These funds will support the creation of new STEM schools; new models that incorporate virtual platforms and extended learning; models that will enhance the opportunity for strong supports to embed youth development competencies into the instructional core...

New York State overall has a strong state driven system of supports for children and families through... After School and Out of School Time Programs, Violence Prevention Programs and Attendance Improvement Dropout Prevention Programs. All of these programs have essential design elements that require strong collaboration with schools and Community Based Organization... New York State and cities have support nationally recognized and replicated models of Full Service Schools. These models include: The Harlem Children's Zone Model currently in replication as Promise Neighborhoods

nationally; The Community School Model of the Children's Aid Society; The Beacon School Model / Beacon Foster Care Prevention model operating in New York City and the "Say Yes to Education" Model of Syracuse to name a few. NYSED is committed to providing children and families with comprehensive services and has included a funding request in our RTTT application so that we may increase the number of full service schools currently in operation in the State in our Low Performing Districts. These models include essential elements: they are led by a community based organization that develops a partnership with the school or district; they are located in a public school, and they create wrap-around youth development activities and summer programs. Many of the models include primary health services and supportive counseling centers, mentoring programs as well as employment services. (p. 252-253)

*** North Carolina**

<http://racetothetop.nc.gov/about/application.pdf>

A. STATE SUCCESS FACTORS

A1. State Success Factors

Governor Perdue is now pursuing an aggressive agenda for improving NC schools so that they can better prepare our students for life in the 21st century. As Lt. Governor, she initiated the Business Education Technology Alliance to fully integrate technology and innovation into all levels of education, P-20. Through this Alliance, she led both the School Connectivity Initiative to provide broadband Internet access for all schools and the creation of the NC Virtual Public School (NCVPS) to expand learning opportunities for students throughout NC. (p. 5)

A2 (i)(b). Supporting Participating LEAs

Statewide Technology Infrastructure and Resources

Effective use of information and communications technologies is central to the NC plan to improve K-12 education. These technologies are being used to: enhance classroom teaching and learning; extend the educational resources available to every student and teacher; provide extended virtual learning opportunities for students, teachers, and administrators; improve the use of data in decision making at all levels; increase communications within the school community; and help prepare students for the technological world in which they will live. (p. 22)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Turning Around the Persistently Lowest-Achieving Schools in NC

In an effort to customize supports for participating LEAs, we will make additional strategies and options available as they are identified during the comprehensive needs assessment process. In addition to those described for the coaching model above, the choices will include:

- Extended learning time for students
- Coaching for parent groups, community groups, and school boards; and
- Development of higher education, business and community partnerships. (p. 150)

F. GENERAL

F2. (ii). The extent to which the State has laws, statues, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools

When awarding charters, the State Board of Education (SBE) considers whether the proposed charter school would increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure, and whether the charter school would provide expanded choices beyond the types of educational opportunities that are available within the public school system. SBE regulations favor award of charters to applicants who have a sound marketing plan that promotes a diverse learning environment. (p. 164)

F3. Demonstrating Other Significant Reform Conditions

Personal Education Plan (2001)...A Personal Education Plan aids parents, teachers, and administrators in planning the special interventions a student may need. These interventions can include, but are not limited to, smaller classes, tutorial sessions, extended school days, and alternative learning models. (p. 171)

*** Ohio**

<http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=79871>

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning Around the Lowest-Performing Schools

Preconditions for Success

New reforms incorporate the revision of school operating standards that include a focus on the elements that matter most for turning around schools: a focus on the personalized and individual needs of each student; effective connections and relationships with families and others who provide support for the social and emotional needs of students; and guidelines for Family and Civic Engagement Teams. The revised Operating Standards for Ohio's schools, as prescribed in H.B. 1, require the establishment of a leadership team at each school to coordinate positive-behavior intervention supports, family and civic engagement services, positive-learning environments, thinking and learning systems, collaborative planning, planning time, student academic interventions, and student extended learning opportunities. By addressing non-academic barriers to success, such as mobility, poverty, and lack of enrichment experiences, Family and Civic Engagement teams are able to harness the support of community-based organizations. Students become wrapped in a system of supports that focus on their social and emotional well-being as well as their academic success. (E2-6)

F. GENERAL

F2 (v). LEA ability to operate innovative, autonomous public schools

The Operating Standards for Ohio Schools, Ohio Administrative Code 3301-35-01(B)(8) provides flexibility at the student level for alternative means of credit attainment through "educational options." These are defined as learning experiences or activities that are designed to extend, enhance, or supplement classroom instruction and meet individual student needs. Educational options are offered in accordance with local board of education policy and with parental approval and may include independent study, study abroad programs, tutorial programs, distance learning, and community service, among other options.

Credit flexibility is an essential component of innovation and autonomy and is intended to motivate and increase student learning by customizing around individual student needs and providing access to more learning resources, especially real-world experiences. (F2-5, F2-6)

F3. Demonstrating other significant reform conditions

Improvements to structural constraints

H.B. 1 includes a number of reforms that collectively improve reform conditions in Ohio. Conspicuous in these changes is an effort to extend the school year. This legislation reduced the annual number of excused calamity days from five to three for the 2010-11 school year. It also requires that State Superintendent to provide recommendations on extending the school year to the General Assembly by December 31, 2010. (F3-2)

PRIORITY 5 -- P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT

The Ohio Public-Private Collaborative Commission (P2C2) was established by Governor Strickland and the legislature to make recommendations for promoting high levels of student achievement with a strong focus on non-academic barriers. The group's report "Supporting Student Success: A New Learning Day in Ohio" includes four recommended action priorities to assist with the personalization, extension and acceleration of learning for students: (a) create a new culture of learning in which entire communities share responsibility for the well-being and educational performance of every student; (b) meet the learning needs of all students through a system of extended, accelerated and connected learning; (c) make dropout prevention, early intervention and recovery a priority in every Ohio school district, beginning in the early grades; and (d) enhance school leaders' willingness and capacity to build strategic bridges with families and communities. (P5-2)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

Ohio Revised Code 3313.6012, requires public schools to identify students who may not pass Ohio Achievement or Graduation Tests to help them acquire grade-level skills by providing necessary interventions. To assist schools and LEAs in meeting this requirement, Ohio adopted the Comprehensive System of Learning Support Guidelines to assist LEAs in establishing a Comprehensive System of Learning Supports (CSLS), a collection of resources, strategies, and practices - as well as environmental and cultural factors extending beyond the classroom - that together provide the physical, cognitive, social, and emotional support that every student needs to succeed in school and in life. (P6-1, P6-2)

Oklahoma

<http://www.tulsaworld.com/webextra/content/items/OklahomasRacetotheTopApplication.pdf>

A. STATE SUCCESS FACTORS

A1. State Success Factors

Goal 4: Ensure that every Oklahoma school is successful and effective
Support the state's lowest performing school's implementation of the Top turnaround models by providing them the opportunity and the resources to expand the school day and/or year by a minimum of 300 hours per school. (p. 25-26)

Goal 5: Improve instruction, collaboration and achievement in Science, Technology, Engineering and Mathematics (STEM)

Close the achievement gap in math and science by: increasing the number of underrepresented and female students completing STEM programs of study; expanding Summer Academy programs in the STEM disciplines; and adding high schools STEM academies offered through career and technology education focused on engineering, bioscience and biotechnology. (p. 26)

A2. State Plan to Build and Sustain Capacity

At Governor Henry's direction, a team of state agencies is using these two ARRA opportunities to address a key goal of expanding learning opportunities, especially in the more rural areas of Oklahoma. (p. 40)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Goal 1: Empower and support leaders, teachers, parents and key stakeholders to turnaround schools

4. Provide expanded learning time to ensure that schools provide learning opportunities for students to achieve at grade levels. Oklahoma will expand upon its work with the National Center on Time and Learning (NCTL) to support any of the five-lowest schools wishing to develop and implement expanded learning time schedules. These schedules allow for more effective teacher collaboration, planning, and professional development, and increase student engagement through enhanced enrichment opportunities. (p. 131-132)

COMPETITIVE PREFERENCE PRIORITY 2: EMPHASIS ON STEM

Expand high school STEM academies offered through career and technology education focused on engineering, biosciences and biotechnology. (p. 157)

Budget Summary Narrative

STEM Project. Create and launch a STEM coordinating council, expand Summer Academies in STEM disciplines, and expand STEM pre-engineering academies focused on serving underrepresented groups of students, and female students. (p. 169)

Oregon

http://www.ode.state.or.us/superintendent/yat/meetings/oregon-rttt_criteriapriorities.pdf

A. STATE SUCCESS FACTORS

A1. Articulating State's education reform agenda and LEAs' participation in it

Innovation through non-traditional school structures and partnerships

As described above and in Section E, programs such as SUN and CCLC program have helped scores of Oregon schools become community hubs where students can benefit from extended learning time and parents can become involved in their children's academic progress. (p. 10-11)

These innovations are making a difference. Many schools have used their Smaller Learning Community grants to create freshman academies that focus and catch up ninth graders on reading and math skills in an environment that eases the transition from middle school to high school. At settings such as River Road Elementary School in Eugene and Merrill Elementary in Klamath County, extended hours and community involvement have dramatically improved the assessment performance of struggling students from low-income and minority families. (p. 11)

Statewide Capacity to Implement, Scale Up and Sustain the Oregon Plan: Sustainability of the effort proposed

In the STEM narrative, we describe the critical role that ODE will play in coordinating and synchronizing programs to districts across the state: partnering with OUS institutions, providing professional development, extending the school day to connect classrooms to real world environments, engaging community mentors, building career opportunities, and providing digital resources. (p. 20)

A3. Demonstrating significant progress in raising achievement and closing gaps

Increasing high school graduation rates. In STEM initiatives, a number of strategies are identified to increase college graduation: increased pathways for study, consistent access to STEM education for under-represented student populations, and extended school days for participation in STEM-relevant activities. (p. 30)

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

Goal 4. Develop or Acquire and Deliver High-Quality Professional Development. Transition Element #5: Use support of parents/community to create sustainable change.

A number of community-based programs exist in districts throughout the state that occur after school and are offered to engage parents. (p. 44)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

Community Engagement, Community Schools

Oregon has a number of models for this focus. The SUN program (Schools Uniting Neighborhoods), for example, has served the Portland area since 1999. Through extended hours, SUN schools serve as a community hub to improve student achievement, attendance, behavior, and life skills, to increase family involvement in the schools, to co-locate neighborhood services, and to involve local businesses, government agencies, and non-profits as partners in education. The 21st Century Community Learning Centers program, a federal grant-funded effort under NCLB, is designed to provide opportunities for academic enrichment, including tutorial services to help students who attend low-performing schools. Nineteen Oregon school districts and education service districts, many of the rural, have received these grants to extend learning time and to place learning in a community context. These and other programs that extend the learning day are supported by such advocacy organizations as Oregon ASK, the afterschool network for kids, and the Oregon Commission on Children and Families, a strong supporter of community schools. (p. 101)

*** Pennsylvania**

http://www.portal.state.pa.us/portal/server.pt/gateway/PTARGS_0_190926_749606_0_0_18/PDE%20RTTT%20Application%20Narrative_FINAL.pdf

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning around the lowest-achieving schools

Increased Learning Time: Create more learning time in every school

Through our Educational Assistance Program that provides additional instruction time to nearly 175 Pennsylvania's districts, we have learned that increased learning time is only successful at increasing student achievement if it directly reinforces the daily skills and concepts that students are learning during the regular school day. Schools participating in the Turnaround Initiative will increase learning time, informed by a careful analysis of student data, by adopting one or more of the following: extending the school day by 30 minutes of learning time; extending the school year by at least 15 days of learning time; extending the school year for teachers for professional development or developing Individual Learning Plans for students. (p. 142-143)

Evidence

13 schools since 2004-05. Extended Instructional time in Math and Reading during the school day, after school and in summer programs. For many schools this was a necessary component to the implementation of a tiered instructional model. Additional time building reading and math skills increased student achievement. (p. 104)

COMPETITIVE PREFERENCE PRIORITY 2: EMPHASIS ON STEM

The STEM initiative oversees Pennsylvania's participation in the Real World Design Challenge in which teams of students use professional engineering software to develop actual solutions to real-world engineering problems in an annual event hosted by the Office of Science, U.S. Department of Energy and in the National Girls Collaborative Project which is a partnership with The Girls, Match & Science

Partnership (GMSP) at Carnegie Science Center in Pittsburg, to continue the development and improvement of Click! summer camp series for girls (an innovative urban science adventure program designed specifically for middle school girls). (p. 172)

As the capstone to its RTTT STEM strategies, Pennsylvania proposes to use RTTT funds to create an innovative summer camp experience at the intersection of explosive student interest and cutting edge technology: video game development. Pennsylvania will solicit bids from postsecondary institutions or other providers for a four to five-week academic summer camp experience, for 75 high school students, with at least one half of the students to come from high schools in the turnaround initiative. (p. 173)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

Participating districts with schools in the turnaround initiative have also agreed to implement strategies for extended learning time. Schools have the flexibility to increase the school day or the school year. Local teachers' unions in participating districts with schools in the turnaround initiative are already on board to increase learning time through the provisions of the Memorandum of Understanding which provides for extending the school day by 30 minutes, the school year by at least 15 days or extending the school year for teacher professional development. (p. 180)

Districts with schools in the turnaround initiative have also already committed to extended learning time for both students and teachers with specific required activities including a preparatory summer academy for freshmen entering a high school in the turnaround initiative and a summer academy for teachers immediately preceding the opening of the school intervention model. (p. 180)

High schools in the turnaround initiative will also develop multiple opportunities for students to earn credits through double dosing, summer school, afterschool programming and twilight school programs. (p. 181)

*** Rhode Island**

<http://www.ride.ri.gov/Commissioner/RaceToTheTop/docs/RhodeIsland-RTTTapplicationnarrative.pdf>

A. STATE SUCCESS FACTORS

A3. Demonstrating significant progress in raising achievement and closing gaps

Accelerating All Schools: \$814 million invested

Afterschool and summer programs for high-poverty, low-performing elementary schools, middle schools, and high schools in 6 high-need districts. Provided direct supports and intervention for over 20,000 students from 65 high-poverty, low-performing elementary, middle and high schools. Closed achievement gaps and increase literacy and mathematics performance. (p. 39)

F. GENERAL

F3. Demonstrating other significant reform conditions

Expanded Learning

There has been a significant increase in the scope of expanded learning initiatives in Rhode Island, such as afterschool and summer learning programs, in the past ten years. These initiatives include RIDE's 21st Century Community Learning Centers Initiative and Child Opportunity Zones, the Providence After-School Alliance, the Full Service Community School in Providence, and the Woonsocket Afterschool Coalition, and the Rhode Island Afterschool Plus Alliance. The Wallace Foundation selected Rhode Island as a model state for its programs and has invested to help bring them to scale. (p. 182)

*** South Carolina**

<http://ed.sc.gov/agency/Innovation-and-Support/RT3app.html>

A. STATE SUCCESS FACTORS

A1 (iii)(c). Increasing high school graduation rates

Resources are being focused on high schools with graduation rates persistently below 60%. The expected outcome of this focus is a significant increase in graduation rates in those schools. These efforts include staff development, online courses, after-hours classes, and other resources for teachers and students. (p. 33)

A3 (ii)(c). Increasing high school graduation rates

In addition, the SCDE will use RTTT funds to expand the exposure students have to the world of work by creating virtual job-shadowing experiences. These digitized videos explore various jobs to which students might otherwise have limited exposure. In summer 2009, the SCDE and SC Department of Commerce partnered with the school districts to create summer jobs under the Workforce Investment Act to hire students to create and edit these videos. With this grant, additional experiences will be recorded and uploaded to benefit our students. (p. 35)

3. Pilot Dropout Prevention and Intervention Models

Graduate South Carolina, a model developed by the United Way of Greenville County and the Alliance for Quality Education and launched in Greenville County School District, consists of several research-based components: 1) early identification of at-risk students in the 8th grade; 2) a four-week summer enrichment transition program; 3) a graduation coach who provides support to students and enables them to stay in school; 4) mentors and afterschool tutoring. (p. 36)

D. GREAT TEACHERS AND LEADERS

D2 (ii). Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals

Additionally, to address the need to improve the state's low high-school graduation and college entrance rates, other indicators may be added to the school-level value-added score as described above.

For example, in addition to the standardized test data, this score may reflect a composite of positive student work habits (e.g., attending school regularly, securing passing grades, completing and submitting homework); a solid learning foundation (e.g., engaging in learning and enrichment activities after school and during summers, accumulating adequate course credits, enrolling in increasingly challenging courses); and individualized personalized support for students, particularly those who are struggling (e.g., providing mentors and/or tutors for struggling students, making school personnel available for personalized help; establishing partnerships with the community). (p. 105)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Support its LEAs in turning around these schools by implementing one of the four school intervention models

In addition, all schools participating in Tier 1 and Tier 2 models will be required to participate in the following statewide research-based strategies to transform schools:

- Extended Learning Time Programs: Students should have before and after school, weekend, holiday and summer learning opportunities. Community, college, arts, cultural, business, and faith-based organizations are enlisted in partnerships that provide youth with extended learning time, and academic and enrichment opportunities. (p. 173)
- Schools as Community-Oriented Centers: Successful schools provide children, youth, and their adult family members with opportunities to participate with others in activities in their neighborhood/community designed to expand learning, encourage arts and cultural understanding, support families, promote education, encourage community service, and support student academic achievement and social growth. (p. 174)
- Content Recovery: Students should have extended learning time opportunities designed to assist them with the recovery of credits so that they stay on track to graduate on time. (p. 174)
- Credits Based on Performance, Not Seat Time: Schools where the environment focuses on content mastery instead of required class hours provide students with opportunities to "test out" of required credits if they have already mastered a subject. Such schools allow students to accumulate credit through distance learning, internships, and courses offered before and after traditional school hours, and in partnership with technical and four-year colleges. (p. 174-175)

F. GENERAL

F3. Demonstrating other significant reform conditions

South Carolina has made concerted and continuous efforts to make systemic improvements in K-12 public schools. The State's General Assembly has played a key role and legislative highlights include: Funding full-day kindergarten for all five-old-children in 1996 was the catalyst for immediate and dramatic improvements in first-grade readiness. Ten years later, in 2006, the General Assembly expanded funding for full-day kindergarten to include at-risk four-year-olds. (p. 201)

PRIORITY 5 -- P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT

South Carolina addresses transitions before high school as well. Graduate South Carolina identifies at-risk middle school students for a summer program before they enter high school. Graduation coaches ensure that these students have a relationship with at least one caring adult who tracks their progress, coordinates any needed social services, and encourages the student to not only graduate on time but to explore options for higher education and careers. (p. 218)

South Dakota

<http://www2.ed.gov/programs/racetothetop/phase1-applications/south-dakota.pdf>

A. STATE SUCCESS FACTORS

The American Indian Institute for Innovation intends to model an educational program using the lessons learned for the AIHP is a six-week summer residential pre-college enrichment program for reservation-based high school students... The AIII proposes to develop a pre-eminent year-round residential STEM-based educational opportunity for American Indians, at first in South Dakota, but with a view to replicability across the nation... It engages future leaders with rigorous curriculum, relevant real world experiences, and supportive mentor-based relationships in an environment infused with Indian culture. (p. 30)

AIII has established partnerships with Tribal communities focused on supporting their students through mentoring, internship and research experiences and cultural guidance. The AIII residential year-round model will educate student cohorts from the beginning high school years through the first two years of college with a specific focus on creating American Indian professional leaders in STEM and health care to serve Tribal Communities. (p. 30-31)

B. STANDARDS AND ASSESSMENTS

The data has demonstrated that when immersed in a rigorous, six-week residential program for STEM curriculum, young American Indians were able to break the statistical mold., They returned to their schools, graduated from high school at a much higher level than their peers (100% versus 66.25% for the rest of the SD American Indian population) and went on to college. (p. 61-62)

*** Tennessee**

http://www.state.tn.us/education/doc/TN_RTIT_Application_2010_01_18.pdf

D. GREAT TEACHERS AND LEADERS

D5. Providing effective support to teachers and principals

Improved performance now will have a direct bearing on status, evaluation, pay and retention of our educator workforce... Schools - particularly those that fall into the Renewal Schools category as explained in Section E(2) - will have additional resources provided by the state to fund a variety of approaches to professional development aligned to their strategy for school reform. These include but

are not limited to coaching, induction, common planning time, and extended learning opportunities. (p. 114)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Tennessee will transform its lowest-achieving schools into schools of accelerated academic excellence

The Department of Education will work with the schools and the partners to determine which one of the four intervention models outlined in the RTTT application - turnaround, restart, closure, or transformation - will be applied to every ASD school in 2011-2012, with the process repeating itself in subsequent years. We see this happening in several ways:

Turnaround: This model can apply to an ASD school with a newly recruited principal leader who selects new staff, seeks resources for extended days, uses his/her financial autonomy to create financial incentives for more flexible working conditions, and adopts a new instructional program (as examples of reforms that are allowed). (p. 126)

PRIORITY 5 -- P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT

After-school Programs. The Department of Education and the Department of Human Services have partnered with Communities In Schools, a national non-profit organization that works with at-risk students in grades Pre-K through 12, in the design of a statewide "After-School Network" to assess, promote and expand proven afterschool programs using \$4 million from TANF. (p. 158)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

(ii). Implementing new structures and formats for the school day or year that result in increased learning time

Fulton High School was reconstituted in 2008, and uses Title I funds to extend the school day by 30 minutes. Struggling students take recovery credit courses or receive tutoring while others take enrichment courses. (p. 160)

Utah

<http://www.schools.utah.gov/ARRA/DOCS/Utah-Race-to-the-Top-Application.aspx>

A. STATE SUCCESS FACTORS

A1 (i). Comprehensive Reform Agenda

Reform Area One: Adopting Standards and Assessments that Prepare Students to Succeed in the Workplace. Our Extended Day Kindergarten Program, which focuses on placing at-risk students in full-day kindergarten programs, has shown success in significantly improving reading and mathematics outcomes for participating students. (p. 20-21)

D. GREAT TEACHERS AND LEADERS

D2 (ii). Developing rigorous, transparent, fair evaluation systems for teachers and principals that differentiate effectiveness and are designed with teacher and principals' involvement

Project Four: Performance Pay Pilot Program. The Master Teacher will provide professional development, focused mentoring, or student support through afterschool or summer programs. (p. 112)

D2 (iv)(b). Compensating, promoting, and retaining teachers and principals, including opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities

The designated Master Practitioner or Principal will provide professional recognition and may also provide opportunities for extended contracts (up to 14 days for teachers). Additional contract days may be used to provide additional targeted support to students before or after school or during the summer to ensure appropriate academic growth. (p. 116)

COMPETITIVE PREFERENCE PRIORITY 2: EMPHASIS ON STEM

(ii) cooperate with STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students.

Using creative scheduling and adding STEM courses to summer offerings is another way that Utah is offering more STEM classes for students. (p. 162)

Virginia

http://www.doe.virginia.gov/school_finance/arra/competitive/race_to_the_top_application_documents/application.pdf

D. GREAT TEACHERS AND LEADERS

D5. Providing effective support to teachers and principals

Innovative Technologies in Teaching and Learning

1. Infinite Learning Lab. Lessons, which target students in grades 2-8, help teachers reinforce core curriculum concepts, differentiate instruction, and assist parents and caregivers in helping their children at home or in after-school environments. (p. 146)

2. Learning without Boundaries. Learning without Boundaries is a successful initiative that encompasses a broad range of activities designed to personalize learning and expand opportunities for students, teachers, and families. The initiative leverages mobile handheld computers, engaging content, and targeted applications to extend teaching and learning beyond the traditional classroom and school day. (p. 147)

F. GENERAL

Evidence for F2 (v): A description of how the State enables LEAs to operate innovative, autonomous public schools other than charter schools

Virginia currently has 17 experimental, innovative, or year-round programs in five school divisions throughout the state. One approved high school allows students to have an extended school year with two optional summer school sessions. One approved middle school opens early to provide two additional weeks of instruction prior to state assessments. During the intersessions, the schools offer both remedial instruction and enrichment courses. (p. 182)

PRIORITY 6 - SCHOOL LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING

Triggered by parental choice, a school or cluster of schools in a turnaround zone must be led by a Lead Turnaround Partner (LTP) that provides deep, systemic instructional reform. Activities of the reform effort led by LTPs will include at a minimum:

12. Recommended changes to the school calendar according to student and program needs.
13. Require commitment from parents to allow for additional time for instruction (such as afterschool support). (p. 210)

West Virginia

<http://wvde.state.wv.us/tt/2010/WV%20RTTT%20Application%20Section%20VI%20FINAL%20CHANGES%20ACCEPT.PDF>

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

Goal 1: Lead statewide implementation of internationally benchmarked K-12 Common Core Standards. Professional Development. Students not demonstrating sufficient skill acquisition, as identified in the West Virginia data system, will receive extended time during the school day and 24/7 access to research-based online support. (p. 40)

Wisconsin

http://dpi.wi.gov/sprntdnt/pdf/rttt_application1.pdf

A. STATE SUCCESS FACTORS

A1. Articulating the State's Education Reform Agenda and LEAs Participation In It

Examples of improvement strategies currently required of Title I SIFI include: extended learning time in reading and mathematics K-8, reading intervention courses in all high schools, summer school, afterschool and/or before school tutoring by highly qualified teachers, and implementation of Response to Intervention (RtI). (p. 19)

A3 (i). Make progress over the past several years in each of the four education reform areas

Turning around our lowest-achieving schools: Examples of improvement strategies currently required of Title I SIFI include: extended learning time in reading and mathematics K-8, reading intervention courses in all high schools, summer school, afterschool and/or before school tutoring by highly qualified teachers, and implementation of Response to Intervention (RtI). (p. 75)

Adopting a rigorous college- and career-ready standards and high-quality effective teachers; turning around the lowest-performing schools; and improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization. (p. 76)

B. STANDARDS AND ASSESSMENTS

B2. Developing and implementing common, high-quality assessments

Extended learning opportunities during the summer will complement the regional work during the school year and provide opportunities for university credit and completion of Professional Development Plans for license renewal. (p. 99-100)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2 (ii). Support its LEAs in turning around these schools by implementing one of the four school intervention models

Examples of improvement strategies currently required of Title I SIFI include: extended learning time in reading and mathematics K-8, reading intervention courses in all high schools, summer school, afterschool and/or before school tutoring by highly qualified teachers, and implementation of Response to Intervention (RtI). (p. 211)

WINS for Children will promote high-quality teaching and learning in communities that: implement an extended day/extended year school calendar; utilize incentives to promote attendance, appropriate behavior, academic achievement; use a common curricula across area schools; offer nutritious food service and daily physical education; provide in-school physical and mental health and wellness services; deliver college and career counseling for youth and parents; and facilitate parents' engagement in students' education, including direct access to individual student records and timely public release of comparable aggregate school performance data and analyses. (p. 219)

Navigators will help families obtain adequate food, housing, and safety; prenatal care and comprehensive health services, including mental health and substance abuse services; certified infant and child-care; literacy and language acquisition programs; universal pre-kindergarten for four- and five-year-olds; a mix of afterschool and out-of-school programs, some academically structured, others aimed to strengthen youth self-esteem and sense of achievement; and recreational, health and wellness, and cultural programs for all family and community members. (p. 219)

Support for Low Performing Schools Statewide

Implement or expand interventions for students who need more academic support and instructional time in at least one of the following areas; extended learning time, enhanced transitions, or intensive interventions. Extended learning time may include additional instructional time in reading, English language arts, or mathematics for struggling students, summer school, Saturday school with certified teachers, before- and after-school programs with certified teachers, intersession courses, credit recovery programs, extended school day, or extended school year. (p. 224)

Wyoming

http://www.k12.wy.us/A/Docs/RTTT_final.pdf

A. STATE SUCCESS FACTORS

A1 (iii). Translating LEA Participation into Statewide Impact

The Wyoming Legislature has identified Education as a priority and has supported school improvement efforts by providing extensive funding for learning opportunities: summer school, after-school tutoring, instructional facilitators, small class sizes, and block-grant funding have been some of the state-funded programs that Wyoming schools have accessed to raise student achievement. (p. 24)

A2 (i). Ensuring the Capacity to Implement

The Wyoming Legislature and Governor have provided the necessary funds to initiate the state reforms. State reforms have included: redesign and funding of a legally approved district/school funding system; full funding of an approved state assessment; funding for new facilities; funding and support of the nationally board certified teachers program; full funding for special education students; full funding for summer school programs; funding to implement instructional coaches statewide; approval and funding of the Wyoming Department of Education. (p. 41)

A3 (iii). Increasing Student Achievement in Reading/Language Arts and Mathematic, both on the NAEP and on the Assessments Required under the ESEA

In 2004, the Legislature began funding Summer School and extended-day programs in LEAs to prevent the summer learning loss for students who are considered academically at-risk. (p. 51)

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

E2. Turning Around the Lowest-Achieving Schools

The Wyoming Legislature has identified Education as a priority and has supported school improvement efforts by providing extensive funding for learning opportunities: summer school, after-school tutoring, instructional facilitators, small class sizes, and block-grant funding have been some of the state-funded programs that Wyoming schools have accessed to raise student achievement. (p. 127)

Goal 3: Increase Learning Time and Creating Community-Oriented Schools

- 3.1, Learning time: WDE and LEAs will provide sample schedules and strategies that provide increased learning time
- 3.2, Learning time: Differentiated school schedules will be researched and offered as schedule possibilities for added learning time
- 3.3, Learning time: Continue to fund, monitor and evaluate summer school and extended day learning opportunities (contingent on Wyoming legislative funding)
(p. 131)

F. GENERAL

F1 (ii). State Policies for Equitable Funding of LEAs

In addition to model resources, there are additional at-risk resources available outside of the funding model through summer school/extended day funding. (W.S. 21-13-334; Chapter 33, Wyoming Bridges Summer School, Enrichment, and Extended Day Grant Program, Wyoming Department of Education Rules and Regulations). (p. 140)

F3. Demonstrating Other Significant Reform Conditions

The updated and new legislation includes: a district and school funding model which includes, increases in student level funding, 100% funding for transportation, 100% funding for special education, increased levels of funding for at-risk students (poverty, ELL, and mobile), full day kindergarten, small class size ratios, remediation summer school, enrichment summer school, and capitol construction and repair. (p. 151)