

Race to the Top Phase 2: Expanded Learning Opportunities By State

Prepared 08/2010

Alabama	2	Mississippi	24
Arizona *	2	Missouri	24
Arkansas	3	Montana.....	25
California *	5	Nebraska	25
Colorado *	8	Nevada.....	26
Connecticut	9	New Hampshire	27
District of Columbia **	10	New Jersey*	29
Florida **.....	13	New Mexico.....	31
Georgia **	15	New York **	31
Hawaii **.....	15	North Carolina **	33
Illinois *	17	Ohio **	33
Iowa	17	Oklahoma.....	34
Kentucky *	18	Pennsylvania *	36
Louisiana *.....	19	Rhode Island **	39
Maine.....	20	South Carolina *.....	39
Maryland **	20	Utah	41
Massachusetts **.....	22	Washington	46
Michigan	23	Wisconsin	46

* Phase 2 Finalist

**Phase 2 Winner

Alabama

F2 (v). In addition, Alabama has created an environment of flexibility, through FIRST CHOICE, whereby local school systems may be granted options for student scheduling that is not dependent on the traditional Carnegie Unit. Through this innovative approach to meeting student need many high schools have created schedules that include high interest, non-credit bearing learning opportunities for students that is having significant impact on their academic progress. This flexibility of time versus learning has also given our rural schools a method of providing interventions, accelerations and co-curricular opportunities to all students during the school day which was previously impossible with a majority of our public school students transported by school bus.

Alabama is also fortunate to have a system of Community Colleges where many of our students participate in Dual Enrollment or Early College Enrollment programs. Through a partnership with the Governor's Office of Workforce Development, the tuition fees for most participating students are paid creating opportunities for many students that would have otherwise been financially impossible. (p. 147)

Priority 2. HudsonAlpha's K-12 Educational Programming in Genetics and Biotechnology... Over the last three years, HudsonAlpha developed and implemented hands-on, inquiry-based activities for students, hosted in-class and online discussions, provided summer camps and intern opportunities, and offered professional development sessions for educators. (p. 159-160)

* Arizona

B3. ADE will raise awareness in programs that can provide intensive support to students who fall behind, such as the high school and middle school renewal programs, which includes International Schools, creation of small learning communities, a family and student advocacy system and instructional improvement, an advanced placement incentive program, and the Jobs for Arizona's Graduates (JAG) program, among others. And participating LEAs will be encouraged to invest RTTT funds in counselors, tutors and after-school and summer school programs to provide support to students and families and facilitate the transition. (p. 55)

E2 (ii). ADE intervention will take a comprehensive approach that will include:

- 4) Extended learning time e.g. after-school standards based program, extended day and/or extended school year;
- 5) Community/parental education and involvement e.g. College Access Challenge Grant programs, etc
- 7) Significant partnerships e.g. Arizona Science Foundation, Arizona Community Foundation, etc. (p. 104)

One potential investment that will be highlighted to LEAs is an expansion of standards-based after-school programs. Arizona believes that an extended school day, that provides thoughtful programming, can be very effective for struggling schools. These programs will be instructionally rich and provide curriculum to students in an appealing format. ADE will catalogue existing efforts and create a central repository of knowledge. Participating LEAs will be encouraged to translate these programs to their own struggling schools. The translation effort will be driven by ADE in conjunction with network of specialists (especially the academic corps), as well as by any school-site liaisons who take responsibility for designing and staffing the after-school program. ADE will monitor the programs for quality and report

out to the RTTT Team. The goal is to reduce the costs to implement these after-school programs through the delivery of standardized materials across Arizona. Within five years Arizona expects to see the best standards-based after-school programs implemented across the State.

Other forms of extended learning will also be recommended to LEAs. Longer school days and 200-day school years are two examples. Arizona statute currently provides a 6% salary increase for districts that opt for a 200-day school year (which represents 11% more class time). At present only one school district, Balsz Elementary takes advantage of this incentive, but Arizona is working to demonstrate the effectiveness of this approach and encourage other districts to follow suit. (p. 108-109)

The emphasis of MAC-Ro as an LEA investment was discussed in Section (B)(3). This will increase early interventions in mathematics grades 1 through 5. Arizona will seek to develop and expand engineering and problem-based learning opportunities in and out of class, following the example set by Cochise College located in rural Southeastern Arizona, among others. The State also will incorporate STEM service learning into school curriculum in partnership with private sector and local governments, and enhance industry and career exposure through internships and mentoring. These initiatives are discussed in greater detail under priority two of this application. (p. 110-111)

F2 (v). In Arizona LEAs are free to operate innovative, autonomous public schools other than charter schools and are not hindered by any existing state statute. Currently LEAs in Arizona have opened a number of alternative sites which are not charter schools including “traditional schools”, extended year schools, virtual schools, magnet schools and technology based schools. (p. 123)

F3. The Technology Assisted Project Based Instruction Program (TAPBI) program is a distance-learning pilot program established in 1998 by the Legislature to improve pupil achievement and extend academic options beyond the four walls of the traditional classroom. Participation in TAPBI is currently limited to seven school districts and seven charter schools. At least 80% of the students accepted by TAPBI schools each year must have been previously enrolled in and attended a public school in the previous school year. (p. 124)

Priority 2. Strengthening the student experience will involve building content knowledge through rigorous and relevant STEM learning experiences both in and out of class. As an example, Arizona will develop and expand engineering and problem-based learning opportunities, incorporate STEM service learning into school curriculum in partnership with private sector and local governments, enhance industry and career exposure through internships and mentoring, and increase early interventions in grades 1-5 mathematics by expanding MAC-Ro. (p. 128)

Arkansas

A1 (i). Long before Race to the Top came our way, we’ve been considering such questions to illuminate and guide ourselves as a thoughtful, caring people who dare to wrestle tough issues into workable resolutions. In communities all over Arkansas, we’ve learned how to gather in study circles for constructive dialogue about matters that demand our attention. We know how to focus on a central inquiry and search our workable answers, whether the issue has been taxes, early childhood education, race, high school reform, poverty, teen pregnancy, child health, afterschool care, and many more subjects. So, as we’ll recount later, when Race to the Top presented us with more challenges to our thinking and our vision, we gathered together again. (p. 3)

B3. Funding. School districts must devote the incentive money to help students not only *start* Smart, but *stay* Smart by tailoring expenditures to fit individual circumstances and needs. For example, the money can underwrite tutoring or after-school and summer programs, supporting hiring elementary math and science specialists, or fund professional development for math, science, foreign language, and AP instruction. (p. 56)

D3. Race to the Top support will enable EAST to expand into some 60 additional schools in Arkansas, joining 185 others. Priority placement will go to our lowest performing schools and to expanding existing programs via EAST After Hours. When schools sign on for EAST, they aren't buying a program in a box; rather, the school, the program's facilitator, and students are investing significant time and energy in an educationally transformational process. All participating schools commit to sustain the program and strengthen it into an integral element of the relationship between students and community. (p. 122. EAST = Environmental and Spatial Technology Initiative).

D3 (ii). Build your own STEM program. Any of our school districts that aren't awarded a specific STEM opportunity, or choose not to take part in those described above, may build its own STEM program. The state requires that every program have a well developed plan to address all the following criteria:

- Barriers must be removed so all kids are exposed to STEM programs.
- An evaluation system must be developed at the onset to measure the program's effectiveness toward preparing all students for college and the workforce.
- Higher education is a required partner, and business and industry partners are also recommended.
- Delivery must include innovative teaching and learning methods.
- Summer enrichment programs must be offered in the STEM areas.
- Hands-on, applied delivery of content must be integral. (p. 124)

E2 (ii). Deep Knowledge Leadership Team Institute... Professional development will also focus on helping districts design and implement successful models of school transformation and turnaround, including the following elements:

- expanded learning time
- providing community and social-emotional services for students. (p. 152)

F3. Arkansas Virtual High School... AVHS is the ideal partner for all schools, particularly those that are small or in isolated areas. In such circumstances, many classes are especially hard to staff, or only a few students may sign up for certain courses. Assuring adequate resources for special-needs students can be an issue, too, as can schedule flexibility and summer school options. For every school, regardless of size or location, the virtual high school increases opportunities. (p. 177-178)

Priority 2.

Race to the Top funds will underwrite a STEM emphasis in every school district. Schools may choose to institute one of more programs, such as those outlined below, which are grounded on valid research and demonstrated effectiveness; or they may build their own STEM experiences. In all instances, the program must adhere to the following criteria:

- Barriers must be removed so all students are exposed to STEM programs.
- Higher education is a required partner, and business and industry partners are also recommended.
- Summer enrichment programs must be offered in the STEM areas.
- Hands-on, applied delivery of content must be integral. (p. 182)

Race to the Top will place EAST into 60 more schools, joining 185 others. Priority placement will go to our lowest performing schools and to expanding existing programs via EAST After Hours. This year Arkansas high school students will participate in the national Real World Design Challenge (RWDC) for the first time. They'll gain experience by teaming with industry experts to solve a real-world challenge: designing an aircraft's tail section to maximize fuel efficiency. The hands-on creativity and collaboration motivates students to delve further into math, science, and engineering fields as they work as project colleagues with professionals. Moreover, the Challenge provides significant resources to enhance STEM education: along with real-time support from the pros, participating schools also receive state-of-the-art engineering software. (p. 184)

Priority 3. Cohesive Action. Arkansas's strong whole-child ethic grows out of the sustained communication and cohesive action of many collaborations that conscientiously sustain their connections:

Recommendations from The Governor's Task Force on After-School and Summer Programs were closely allied with CSH to promote quality afterschool programs. To ensure the health and safety of our children, relevant stakeholders are establishing licensure standards for afterschool programs. (p. 188)

* [California](#)

A1 (i). Map backward into K-8: Build a strong STEM foundation emphasizing authentic application and career exploration. Our plan will extend STEM learning time beyond the classroom through after-school and summer programming. In this way, STEM will strengthen connections between schools and community partners. Successful, evidence-driven existing after-school programs such as Citizen Schools will work with a variety of partners to support project-based learning through apprenticeships and other hands-on learning opportunities. (A-13)

Priority 3. Proposition 49, passed by the voters in 2002, created the nation's largest after-school system, providing \$550 million annually to support programs at more than 4,000 schools, prioritizing services in those schools with the highest need. California is now building upon the foundation established by Proposition 49 with an effort to combat "summer learning loss," which disproportionately affects lower-income children and contributes to as much as two-thirds of the achievement gap in reading for incoming 9th grade students. The State Legislative Task Force on Summer and Intersession Enrichment was created in 2008 with the goal of building awareness about the gap in structured learning and enrichment opportunities occurring among low-income children in summertime. There is unambiguous research on the positive impact that quality summer programs have on educational and developmental outcomes for youth. The Task Force will ultimately produce a set of recommendations to the Governor and the Legislature on what the State's role in addressing the summer gap should be. In addition to the Task Force, the National Summer Learning Association and the Partnership for Children and Youth are working with LEAs across the state in a Summer Practice Consortium that is shaping a new vision for effective summer programs that will keep kids active and engaged, while combating summer learning loss.

A growing body of reform efforts in California (the Early and Expanded Learning Agenda) seeks to redefine the nature of the "school" to include the full range of systems (preschool, after-school, summer programs), effectively linking and aligning them with the existing school day. Leveraged with the resources available through RttT, this work will expand to the participating LEAs, creating a scalable

model of early and expanded learning systems that are fully integrated and aligned with school day programs. (A-13 – A-14)

Strategy C. Activity 1. Provide students with electronic portfolios to recognize work done in- and out-of-school, support self-reflection, and enable alternative assessment...

E-Portfolios are particularly valuable for promoting STEM learning because many STEM learning opportunities happen beyond the classroom. E-portfolios assist with data collection, sharing, and enabling analysis between educators from the regular school day and those working in after-school STEM programs... (C-81 – C-82)

Activity 3. Provide a clearinghouse of tools, frameworks, and research-based best practices for selecting and launching the four intervention models.

The Race to the Top Implementation Team will be responsible for collecting 1) a range of resources... 2) materials from the outstanding turnaround partnerships... and 3) best practices related to extended day and year-round learning opportunities, as well as other turnaround strategies for improving student learning and closing achievement gaps.

An example of the significant level of resources that will be made available to turnaround schools through the clearinghouse are those related to California's large state-funded network of After School Education and Safety Programs (ASES). The state has over 4,000 after-school programs on elementary, middle, and even high school campuses—the vast majority of which are state-funded through a permanent voter proposition (Proposition 49). These after-school programs, which reside on approximately 80% of the state's Title I school sites, provide a unique opportunity for extending learning time. One of the resources available to districts will be models that expand learning time by taking advantage of the state-funded ASES programs which most turnaround schools in California already operate. (E-145)

E2. Strategy 8. Provide additional resources and supports to LEAs that will allow for lasting change after the schools implement the turnaround models.

Activity 1: Provide discretionary funds for programs that will improve learning for students at all grade levels.

The State is fully committed to ensuring that the lowest-achieving schools have access to programs that can ensure their students' success. Specifically, as part of the RttT plan, the State will provide discretionary funds for those Participating LEAs with the lowest-achieving schools who are interested in building out their specific strategies. Flexibility of funds is vital to ensure that schools can implement strategies of their choice – including but not limited to funding instructional coaches, extending the class day, or providing after school programming. (E-152)

Work-based learning is mandatory for CPA students in the summer between their 11th and 12th grade school years. All academy students participate in a mentoring experience during their junior year that encompasses career development, job or college shadowing, and goal setting. After their junior year, students performing well enough to be on track for graduation are placed in jobs, with employers making the hiring decisions. (F-173)

F3. Proposition 49, the After School Education and Safety Act (ASES), was passed by the voters in 2002. It created the nation's largest after school system, providing \$550 million annually to support programs

at more than 4,000 of California's 7,000 elementary and middle schools, prioritizing services in those schools with the highest need. (Approximately 80 percent of California's elementary and middle schools in Program Improvement have an after school program.) ASES-funded after school programs are aligned with (but are not a repeat of) the regular school day content, providing:

-An educational and literacy element that includes tutoring and/or homework assistance to help students meet state standards in core academic subjects: English-Language Arts, mathematics, history and social studies, and/or science.

-An educational enrichment element that offers an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include (but is not limited to) positive youth development strategies, as well as recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

Overall, California invests over three times more in after school programs than the remaining 49 states combined, allowing schools to provide an additional 500 hours of learning time as a complement to the school day each year.

California is now working to build on the foundation established by Proposition 49 to further combat "summer slide," the debilitating summer learning losses which disproportionately impact lower-income children.¹²⁴ The State Legislative Task Force on Summer and Intersession

Enrichment was created through legislation in 2008 with the goal of building awareness about the gap in structured learning and enrichment opportunities for low-income children in the summertime. The Task Force will ultimately produce a set of recommendations to the Governor and the Legislature on what the State's role in addressing the summer gap should be.

This broad investment in after school programs (and eventually summer programs) also provides the state with a new entry point for future teachers. By linking jobs in after school programs with students enrolled in teacher preparation programs, a growing number of IHEs are creating articulated community college to California State University (CSU) pathways to teaching careers. The 500 hours per year of expanded learning time provided to children in after school programs also creates jobs for students in IHE teacher preparation programs, providing them with a range of opportunities to work with children in both in-school and out-of-school contexts.

The program is based on a clinical model of teacher preparation which ensures that experience in the field characterizes students' learning throughout. As a result of their placement in after-school programs early on in their training, student teachers gain valuable experience working with children during out-of-school time. They have the opportunity to work with children in contexts in which they come to know their assets and strengths, and they develop supportive and nurturing styles of interaction with young people. As student teachers progress through the program, they begin having experiences in public school classrooms. They bring a fresh perspective because they have both seen the talents of poor and minority children and have learned to recognize and draw upon these talents.

A growing body of reform efforts in California (the Early and Expanded Learning Agenda) seeks to redefine the nature of the "school" to include the full range of systems (preschool, after school, and summer programs), and effectively link and align them with the existing school day. This approach uses

existing resources to support both increasing instructional time and establishing professional learning communities with adults representing all components of the new and aligned system, including close collaborations with out-of-school time providers. (F-177 – F-179)

Priority 2. Map backward into K-8: Build a strong STEM foundation emphasizing authentic application and career exploration.

-After-School STEM Learning Programs (*Section D: Great Teachers & Leaders*);

-Summer Learning Opportunity: Stepping into STEM (*Section B: Standards and Assessments*; (See Appendix S.IX for description). (p. 181)

* [Colorado](#)

E2 (ii). In addition to Race to the Top funding that will flow under Title I formulas, LEAs that show the strongest commitment to implementing dramatic interventions will receive an additional \$250,000 per eligible school to support critical interventions, such as extended learning time, early childhood services and the like. The CDE Turnaround and Intervention Unit also will partner with national providers, assist LEAs in determining which types of services will best support school turnaround efforts, and broker relationships and agreements between schools, LEAs and service providers. (p. 154-155)

F3. Expanded learning options. Colorado is currently in the planning stages of a multi-year partnership with Colorado Legacy Foundation, Ford Foundation and the Mott Foundation to foster and directly create extended learning options within Colorado schools and in communities statewide. This effort will unify the work currently being done in before- or after-school programs, weekend or summer classes or in the form of an expanded school day, week or year. Similarly, this partnership will serve as a national model for bringing about a clear, comprehensive and aligned State vision – one that is shared by legislators, practitioners and national experts in expanded learning opportunities and education policy, and one that results in greater academic achievement for students. (p. 181)

Blended learning. Colorado is a leader in online learning, demonstrated by State-level attention to quality and the number of full-time online schools that exist in the State. Several districts have created opportunities for students to take online courses full-time or to accelerate the pace at which students can get through school, provide additional time for students to catch up on key credits, or provide access to courses that may not be offered within their respective schools. Colorado's Online Education Law establishes quality and accountability standards for full-time online learning centers, and expands address access to online programs by eliminating funding restrictions.

The Commissioner of Education, in partnership with Donnell-Kay Foundation and the Colorado Legacy Foundation, have been convening experts from across the State and country expand the use of blended learning, specifically what Colorado can do to create the next generation of classrooms and schools that fully integrate online and leading technologies into education programs to prepare students for success in the 21st century. Approximately 200 participants from Colorado attended a highly-regarded summit on this topic in March 2010 that kicked-off the conversation. Over \$2 million of RttT funds will be devoted to expanding the use of technology, multi-media instructional materials, and blended learning practices. (p. 182)

[Connecticut](#)

A2 (i)(d). State funding for after-school programs is being reviewed in order to re-emphasize a STEM focus wherever appropriate. (p. 52)

A2 (ii)(a-b). Stakeholder Support Groups... Connecticut After School Network. (p. 55)

B3. Concurrent and Dual Course Enrollment. Working with the High School, College and Workforce Partnership, CSDE will expand its focus on effective transitions from high school to post-secondary education and productive careers. We will place renewed emphasis on developing regional consortia of high schools and two- and four-year colleges to enroll students in dual and concurrent programs, including increasing mastery of STEM skills and interest in STEM courses. With the Partnership, we will monitor the alignment of new Common Core standards and curriculum to college- and career-ready standards, research and identify best practices and models for districts to support high school graduation of low-achieving students—including dual/concurrent enrollment in community colleges, job shadowing, and before and after-school internships emphasizing STEM and 21st century skills and behaviors. Efforts are already underway to create a more formalized —pipeline between the CT PreEngineering Program, Project Lead The Way and CT Career Choices, to establish a smooth engineering-related transition from middle school into high school and into the community college's College of Technology program. (p. 101 – 102)

D5. As the result of this goal, key leaders in middle and high school – principals, student support service personnel and department heads – will be trained in models supporting early warning systems for high school dropouts and schedule designs for maximizing before- and afterschool remedial programs, and strategies for working with family and community representatives to the implementation of Student Success Plans.

Connecticut's work to implement secondary school reform began in 2009 with the formation of 35 districts volunteering to serve on statewide work groups, each focused on piloting one of four aspects of our Secondary School Reform Plan (See Appendix (B)(3)(a)). Of the four, Connecticut's —integrated approach|| to strong student and family support systems is, we believe, one of the most important parts of student success and high academic achievement. The activities outlined below reflect a firm commitment to seeing secondary reform through the lenses of the —whole child.||

Activities

-Plan and carry out conference for secondary school administrators and student support service personnel (e.g., guidance counselors, school social workers and school psychologists) on High School Dropout Prevention, including information on identifying students who drop out in high school, and what can be done to prevent early school failure. (spring 2011)

-Provide professional development sessions for middle and high school principals and district leaders on the design of effective before- and after-school academic support programs in literacy, mathematics and working with English language learner (ELL) students. (beginning spring 2011 and ongoing) (p. 211)

E1. State Authority to Intervene... In addition to the authority listed above, the statute also grants the General Assembly the authority to enact legislation authorizing that control of a district be reassigned to the State Board of Education or other authorized entity, when certain conditions are met. (See 10-233e(d) in section 21 of Public Act 10-111 in Appendix (A)(1)(c)). Lastly, section 10-223e grants the Commissioner the authority to directly intervene under certain conditions as well. Pursuant to section 10-223e(e), any school district or elementary school that fails to make adequate yearly progress for two years in a row must be evaluated by the Commissioner and, depending on the results of that evaluation,

the Commissioner may require that such school district or school provide full-day kindergarten classes, summer school, extended school day, weekend classes, tutorial assistance to its students or professional development to its administrators, principals, teachers and paraprofessional teacher aides. (p. 231)

F1 (ii). Targeted State Aid. For 2009-10, in addition to the nearly \$2.6 billion in equalized state education aid, another \$367 million in targeted grants is available for purposes such as magnet schools, school readiness, Head Start, family resource centers, interdistrict cooperation and attendance programs, breakfast initiatives and summer- and after-school programs. (See CGS sections 10-264I, 10-16p(c), 10-16n, 10-4o, 10-266aa, 10-266w, 10-74d, 10-266p, 10-266t, 10-265m and CGS 10-16x in Appendix (F)(1)(b)). While the distribution formulas under these programs are not necessarily equalized, the goals of these programs are targeted to the students in the state's poorest and neediest LEAs. (p. 253)

F2 (e). New Structures, Formats and Staffing for the School Day and School Year. The schedule of the magnet school day and year vary depending on programmatic needs. Magnet school calendars are designed to accomplish their mission. Examples include a longer school day, before- and after-school programs, extended school years, vacation week programs and college-style scheduling. All interdistrict magnet schools must conform with the same laws and regulations applicable to public schools. (See CGS 10-264I (a) in Appendix F-2(e)). Therefore, staff in magnet schools may be selected by their interest and experience in the school's unique program. Magnet school staff generally work longer hours and have more planning time built into their schedules compared to regular public school staff. (p. 279)

Priority 2. Capturing Next Generation Learners. Part of increasing student STEM interest is providing more STEM opportunities (Section (B)(3), including activities in-school, after-school (Section (A)(2)), at-home and in the community. Through RTTT proposed activities, all elementary schools in participating LEAs will be provided with access to online multimedia science resources designed specifically to engage young learners in the content (Section (B)(3)). Teachers will be provided with professional development in effective use of standards-based resources (Section (D)(5)). Additionally, participating LEAs have agreed through their MOU to increase STEM program offerings like the Connecticut Pre-Engineering Program (CPEP), Tech-4-All-CT, the Connecticut Girls Collaborative Project, Project Lead the Way, and regular use of the Connecticut Science Center. (p. 296)

CT STEM Goal 2: Inspire and prepare more students, especially those who are traditionally underrepresented in STEM fields, for success in college-level STEM courses and rewarding STEM careers by:

- a) Assuring that all students have access to a sustained, coherent and rigorous K-12 STEM education program that nurture curiosity in elementary students, inspire career interests in middle grades and foster in-depth studies in high school and
- b) Increasing access to STEM opportunities, including after school and community programs, internships, apprenticeships, mentors and other authentic experiences that develop workforce competencies. (p. 297)

**** [District of Columbia](#)**

A3 (ii)(a). DC-Comprehensive Assessment System (DC-CAS)

This progress in student achievement can be attributed in large part to systematic and sustainable reforms put in place at the district and school levels. Beginning with a renewed focus on quality

instruction, LEAs devoted resources and training to schools that demonstrated what quality teaching looks like, how to maximize instructional time in the classroom, and how to increase collaboration among educators sharing best practices. Many charter LEAs have long used extended time programs to increase student achievement, and in 2008, DCPS launched a Saturday Scholars program designed to provide intensive, targeted instruction to students based on individual need. Also in 2008, LEAs worked together with the state to align the DC-BAS interim assessment with the DC-CAS. Finally, through a focus on data and leadership around instructional preparation, participation rates increased across the board, which not only yielded a more accurate snapshot of student performance, but in achieving this goal, forced schools to engage all students in a meaningful way. (p. 45-46)

A3 (ii)(c). Since 2006, DC’s graduation rate has improved, as the school reform interventions and accountability measures discussed previously have begun to take hold. The state-calculated graduation rate (using the National Center for Education Statistics (NCES) leaver rate) rose from 66% in 2007 to 74.7% in 2009. Last year alone, 14 of 17 high schools in DCPS increased their graduation rate with an additional 200 students graduating. Through transcript audits, credit recovery programs, and expanded summer school, DC has embarked on a comprehensive effort to put more students on track to graduate. (p. 49)

E2 (ii). Highlights of the work being done in DCPS turnaround schools include:

-Increase Learning Time: schedule evening credit recovery and Saturday AP Academy (HS), summer school and after-school “Power Hour”

-Provide Wraparound Services: coordinate wraparound services through the Mayor’s office and Interagency Collaboration and Services Integration Commission (ICSIC). (p. 161)

F3. Alternative Education

An important element of reform is ensuring that disengaged and disaffected students, who are off-track for graduation, are able to pursue meaningful and accelerated credit recovery in order to graduate from high school. DC has various alternative education programs that are designed to re-engage these youth via meaningful and relevant school options. DCPS’s Alternative Education programs, which are run in conjunction with the DCPS Office of Youth Engagement, aim to ensure an opportunity for every student to learn in a clean, safe, interactive, and educationally sound environment. Altogether, DCPS operates eight alternative education programs and schools that serve targeted student populations. For example, the Youth Engagement Academy (modeled from Big Picture Learning, which provides design and curricular support) is a new DCPS high school that opened in 2008 to provide an alternative education setting for off-track high school students. DCPS Twilight programs, geared toward disengaged 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. 181-182)

Priority 2.

Table P2.1 STEM Initiatives

LEA	Level	STEM Program
Howard University Middle School of Mathematics and Science	Middle School located on a university campus	Longer School Day Accelerated Instructional Programs After School Enrichment includes MathCounts, Science Fair and Architecture Club
E.L. Haynes Public Charter School	grades PK-8	Well-developed science standards and aligned interim and end-of-year assessments Data-driven planning model 6-9 week Learning Expeditions focus students on real-life problems and integrate service learning Integrated science and technology; expanding to encompass an engineering focus as well

(p. 186)

Priority 6. DCPS launched Office of School Innovation (OSI) in 2007 to increase the level of innovation in the district’s school portfolio and to ensure that students have higher quality school options. OSI is currently focused on the implementation of nine different innovative school models that engage 58 schools – or 45% of schools – throughout the district. RTTT funds will enable OSI to expand its reach and support more turnaround and autonomous schools. Charter LEAs, by nature of their small scale, are drivers of school-level conditions for reform. In particular, the District of Columbia has strengths in three particular areas (also mentioned above):

(i) 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 (see Budget Summary, Appendix A2.3). 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. This summer school program is available at no cost to children whose parents or guardians are residents of the District of Columbia. (p. 201)

**** [Florida](#)**

A (ii)(b). Florida has the support from a broad group of stakeholders who will all work collaboratively to ensure the implementation of Florida's RTT plan. 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, Florida PTA, Southern Poverty Law Center, and the Florida State Conference NAACP Branches. (p. 53-54)

Effective implementation of these requirements does not happen overnight. LEAs, schools, administrators, and teachers have an established pattern of behavior and practices before the state intervenes. With DA, adults are required to embrace a new set of high expectations for student achievement and a different way of work to improve the schools they serve. This requires a shift in school culture and adult behavior. Once the right team is constructed at a school, relationships are developed between the FDOE, school, and LEA. In schools that were successfully turned around during the DA pilot, the principal is an instructional leader who actively supports teachers while holding them accountable to high expectations for student learning. Classroom instruction is consistently rigorous, engaging, purposeful, and well planned. The standards are deeply taught at multiple entry points. Intervention and enrichment occur regularly during school, after school, or on the weekends and are based on the results of progress monitoring tools that are aligned to the standards. Students are recognized and rewarded for making the right decisions and teachers meet regularly through the lesson study process to analyze data, share effective instructional strategies, and to observe one another teach. Parents are well informed regarding the development of their children and parent-teacher meetings occur consistently even beyond the regular school day. These characteristics represent the culture of a dynamic learning environment that will be present in all of our persistently lowest-achieving schools. However, in the event that efforts to implement requirements fail, the State Board of Education has the authority to intervene in LEA operations; withhold state funds; report non-compliance to the state legislature with recommended legislative action; place conditions on Title I or Title II grant awards; redirect Title II, Part A funds; and/or place schools in a more severe category (i.e., from Correct I to Correct II). (p. 195-196)

E2. Introduction: Florida's response to (E)(2) addresses its strategy to successfully turn around each of the persistently lowest-achieving schools by 2014, with each school raising its school grade; meeting overall AYP criteria; demonstrating proficiency rates for all students in reading, mathematics, science, and writing; obtaining learning gains in reading and mathematics; increasing graduation rates; decreasing dropout rates; extending the learning day; increasing student attendance rates; enrollment in advanced coursework, dual enrollment, and obtainment of industry certification; college enrollment rates; decreasing discipline referrals, suspensions, and truancy rates; and increasing teacher attendance. As a requirement of the MOU and School Improvement Grant (SIG), LEAs and schools will define goals for each of these indicators for each of the next three years. Final goals include persistently lowest achieving schools obtaining a school grade of "B," increasing overall AYP criteria met, and raising graduation rates to 80%. (p. 199)

E2 (ii). LEA-Led Initiative 1: Extended learning time in Intervene Schools

Background/Rationale: Research shows that using Extend Learning Time (ELT) of at least 300 more hours per year or approximately two additional hours per day leads to increased student achievement (Traphagen and Johnson-Straub, 2010). ELT is maximized when there is a balanced use of the extended

time in core academics, enrichment (often provided by community partners), teacher planning, and job-embedded professional development, such as lesson study. ELT can also be used to enhance parental engagement and for establishing social and physical health services. Before and throughout implementation, teachers, administrators, union representatives, school partners, and parents must work together to redesign the school day and/or year.

RTTT Activity: In accordance with the MOU, Intervene high schools will use their RTTT, SIG, and Title I funds to increase the learning day and/or year in order to implement tutorials and enrichment in reading, mathematics, science, and writing; to increase time for teacher common planning for lesson study implementation and professional development; and to enhance parental outreach and involvement. Regional Teams will monitor implementation of and provide coaching for lesson study teams. (p. 221)

Timeline:

2010-11, LEAs/schools will identify curricula to be used during extended day/year and select most effective teachers to deliver instruction. All teachers trained in selected curriculum and lesson study process.

2011-12, LEAs/schools to implement extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.

2010-13, LEAs/schools to continue implementing extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.

2013-14, LEAs/schools to continue implementing extended day/year. Continuously review formative and interim assessment data to optimize instruction and intervention.

Outcome: By 2014, each Intervene high school will extend the school year by 300 hours.

Sustainability: Because these funds will be used by the LEAs, plans will be submitted to indicate how initiatives will be sustained through federal or local funding. (p. 222)

LEA-Led Initiative 2: Expand Full-Day Prekindergarten

Background/Rationale: For some children, an achievement gap exists upon their entry to elementary school when compared to students in high-quality pre-kindergarten programs. National and state research reveals that participation in high-quality prekindergarten programs contributes to higher kindergarten achievement, reduced numbers of children with learning disabilities, and lower criminal activity at the age of 27 (Justice Policy Institute, 2007).

RTTT Activity: LEAs with high schools on the persistently lowest-achieving list will use RTTT, SIG, and Title I funds to support the cost of expanding LEA-operated, full-day prekindergarten programs at elementary schools within the feeder pattern. These LEAs/schools will be implementing a “model” full-day prekindergarten program developed by the FDOE (see Appendix E2-8 “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, and LEA monitoring of program quality.

Outcome: By 2014, LEAs with schools that are persistently lowest-achieving will offer one additional full-day prekindergarten program and increase kindergarten readiness rates.

Sustainability: Because these funds will be used by the LEAs, plans will be submitted to indicate how initiatives will be sustained through federal or local funding. (p. 222-223)

**** Georgia**

C3 (iii). Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible 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. 92)

GOAL 2: Make data (at the appropriate “unit” level) available to researchers. Rationale: Enact purposeful research agenda to inform decision-making about new initiatives, best practices, and use and impact of instructional improvement systems.			
ACTIVITY (6): Develop data capabilities to track performance of new programs launched (e.g. extended school day, etc.).	Aug-Nov 2010	DG, RG, SLDS Staff	RT3 grant

(p. 93)

D5. ...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 (such as helping schools implement an appropriate intervention model; and providing technical expertise to support reforms) and programmatic initiatives (such as math coaches; extended day options; targeted PD for teachers focused on data use, formative assessment, active literacy and thinking maps; partnerships with local universities to develop and deliver innovative courses, especially in STEM; graduation coaches (dropout prevention); and credit recovery services in addition to a new national Grade Level Reading Initiative). (p. 149)

E2 (ii). 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:

- a. Extended day options for specific groups of students (to be used for academic improvement or enrichment activities). (p. 169)

**** Hawaii**

A2 (i). Hawaii’s Education Reform Agenda

Provide Targeted Support to Struggling Schools and Students

Specific plans for Priority Schools will include:... 3) extended learning opportunities for students and compensation increases for teachers provided through grant funds and strategic use of State and federal Title I and Title II funds... (p. 14 - 15)

A3 (i). Demonstrating Progress in the Four Reform Areas: Turning Around the Lowest-Achieving Schools

This Race to the Top plan extends the restructuring work into Zones of School Innovation based on Mass Insights “High-Poverty, High-Performing Schools” model, in order to provide our most struggling schools

with the authority, flexibility and resources to succeed. Currently, under the ARRA Title I and Education for Homeless Children and Youth (McKinney-Vento) Recovery Act, funds have been deployed to provide Extended Learning Opportunities to economically disadvantaged students. (p. 38)

B3. Much work is under way to align high school exit criteria and college entrance requirements with the K-12 CCSS and Assessments

Aligning High School Graduation Requirements and Assessments with College Requirements and State STEM Goals, in Cooperation with the University of Hawaii (UH) System and Private Colleges and Universities, and Coordinated by Hawaii's P-20 Partnerships for Education...

2) Running Start is a statewide program initiated in 2000 that provides an opportunity for academically qualified juniors and seniors to enroll in college classes through the UH system as part of their high school coursework. This HDOE-UH partnership allows public high school students to attend college classes during the fall, spring, and summer while earning both high school and college credits. Currently, nine of eleven UH campuses participate in Running Start: UH Hilo, UH West Oahu and all seven of the state's public community colleges: Hawaii Community College, Honolulu Community College, Kapiolani Community College, Kauai Community College, Leeward Community College, Maui Community College, and Windward Community College. (p. 62)

6) Modify Statewide Response to Intervention Programs to Prevent Academic Failure and Remediation for All Students and Especially for High-Need Students

Tier 1 (universal intervention) training will be integrated with the training for using the Data for School Improvement (DSI) system so that teachers will learn how to use formative assessment data to plan necessary interventions (such as extended learning opportunities, tutoring, or online tutorial programs). (p. 76)

D3 (i). Identifying and Deploying the Best Educators

All highly effective teachers in the Zone of School Innovation will be offered a 20% increase in pay, beginning in the SY2011-12. By strategically using Title I funds to provide for one month's worth of extended learning opportunity time for students, and Title II funds for one month of data-driven professional development time, teachers will be provided a substantial increase in compensation and will effectively become 12-month employees. (p. 130)

E2 (i). Identification of Specific HDOE schools

Additional Resources and Partnerships for Student and Family Engagement and Support

Extended Learning Opportunities: Through grant funds and strategic use of federal and State Title I and Title II funds: ZSI schools will be provided with resources to extend the school day and school year. As described in Section D, Highly Qualified (and after data are available in SY2010-11, highly effective teachers) in ZSI schools will be given a 20% salary increase in exchange for becoming 12-month employees. This will allow for extended learning time for students, time for teacher professional development, planning and coordination, and targeted family engagement activities. ZSI schools will also have an early start to the school year to engage in community building, visioning, planning and preparation, and professional development, thereby allowing instructional staff to focus on instruction during the regular school year. Then, using ARRA Title I and Title I Supplemental Educational Services funding, ZSI schools will be able to provide before- and after-school, intersession, weekend, and summer

remediation and enrichment programs that provide targeted interventions to remediate students' learning gaps. (p. 171)

Priority 6. In addition to budget flexibility, ZSI schools will receive additional resources to support extended learning time, early childhood education, and funding to secure “wraparound services” that address the unique needs of their communities. (p. 212)

Moreover, the ZSIs will put in place further conditions to support learning and improve student outcomes—from placing the most effective teachers in front of the students that need them most, to extending learning time and wraparound services. (p. 214)

* Illinois

B3. Investing in High Quality STEM Instructional Resources Supporting Programs of Study in Key STEM Application Areas.

The adoption of the Common Core Standards and Illinois' participation in the Partnership for 21st Century Skills State Leadership Network provides a comprehensive framework for STEM education by integrating and vertically aligning STEM efforts at the elementary, middle school, and high school levels across multiple areas. Building off of this framework for STEM education, Illinois will use Race to the Top Fund funding to establish "STEM Learning Exchanges" through partnerships among public and private entities working together to expand access to STEM opportunities. (p. 83)

D5. Ensuring Time for Professional Development... The Illinois Partnership Zone model for Illinois' lowest-performing schools focuses on the need for extended learning time for more teachers to collaborate. (p. 187)

Iowa

A2 (ii). Workforce Support. The ability of Iowa business to succeed depends on the skills of the workforce. The Iowa Business Council, made up of the top executives of 20 of the largest businesses in the state, is committed to working to effectively align and implement the plans that Race to the Top funding will help achieve. Likewise, the Greater Des Moines Partnership supports Iowa's plans. The

Partnership believes a quality education system with workforce connections is a critical component of effective economic development. These alliances become critical as hosts and partners in expanding learning opportunities beyond classrooms and into the communities across Iowa which have committed to this effort.

The Division of Iowa Workforce Development believes funds from Race to the Top can bring the implementation of the Iowa Core to fruition. Iowa Workforce Development will work with the IDE to continue our students' quest to become members of a skilled workforce and be prepared to face the challenges of the global economy. (A-49)

E2 (ii). Activities. Subgrants for Tier I and Tier II schools. While the IDE retains authority to intervene in Iowa's lowest-achieving schools, participating LEAs will be the ones to carry out the processes required to select which of the four intervention models to use. Because Iowa's SIG funds will not fully cover Tier I schools, let alone Tier II secondary schools, we will initially provide subgrants through Race to the Top

to Tier I and II schools that agree to implement one of the four reform models. The subgrants can be used to hire a School Administration Manager (SAM) and/or to pay for teacher professional development, after school or summer extended learning opportunities, and/or common planning time. (SAM is a national model funded by the Wallace Foundation that provides an administrative manager to a school in order to free up time for principals to serve as an instructional leader. See attachment (E)(2)–4 for more information on the SAM program.) The total sub-grant amount will range from \$50,000 to \$550,000 per school, depending on building enrollment, model implemented, and number of participating schools. (E-11 – E-12)

F2 (v). The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In order to provide students and their families with choices and options to access the best possible education, the State provides LEAs and their schools with the opportunity and flexibility to introduce innovative efforts to meet their needs and improve their outcomes.

Innovative schools across Iowa are diverse and includes: magnet schools; Montessori,

International Baccalaureate, advance, career and alternative programs; block schedules; extended school-day; year-round scheduling; and project-based learning. Iowa law allows for LEAs and schools to seek exemptions from State requirements in order to implement innovative and autonomous efforts to meet their educational needs. While a rigorous review is conducted of each request, more than 1,000 exemptions have been granted since 2001. (F-14 – F-15)

* [Kentucky](#)

E2 (ii). District 180

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, programs like Save the Children K-8 literacy program provide these services. This type of innovative public/private partnership will be a central point of support for the schools that feed recovery schools in an effort to make students better prepared for success when they enter those schools currently in recovery. 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 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 student supports, e.g., healthcare and nutrition. (p. 210)

F3. In addition to these key reforms, several other important advances were made with KERA. These have contributed to the growth in student achievement and in graduation rates described in criterion (A)(3). 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.

-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. 232)

* [Louisiana](#)

C3 (iii). Ensuring that data is accessible and available to researchers. LDOE currently routinely provides longitudinal data to many university-based researchers and private foundation partners in Louisiana and other states. These data inform a range of investigator-initiated studies as well as program evaluations such as teacher programs, preparation programs, after-school programs, preschool programs, literacy programs, dropout prevention programs, etc. Our current approaches to sharing data with researchers, however, are highly labor-intensive to implement. We are currently building a model to automate and tremendously upgrade our enhanced longitudinal data system and its accessibility to researchers and other stakeholders... (C-17)

E2 (ii). These LEAs and schools will be held to strict standards of execution and performance accountability. As a result, 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. (E-7 – E-8)

Priority 2. Preparing more students, including from underrepresented groups, for advanced study and careers with STEM emphases. As Louisiana increases the rigor of its STEM standards and curriculum, the STEM Goal Office will work closely with LEAs to increase the participation of students, including low-income, minorities and girls, in the expanded course offerings, including Advanced Placement courses and exams. The Goal Office will track and report course-taking and success for each school and LEA, disaggregating the data by gender and socioeconomic sub-groups in order to assess progress and hold schools and LEAs accountable for achieving Louisiana’s goals in STEM preparation for *all* students. The data from this process will help inform Regional STEM Hubs’ efforts to create and expand applied learning opportunities for students, especially for underrepresented student groups. These initiatives will build on a host of existing programs in Louisiana that serve this purpose, including numerous summer opportunities such as:

- “A-HEC of a Summer,” which allows students to job shadow in area health education centers in the morning, and attend a human anatomy class and work on projects in the afternoon.

- *Cyber Innovation Center's (CIC) Academic Outreach* program, which offers four camps to 10th grade students in northwest Louisiana, giving participants a broad understanding of STEM fields and real world applications, additional Cyber Days are presented for K-8 students.
- *GEAR-Up*, sponsored by LDOE and the Louisiana Board of Regents, which offers 26 one-week camps for students from high-poverty, low-performing schools. GEAR-Up is exploring a partnership in which students will gather scientific data locally, share the information with students worldwide through the Internet, and use the data locally for science fair projects and presentations at conferences.
- *Southern University's* summer science camps, which give students from underrepresented groups the opportunity to interact with leading researchers in STEM.
- *Louisiana Public Broadcasting's* developing digital media repository, which will provide students within online access to dozens of multimedia explanations of issues related to the earth's climate and the systems that affect it; a deep array of weather and climate data, and interactive software that allows students to manipulate variables, simulate climate change and explore possible outcomes.
- *Science Adventures Summer Camps*, which expose K-5th graders to a variety of STEM majors, such as robotics, chemistry, and environmental science. For the past five years LSU has collaborated with the Audubon Council Girl Scouts and Exxon to provide sessions specifically for girls.
- *Discovery Dome*, Louisiana Art and Science Museum (LASM)'s new portable planetarium, which brings lessons related to earth, space, and astronomy to school. Digital video classes are presented inside the inflatable dome. These complement the science curriculum with visual and participatory lessons.
- *LSU's Xcite* program, which provides academic and professional networking opportunities for high school girls via a residential camp with industry-based field trips and hands-on activities in the engineering disciplines.
- *Louisiana 4-H Clubs* sponsored by the LSU Ag Center, affect over 175,000 youth through non-formal, research-based, experiential education. School age children learn leadership, citizenship and life skills through a variety of projects with topics such as outdoor skills, aerospace, animal science, nutrition, forestry and community service. (STEM-4)

Maine

F3. Other reform conditions include the adoption of a rigorous graduation rate, a focused statewide STEM plan, and a focus on early education:

-The state STEM plan targets high needs LEAs on multiple fronts to improve education for all students, particularly underrepresented youth, youth in poverty and women. This will be accomplished through combination of teacher professional development; student after school and summer programming and programming to include integrated STEM instructional activities annually from grades 3-8 and high school in high needs LEAs. (p. 127)

** Maryland

E2 (ii). Goal V: Extend student learning and improve school culture, climate, and student support.

Maryland will equip the persistently lowest-achieving schools and districts to identify, coordinate, and leverage school, family, and community resources to support their chosen intervention models. Maryland’s proposal recognizes that these lowest-achieving schools are situated in communities challenged by many adverse factors, such as poverty, crime, illiteracy, illegal substance use, and dysfunction in family structure. Maryland will seek support from other child-serving agencies; businesses; and community, health, and faith-based organizations. Primary to success in these schools is the analysis of the root causes of issues affecting performance. The comprehensive needs assessments conducted to identify priorities for intervention also will include a focus on the need for (1) extended student-learning opportunities; (2) improved school culture and climate; and (3) improved student support. (p. 256 – 257)

Extend Student-Learning Opportunities

Where dictated by needs assessments, Maryland will require LEAs with Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools to apply for 21st Century Community Learning Centers (CCLC) awards to fund after-school and summer programs as described below. If the LEA and school are not awarded a 21st Century grant due to a lack of funding, they will implement these programs using Race to the Top funds based on priority need. The Community Learning Centers will feature:

- Rigorous and creative before- and/or after-school programs that provide academic instruction/tutoring, healthy lifestyle activities, family and child engagement opportunities, peer-to-peer mentoring, adult mentoring, opportunities for credit recovery and credit acceleration, grade-level transition opportunities, and physical and mental enrichment opportunities, along with nutritious meals and snacks. Extended learning opportunities will be required to have service-learning and character education interwoven in their programs and curricula. Technical support to eliminate barriers and foster community partnerships will be brokered and/or provided directly to the LEA and schools.
- Extended-year (summer) learning opportunities will focus on career and college opportunities, academics and enrichment, and grade-level transition through bridge programs specifically designed for students entering grades 1, 6, and 9 that convene two weeks before the start of school. (p. 257)

Activities

- A. Where dictated by needs assessments, require LEAs with Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools to apply for 21st Century Community Learning Centers (CCLC) awards to fund after-school and summer programs.
 - a. Timeline. February 2011 and annually
 - b. Responsible Person. Breakthrough Center, with support from the Division of Student, Family, and School Support
- B. If the LEA and school are not awarded a 21st CCLC grant due to a lack of available funding, implement these programs using Race to the Top funds based on priority need.
 - a. Timeline. June 2011 and begin implementing August 2011

- b. Responsible Person. Breakthrough Center, with support from the Division of Student, Family, and School Support (p. 267)

Result

Funds were used to support additional staffing to reduce class size, bring technology into the classroom, provide staff development and supplemental instructional materials based on school needs, increase community engagement, and extend the school day and year.

- Attendance increased from an average of 93.57 percent in 2004 to 94.72 percent in 2007 (0.95 percent more than the State average).
- I-PAS schools gained 5.24 percent more in *mathematics* over the same time period, as compared to a 5.11 percent increase statewide.
- *Reading* proficiency increased by 2.62 percent, as compared to the State increase of 1.74 percent. (p. 270)

Priority 2. Additional Planned STEM Investments and Activities:

4) Increase the number of STEM college graduates by 40 percent, from the present level of 4,400 graduates, by 2015.

- Section (E)(2)(i): Target students in low-achieving schools for participation in summer enrichment programs. (p. 312)

Priority 6. (ii) Extending the school day for basic and enrichment activities will occur in many schools. Summer and Saturday opportunities are common. The key is to make sure that this is not just more of the same in structure and in content, but includes activities that are supplemental and enriching. Programs linked to driver’s education and cultural activities are currently being implemented. (p. 327)

D. Great Teachers and Leaders Total		40,651,312	9.5
E.	E2	The Breakthrough Center	4,399,271 1.0
		RITA Team Audits	405,000
		Extend Student Learning and Improve School Culture, Climate, and Student Support	1,407,873 1.5
		Coordinated Student Services	1,055,295 2.0
		School Health Services	433,769 1.0
		Physical Activity	361,402 1.0
		Extended Learning	640,649 2.0
		STEM Project Lead The Way	330,000
		Primary Talent Development	41,364

(p. 338)

**** [Massachusetts](#)**

E2. 4) Build the capacity of proven partners to support struggling schools

- a) ESE will identify, vet, scale up and network partners with a track record of providing services to schools that improve student achievement.

i) In the first two years, focus on three interconnected conditions: social-emotional supports that ensure students enter the classroom ready to learn, an expanded school day and/or year, and effective use of data to support tailored instruction. (p. 10)

F3: Demonstrating other significant reform conditions

- 1) Additional time: Expanded Learning Time (only state in the nation) and After-School and Out-of-School Time
- 2) Supports for students to receive Competency Determinations: MCAS remediation supports, Connecting Activities, WPI School of Excellence
- 3) Full-day kindergarten grants
- 4) Literacy programs (p. 11)

Michigan

A2 (d)... For example, Title II Part D of the American Recovery and Reinvestment Act funds are being used to start up eight regional data initiatives that will be the foundation work for the implementation of instructional improvement systems statewide, and Title I Part A funds are being used in coordination with School Improvement and Race to the Top funds to provide extended learning opportunities to improve achievement. On the State level, funds also will be directed toward this plan. The State Legislature recently put into law the requirement for a School Reform/Redesign Officer. This state-funded position will be critical in implementing the struggling schools reforms. (A-19)

A2 (ii)(b). These efforts paid off for our Phase II proposal as well. As a state we have coalesced behind an education reform agenda and a plan we are all proud to stand behind, a plan that enjoys the widespread support of organizations, institutions and leaders throughout the state. The Appendix includes letters from organizations that represent Michigan's leading institutes of higher education, associations for school leaders, business communities, urban education centers, and champions of a cross section of education issues such as mathematics, science, charter schools, adult education, and extended day programs (see Appendix A.7). (A-23)

E1. One exception is the Detroit Public School District, where the emergency financial manager has closed 29 of the district's 194 schools and hired outside firms to restructure 17 others. He also has redirected the placement of dozens of principals, often from relatively high performing schools to lower-performing ones, and is working to broker agreements that would allow identified schools to extend the school day. Most other Local Education Agencies have turned to their Intermediate School District or Regional Educational Service Agency for assistance and support for school improvement. The Michigan Department of Education has engaged the Intermediate School District organizations to expand the state's capacity to intervene in low-performing schools. (E-3)

E2 (ii). In addition depending on the model chosen, School Improvement Grants will include: Increased learning time for students, such as summer learning camp, afterschool college prep, year-round school, and flexible scheduling. (E-11)

Exhibit 1. Preliminary Scope of Work. E2. Turning Around Low Performing Schools. Extending learning time amending collective bargaining agreement if needed. (MOU-12)

Mississippi

Priority 3. Improve the transition between preschool and kindergarten

There are two pilot programs in Mississippi supported by research and data that improve the transition from preschool and kindergarten that are ready for expansion. The first uses a model that directly connects early childcare specialists with childcare workers by providing a comprehensive professional development program on literacy environments of preschool classroom/teacher units. These childcare providers received mentoring by early childhood specialists, professional development training, and literacy materials. In research conducted to measure the efficacy of this effort, statistically significant ($p < .001$) effects were found in classroom literacy environments as documented by Grace, Cooper, Kazelskis, et al. (2008) (See Appendix EARLY-3). An expansion of this program would enable more pre-kindergarten care providers to better set the course for literacy success of their students. Specifically, Kindergarten teachers could be utilized to work directly with childcare centers. The second is another transitional pilot program in the state that has research to support it is the Promise School Model currently in place in Indianola and Hollandale. This effort establishes a relationship between public schools and local Head Start assets to provide pre-kindergartners with the type of classroom familiarity they can expect in Kindergarten the summer before they begin. This experience helps to ensure that the social, emotional, and cognitive development they were able to obtain through their experience is not completely lost. Funding could also be directed to expand the Promise School Model in a way that would include pre-kindergartners who are in other childcare settings than just Head Start and to more Mississippi communities. (p. 148)

Priority 6. 3.5.2 REWARDS

Rewards may be provided for schools and school districts assigned the highest levels of performance as defined by the State Board of Education as follows:

3.5.2.2 Exemptions for Schools Meeting the Highest Levels of Performance.

School districts assigned the Highest Levels of Performance may be exempted from citations of noncompliance with the process standards listed below. For specific details, refer to each process standard referenced below.

- Community Involvement, Parental Communication, and Business Partnerships (Standard 18)
- Senior Preparation for Graduation Ceremonies (Standard 19.5)
- Summer School Program Requirements (Standard 19.6) (p. 153)

Missouri

A2. The recently appointed Commissioner recognized the need for reorganization and has proposed the following new divisions within an overall category of Learning Services: Quality Schools, Early and Extended Learning, Educator Quality, Standards and Assessment, Special Education, and Data Systems. (p. 41)

E2 (ii) Key Activity 3: Develop a state model for a “braided,” seamless, community-based system of support for children and families...

Missouri will develop a state model for a —braided, seamless, community-based system of support that will encourage school districts and charter schools to identify and work with community and statewide

resources for children and families toward the common goal of achieving positive outcomes for children. The braided system will include education, health services, social and emotional services, after school programs, community-based education program, and other supports for children and families to ensure optimal learning conditions for all children. The Missouri Comprehensive Data System (as described in Section C) will provide the foundation for the state model, connecting school districts and charter schools with data from a variety of local and state resources to contribute to a broader picture of students' strengths and needs. (p. 175-176)

Montana

A3 (ii)(c). Montana is doing everything in its power to help struggling students earn their high school diplomas. The state is engaging in ongoing efforts to expand access to alternatives to traditional high schools, and we are promoting increased access to distance learning and dual enrollment opportunities. (p. 35)

Nebraska

A3 (i). School Turn-Around. Use of ARRA Funds

One hundred sixty-seven (167) Nebraska school districts reported using State Fiscal Stabilization Funding 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 education 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. 48)

A3 (ii)(c). The state has effectively used Career and Technical Education funds and programs to keep students on track for graduation. Districts across the state are or have instituted alternative programs, credit recovery programs, community service programs, after school centers such as the 21st Century Community Learning Centers, and joined with the ESUs and community colleges to provide these services. An example of a partnership between the University of Nebraska and school districts to encourage college enrollment is NCPA. The NEBRASKA College Preparatory Academy (NCPA) works with first-generation and low-income students and families in Grand Island and Omaha, Nebraska, to prepare and graduate qualified students with both a high school and college degree. Scholars graduating from the academy, meet basic eligibility requirements to attend the University of Nebraska-Lincoln. They are eligible for financial aid for the full direct cost of attendance.

Perhaps the most widely used resource in the state for credit recovery and alternative education is the Nebraska Independent Study High School. It provides credit acceleration opportunities, course offerings to fill in curriculum gaps and an open enrollment feature with more than 100 core and elective course offerings in a state, regional and internationally accredited program. It allows students to work, at their own pace, year-round and has served for over 80 years as a fully accredited alternative to a local high school environment.

Last May, the state, in partnership with the Nebraska Children and Families Foundation, sponsored a —Call to Action – America’s Promise Dropout Prevention Summit. The summit involved community and school teams from 20 Nebraska school districts. Promising practices were shared and each team developed an action plan for their school district. Included in the plans were expansions of early childhood education efforts, expansion of after school programs, service learning projects and intensive outreach and follow-through efforts for identified at-risk middle and high school students. (p. 54-55)

F1 (ii). Equitable Funding

Adjustments, with one exception, also increase formula need for specific district circumstances. The single largest adjustment is the averaging adjustment which increases formula need to schools with per pupil basic funding levels below the statewide average. Adjustments also increase formula need for schools with rapid student growth, and summer school enrollment. (p. 153)

Nevada

A1 (i). Strategy 4. Improve achievement through best practices that have been proven effective in Nevada

Another example is the will and drive demonstrated by Washoe County School District to design and implement a turnaround model for Nevada. Working in collaboration with the Nevada Department of Education, Washoe County has created a turnaround program that includes expanded early learning, instructional coaching, extended student learning time, and job embedded professional development, which will be supported in part through the School Improvement Grants (SIG) program. (A-15)

Direct Intervention in Priority 1 and Priority 2 Schools

Race to the Top resources will be used to support Priority 3 and 4 level schools to engage in the improvement strategies articulated below, including a targeted focus on using funds to extend the school day/year and to embrace early childhood programming opportunities. (E-17)

Improvement Strategies—NDE expects that a number of school improvement initiatives will be needed to turn around the lowest-achieving schools. Available strategies will include:

- Extended day options for specific groups of students to be used for academic improvement or enrichment activities. (E-18)
- Dropout prevention programs through the expansion of Nevada’s current partnership with Communities in Schools. (E-19)

Comprehensive Behavioral and Supplemental Services

The Nevada’s Promise office will connect schools and districts with comprehensive support programs such as health, mental health, nutrition, family support services, and supplemental educational services. Staff will assist schools and districts in developing comprehensive plans to meet the needs of their students. Programs such as the Nevada Family Resource Centers, the Nevada Afterschool Network and Communities in Schools will provide training and technical assistance to LEA and school leaders in order to engage in the appropriate programs and services. (E-20)

New Hampshire

A1 (i). Comprehensive and Coherent Reform Agenda

Each project funded through RttT will be part of the evaluation and feedback loop. 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. NH 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. The research group along with others will review research and evaluation and work to codify and scale up effective practices in a manner in which others can implement them in their own setting. Through the RttT initiative, NH will implement a rigorous and innovative reform agenda by engaging stakeholders in adopting the common core standards; creating a performance-based educator evaluation system linked to student achievement including career ladder standards; implementing transformation models in the lowest-achieving LEAs and schools; providing a leadership academy for principals of the lowest-achieving schools; instituting a three-year induction/mentoring program for teachers; building the capacity of teachers and leaders to analyze and use formative and summative data to make informed decisions regarding curriculum and instruction; improving preparation programs with particular emphasis on increasing prospective elementary teachers' content knowledge in math, science and technology; and enhancing its longitudinal data system to link teacher performance and student achievement. (p. 16)

B3. At this same time, 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 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. The New England Secondary School Consortium and the NECAP assessment directors are looking for ways to build out from NECAP and identify a variety of ways to accomplish performance assessment. (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. As schools look to follow the State's lead in creating multiple pathways to graduation, they are signing on to this and the other innovative practices discussed above. (p. 13)

Section D5 (i). New Hampshire Innovation Networks

Figure 1: Professional Development Matrix for New Hampshire Innovation Networks

Standards and Assessment Network	STEM Network	Teacher Effectiveness Network	Leadership Network	High School Transformation Network	Board Exam/ Move On When Ready Network
<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Data management systems *Performance-based assessments *Criterion referenced assessments *Growth models *Performance-based teacher evaluation systems that link to student learning and achievement 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Integration of pre-engineering curriculum into existing math and science curriculum *Science, math, engineering and technology content courses and institutes *Teacher leadership in STEM 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Mentoring and induction for new teachers (NH MINNT) *Teacher performance standards *Instructional coaching *Career ladders *Teacher preparation *Teacher evaluation systems that link to student learning and achievement *Teacher leadership *Teacher improvement for struggling teachers 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *NH Leadership Academy (NH LA) *Mentoring and induction for new administrators *Teacher evaluation systems that link to student learning and achievement *Building effective school cultures *Leadership Effectiveness *Conditions for school/district transformation *Leadership evaluation systems that link to student learning and achievement 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *International Baccalaureate Programs *Extended learning Opportunities *Non-traditional high school settings *Virtual high school *Competency-based Assessments *Dropout prevention *Early warning indicator systems 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Personalized learning pathways *Performance plus *International Baccalaureate programs *STEM *Teacher evaluation systems that link to student achievement

(p. 33)

Section F3. 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 that 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. A statewide consortium of demonstration site schools was formed to demonstrate the viability and validity of competency-based assessment related to extended learning for course credit. These schools – representing approximately 10 percent of New Hampshire’s high schools and including demographic and economic diversity, have participated in intensive training and practice based on national and international best practice in performance assessment and competency assessment. 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. 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](#)

Section E (ii). Comprehensive Interventions to Tier I and II Schools

Immediate Services for Students	Comprehensive School Interventions
<ul style="list-style-type: none">• Extended learning time• Exemplar lessons designed to engage students in the learning process• Access to highly-effective teachers in the classroom or through virtual classes• Increasing new school options for students	<ul style="list-style-type: none">• Transformation authority for principals: staffing, schedule, budget• Turnaround officer to lead and support change• Content-focused instructional coaching coupled with the use of data to inform decision-making• 5% extended time for teacher collaboration• Cross-service integration• Community engagement

(p. 16)

Extended Teaching and Learning Time

Additional time for learning is a resource that must be found – just as financial support, instructional materials, and teacher expertise are found – because it is essential for learning. One key difference in the use of school time in high-achieving nations, in contrast to its use in the United States, is the amount of in-school time used for teacher planning and professional development. In European and Asian nations with strong student performance, teachers spend about 15 to 25 hours per week—between 40% and 60% of their total work time—collaborating on curriculum development, lesson study, action research on instructional outcomes, and professional development.¹² By contrast, U.S. teachers typically receive only about 3 to 5 hours weekly in which to plan by themselves, with little opportunity to share knowledge or to improve their practice.

The need for collaborative planning time is particularly acute in the persistently-low achieving schools identified by the state. To address this need, persistently-low-achieving schools in participating LEAs will provide an additional 5% of non-student-contact time for teachers to collaborate, engage in professional development, and review student work with commensurate compensation, as negotiated by the LEA. Time for high-leverage teacher collaboration around curriculum and instruction will translate into improvements in the quality of students’ instructional time.

Coupled with this time for teachers, will be an additional 15% of extended learning time for instructional support for students in persistently low achieving schools in participating LEAs. This extended learning time is geared specifically for students, to reinforce instructional opportunities that lead to greater academic achievement for them and for the school in the 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. (p. 22-23)

INCREASING INSTRUCTIONAL TIME FOR STUDENTS; PROFESSIONAL-LEARNING TIME FOR TEACHERS

- Building on New Jersey's nationally-recognized, successful programs
- Providing additional compensation for teachers through State-RTTT funds
- Linking the school day to afterschool programs

STUDENT SUPPORTS

- Research-based criteria for extended learning time
- Safe, engaging programs focused on STEM and career awareness.

Aligns with D(3), D(5)

Responsible Party:

Office of State-District

School leaders may add 20% of teaching and learning time by extending the school day or working with a community-based program to provide extra instructional 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, and funded from LEA-RTTT directed funds. LEAs will also be expected to align RTTT funds with existing funding streams such as 21st Century Community Learning Centers.

If a persistently-low-achieving school has an existing program, NJDOE and the LEA will perform a comprehensive onsite review to ensure that extended learning time for students meets a set of research based criteria¹⁴ including: alignment with the school curriculum, coordination of activities with the school day, clear strategies for student engagement, and parent involvement. Program staff must have high expectations for all students and set expectations that all kids will succeed. Regular student attendance is particularly important to ensure improved student outcomes, and New Jersey will closely evaluate the percentage of students who are served by the program and attendance rates. For schools with existing programs that meet these requirements, NJDOE will consider the

LEAs' request to maintain these programs or expand them based on the evidence of their demonstrable impact on student achievement. (p. 23-24)

Timeline

Because of the recent School Improvement Grant (SIG) award, New Jersey is well positioned to act swiftly to use RTTT funds to support any schools that are not awarded a SIG due to financial constraints. Services to non-SIG schools will be immediately implemented following the Race to the Top award. Additionally, all schools will receive additional services under Race to the Top, including access to highly-effective teachers, proven instructional tools, state-RTTT-funded compensation for extended teaching and learning time, and support for the integration of services across the continuum of education. (p. 34)

<i>Race to the Top Award</i>	<i>September 2010</i>	
Schedule extended-learning and teacher-collaboration time	August – September 2010	School Leader, Superintendent

(p. 35)

Section F. Finally, the weight for limited- English-proficient (LEP) students is 0.5, except where the student is also at-risk. For these “combination students” (LEP and at-risk), an LEP weight of 0.125 is added to the at-risk weight. The LEP weight is reduced, in these cases, to account for the overlap in the resources that are specified for at-risk and LEP students, respectively, such as afterschool and summer-school programs. The application of these additional weights in the calculation of the adequacy budget ensures that LEAs with higher concentrations of low-income and LEP students receive additional state aid. (p. 5)

In more recent years, as charter-school applicants were provided with extended time and support, including contact with experienced and effective charter operators, applicants were much better-prepared to open within 12-18 months of approval, resulting in a closer match between the number of

approvals and the number of openings in a given year, after adjusting for the typical 12-month lag between the two. (p. 11)

STEM

As described in (D)(3), New Jersey is home to many industries that employ STEM graduates; there is therefore keen competition for the best minds who may be interested in STEM-related careers; and New Jersey has proposed the following measures to build interest and understanding in teaching STEM:

- We will give students access to hands-on STEM experiences through summer programs with a STEM teaching focus, and offer students a greater understanding of STEM-related careers, both in education and beyond. (p. 4)

New Mexico

A3 (i). Education Reform Area: Turning Around Lowest Achieving Schools

In 2008, New Mexico invested \$2.5 million for summer reading, math and science institutes, which continues in 2010. And the state launched Project 2012, a plan for transformational change in K-12 math and science education in New Mexico. In five years, New Mexico’s students will be among the nation’s leaders in math and science achievement. (A-41)

B2. New Mexico has signed MOUs with the Smarter Balanced Assessment Consortium (see Appendix B-2-1) and the NCEE (see Appendix B-2-2) in order to participate with a consortium of states to develop and implement high-quality assessments that are: aligned with the common set of K-12 standards (common core), include all students, guide instruction, and support a growth-based accountability model. These two consortia 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 education or accepted in IHE credit-bearing courses. (p. 18)

Historical performance on school turnaround		
Approach Used	# of Schools Since SY 2004-05	Results & Lessons Learned
Other restructuring	39 Schools came out of NCLB status (made AYP for two straight years)	Leadership is key at the school level and the district level; changes in scheduling; improved after-school programs; more community engagement and partnerships; continuous improvement works.

(p. E-129 – E-130)

**** New York**

A3 (i). Funding Alignment

New York's progress in the RTTT assurance areas over the past several years has been supported by the alignment of our ARRA and other Federal and State funding. Examples of this alignment can be found in the following funding streams:

Other Government Services Funds. "Say Yes to Education" (\$0.35M) – This 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. (p. 66)

The State is beginning to collect more detailed information on ELL Students with Interrupted Formal Education (SIFE); native language proficiency; ELLs in Newcomer Programs, After School Programs and GED programs; and the status of ELLs in mainstream programs and extended service. This expansion will enable us to create a detailed profile of each ELL student that will help local educators, with more aggregate data becoming available to policymakers to create better intervention strategies. (p. 143)

E2 (ii). Strategy 4: Expand Partnership Zones... Three districts within New York State have already begun implementing the principles of the Partnership Zone model with their lowest-achieving schools:

1. ...In 2007, New York City's efforts were recognized when it received the prestigious Broad Prize for Urban Education. In the fall of 2010, the New York City plans to build upon the success of the Children's First Initiative to create an Innovation Zone ("iZone"). Schools that are part of this iZone will pilot a set of innovations related to instructional delivery in the form of online courses and blended schools models; innovations that extend and improve learning time; and innovations in school and classroom staffing models that maximize the effectiveness of principals and teachers. A total of 84 schools serving over 13,000 students have been selected to participate in the iZone this coming school year. (p. 268-269)

Partnership Zone

5. NYC Innovation Zone, built on the success of the Children's First Initiative, will be launched in the fall of 2010. Schools that are part of this Zone will pilot a set of innovations related to instructional delivery in the form of online courses and blended schools models; innovations that extend and improve learning time; and innovations in school and classroom staffing models that maximize the effectiveness of principals and teachers. The New York City Department of Education is working to create the Innovation Zone ("iZone") in the fall of 2010 to challenge longstanding assumptions around "business as usual" in K-12 education. A total of 84 schools serving over 13,000 students have been selected to participate in the iZone this coming school year. (p. 313)

Priority 2.

STEM Projects Included in New York's RTTT Budget

Project Name	Project Description	Budgeted Amount	Budget Source
Summer STEM AP for high-needs students	These grants are for the highest poverty and lowest performing LEAs in New York State to close the achievement gap and increase graduation rates. These extended learning opportunities in STEM include after school, weekend, and summer enrichment programs, as well as summer residential programs at colleges and universities. The funds are for middle and high school level students that are economically disadvantaged and low performing (levels 1&2 on state assessments in the area of mathematics). These academic enrichment experiences must encompass in-depth study; creative, hands-on learning that fosters higher-level thinking, cooperative learning, and advanced problem solving. The goal is to help students develop an appreciation of and confidence in their ability to excel and succeed in school and aspire to achieve a college education.	\$27.7 MM	Title I 1003(g) Carryover

(p. 328)

Priority 6. LEAs, Boards of Cooperative Educational Services (BOCES), and institutions of higher learning have provided these flexibilities and autonomies to schools:

New York City Department of Education’s Children First Initiative: ...NYCDOE plans to build on the success of Children First in the fall of 2010 by creating an Innovation Zone (“iZone”). Schools that are part of this iZone will pilot a set of innovations related to: instructional delivery in the form of online courses and blended schools models; extending and improving learning time; and school and classroom staffing models that maximize the effectiveness of principals and teachers. A total of 84 schools serving over 13,000 students have been selected to participate in the iZone this coming school year. (p. 341)

**** [North Carolina](#)**

E2. (ii). Then, 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. (p. 220)

F3. Providing Comprehensive Services to High-Need Students

Personal Education Plans (2001)

Under NC law, any child who does not meet grade-level proficiency is eligible for a Personal Education Plan. 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. 247)

**** [Ohio](#)**

E2. School Core Planning Teams

Ohio realizes that the needs of each school differ. However, proven successful practices will be required of all schools that have selected the transformation, turnaround, or restart intervention models and are receiving SIG and/or RttT funds. These practices are consistent with the requirements of the three models and include:

Extending time during the school year and/or summer to bridge student transitions between key grades (i.e., elementary to middle school, middle school to high school, and high school to college application). (p. 247)

F2 (v). The Operating Standards for Ohio Schools, Ohio Administrative Code 3301-35-01 (B)(8), provide flexibility for students to obtain credit through alternative “educational options.” These are defined as learning experiences or activities that are designed to extend, enhance, or supplement classroom instruction and honor individual student needs and talents. 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. In addition, the State Board of Education adopted a plan that enables students to earn units of high school credit based on a demonstration of subject area competency instead of or in combination with completing hours of classroom instruction. Students may earn credits by completing coursework; by testing out of or demonstrating mastery of course content; or by pursuing one or more educational options as described above. A summary of Ohio’s Credit Flexibility Plan is in Appendix B.3.4. (p. 269)

F3. Improvements to structural constraints improve reform conditions. HB 1 includes a number of reforms that collectively improve reform conditions. Conspicuous in these changes is an effort to extend the school year to increase time for classroom instruction. This legislation reduced the annual number of excused calamity days from five to three for SY 2010–2011 and the reduction will continue until the number reaches zero. This reduction guarantees 180 instructional days per school year. (p. 272-273)

Priority 5. 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 priorities to assist with the personalization, extension and acceleration of learning for students: (1) create a new culture of learning in which entire communities share responsibility for the well-being and educational performance of every student; (2) meet the learning needs of all students through a system of extended, accelerated, and connected learning; (3) make dropout prevention, early intervention, and recovery a priority in every Ohio school and school district, beginning in the early grades; and, (4) enhance school leaders’ willingness and capacity to build strategic bridges with families and communities.

Ohio was one of the first states in the nation to establish state and local Family and Children First Councils to enhance the opportunities for high-need students to have access to the broad array of services they need to succeed beyond what a school can provide. The Ohio Family and Children First Council (OFCF) is statutorily defined as the Governor’s Cabinet for children and families that was established in 1993 by Ohio Revised Code (ORC) 121.37. The OFCF Cabinet Council is comprised of 11 state agencies and the Governor’s Office. They are responsible for advising the Governor, General Assembly, and local government regarding the State’s provision of services and the needed (p. 288)

[Oklahoma](#)

A1 (iii). Goal 6: Oklahoma’s STEM Coordinating Council will develop Oklahoma’s substantial STEM assets to better prepare teachers and students and attract them to STEM careers.

Close the achievement gap in math and science by:

ii) Expanding Summer Academy programs in the STEM disciplines, especially women and minorities in urban and rural areas. (p. 40)

A2 (i)(d). Leveraging Funds and Sustaining Reform

Oklahoma has also received an ARRA broadband mapping and planning grant award to develop its application for the Round 2 National Telecommunications and Information Administration’s statewide broadband development grant program. This grant will expand broadband capabilities to 47 libraries in communities throughout the state. 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. 60)

Evidence for A2 (i)(d). Budget Projects

PROJECT	DESCRIPTION	AMOUNT
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.	\$814,750

(p. 65)

E2 (ii). Strategy 5: Establish a Turnaround Unit at the Oklahoma State Department of Education that serves all LEAs on the state’s School Improvement list with turnaround support, including providing data, technical assistance, and coordination of turnaround strategies.

Intervention Supports

The Turnaround Unit will also expand the state’s work with the National Center on Time and Learning (NCTL) to support any of the persistently lowest-achieving schools in developing and implementing expanded learning time schedules. These schedules allow for more effective teacher collaboration, planning, data-use, and professional development, and increase student engagement through enhanced enrichment opportunities. Funds to support this initiative will come through Race to the Top funds, as well as Title I dollars. (p. 232 - 233)

Community Support

Because experience has repeatedly shown that strong parent and community engagement is critical to the success of struggling schools, the Turnaround Unit will also provide technical assistance to schools regarding community support. To sustain the effective governance and human capital systems needed for transformation, schools and districts must have an appropriately informed, engaged, and demanding community, and families with high expectations for their children and schools. The Turnaround Unit will identify and fund proven partners that will train and consult with persistently lowest-achieving schools and their districts on strengthening family ties to the school and community engagement in support of

it. The state will help schools build systems of parent/community engagement as a means to raise expectations and, ultimately, to develop local partnerships that sustain higher expectations for both adults and students. The WISE planning tool also has a Parental Involvement Analysis feature that provides effective strategies to strengthen family and community involvement through the modification of school policies and practices.

As part of this work, the Turnaround Unit will review, support and assist with the funding of community school initiatives in persistently lowest-achieving schools. These wraparound initiatives will serve the persistently lowest-achieving schools by a support network that addresses family and child needs from birth through postsecondary education. A particularly noteworthy model for this strategy is the Tulsa Area Community Schools Initiative, which serves 18 schools in the Tulsa area (in several school districts) and is based upon the national community school initiative. (See Appendix E2-F, Tulsa Area Community Schools Initiative.) A site coordinator is placed in each Tulsa Area Community School to help meet social services needs of students and their families, including academic, mental, physical and emotional needs. These schools also have on-site access to health clinics, transition specialists, family engagement programs, positive behavior intervention, out-of-school programming opportunities, and higher education experiences to encourage college participation. (p. 233)

STEM Project: Budget Narrative

Contractual: The following services and products will be acquired using the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.	Project Year	Cost	Total
Expand Summer Academy opportunities in the STEM disciplines for students in grades 8-12 with 5-7 new grants. Offered on college campuses, these summer enrichment opportunities will be focused on educationally at-risk and economically challenged school districts in urban and rural areas. These new career exploration activities will be developed in consultation with key STEM focused industry groups such as Aerospace, Energy, Health Care, and Advanced Manufacturing.	Year 1	\$150,000	\$300,000
	Year 2	\$150,000	
Expand high school STEM academies offered through Career and Technology Education focused on engineering, bioscience and biotechnology with 3-4 new sites per year. Strategic placement of additional academies will be focused on serving underrepresented groups of students, female students, and both urban and rural sites. Strategic talent pipeline development for Oklahoma’s targeted industry sectors, Aerospace, Energy, Health Care, and Advanced Manufacturing.	Year 1	\$150,000	\$300,000
	Year 2	\$150,000	

(p. 305 - 306)

* [Pennsylvania](#)

E2 (ii). In addition, our Intermediate Units oversaw the deployment of the Distinguished Educators in our chronically underperforming schools. Distinguished Educators (DEs) work in the districts, with district staff to identify instructional or systemic barriers and critical gaps to improving student

achievement. Then, the DEs work with district staff to overcome those barriers and implement initiatives such as effective use of extended instructional time, full-day Kindergarten and school climate improvements. The program has served 30 districts (over 250 schools) since 2005. Twenty-four of the 30 districts which received support from Distinguished Educators made more than a year's growth in reading and math on the state's assessments and an additional five districts accomplished a year's growth (See Appendix A-14). (p. 193)

A recent collective bargaining agreement between the School District of Philadelphia and the Philadelphia Federation of Teachers gives broad autonomy to Renaissance Schools, including the ability to dismiss half the staff, extend the school day/year, and require principals to hire staff through mutual consent. (p. 193)

In February 2006 the Pittsburgh School District transformed eight struggling schools into Accelerated Learning Academies (ALA) as part of their Excellence for All reform agenda. These schools adopted the America's Choice school design for turning around struggling schools. The America's Choice model is a proven strategy to turning around schools that includes additional autonomy over school operations, extended learning time, site-based selection of all teachers and staff, enhanced use of data to inform instruction and school management and leveraging community and parents as school partners. (See Appendix E-2 for more information on the Pittsburgh School District's ALAs.) (p. 193 - 194)

6. Increased learning time

Create more learning time in every school

Because the turnaround schools have such high concentrations of students who are years behind grade level in basic skills, every turnaround school must use RTTT funds to increase learning time by adopting one or more of the following approaches:

- Extending the school day by 30 minutes of learning time;
- Extending the school year by at least 15 days of learning time; and
- Extending the school year for teachers for professional development or developing Individual Learning Plans for students.

In addition, all rising ninth grade students entering a turnaround high school will have the opportunity to attend a summer academy to build basic skills and prepare for a rigorous high school experience. (p. 202)

F1 (ii). Pennsylvania realizes that increased funding must be matched with increased accountability. Therefore, we are *Reaching Beyond* to ensure that funds are invested in high impact, research-proven strategies. This requirement is included as part of our school funding legislation.

Specifically, 80% of the new funds provided to school districts by the formula, above inflation, must be used for implementing only the most effective strategies for boosting student achievement. These strategies include extended learning time, such as tutoring or longer school days or school year; new and more rigorous courses; targeted teacher training; class size reductions in early grades; early childhood education initiatives; recruiting effective teachers and principals; and performance contracts for superintendents and principals. Ten percent of the new funds given to districts above their inflation-related increases can be used to maintain existing programs that meet these goals, or for one-time operational costs. (p. 216)

F2 (v). Philadelphia School District’s Renaissance Schools. The recent collective bargaining agreement between the School District of Philadelphia and the Philadelphia Federation of Teachers gives broad autonomy to Renaissance Schools, including the ability to dismiss half the staff, extend the school day/year, and require principals to hire staff through mutual consent. (See Appendix E-1 for more information.)

Pittsburgh Academies

In February 2006, the Pittsburgh School District transformed eight struggling schools into Accelerated Learning Academies (ALA) as part of their Excellence for All reform agenda. These schools adopted the America’s Choice school design for turning around struggling schools. The America’s Choice model is a proven strategy to turning around schools that includes additional autonomy over school operations, extended learning time, site-based selection of all teachers and staff, enhanced use of data to inform instruction and school management and leveraging community and parents as school partners.

These Academies are already making a real difference in Pittsburgh. In the 2008-2009 school year, ALAs showed increases in student achievement at the advanced level in reading that were 1.4 times greater than school district as a whole and 3.5 times greater in mathematics. ALA schools also showed growth in proficiency in Reading equal to the remainder of the district and 2 to 3 times greater in mathematics. ALA students also posted percentage point reductions in below basic double the district reduction in below basic in both reading and math. (p. 230)

University Assisted Community Schools

Students and teachers in these schools have access to a wide range of academic and enrichment opportunities including, a College and Career Readiness program, enhanced STEM education and professional development, paid student internships, college student mentors for k-12 students after-school and during summer enrichment programs, and health and nutrition education. (p. 232)

Priority 6. 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.

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. All participating districts have agreed to hold summer data review meetings just prior to the opening of each new school year. (p. 255)

High schools in the turnaround initiative will also develop multiple opportunities for students to earn credits through double dosing, summer school, after school programming and twilight school programs. The Early Warning System will be especially useful in identifying students who begin to fall behind in their accumulation of credits towards graduation so that appropriate supports and interventions can be identified and implemented. (p. 256)

**** [Rhode Island](#)**

A2 (i)(a). RIDE regularly works in close collaboration with a wide range of community, education, philanthropic, business, and civic leaders on issues related to student achievement. We work with these partners to support youth involvement, to make data and information available to the public, and to develop and implement early childhood, community school, and afterschool programs. The development of Rhode Island's Race to the Top application benefitted from the direct and engaged participation of these leaders. Their continued involvement will enhance implementation of Race to the Top and the *RIDE Strategic Plan*. To facilitate this involvement the Board of Regents and the Commissioner established a Transforming Education Advisory Commission made up of leading stakeholders to provide the Board of Regents, the Commissioner, and the citizens of Rhode Island with an independent perspective on the implementation of Rhode Island's Race to the Top plan, (See section A(2)(ii)(b) for further details.) (A-26)

E2 (ii). We have learned that, in order to positively affect student achievement, we must take an intensive and comprehensive school-wide approach to reform that addresses all the elements necessary to support student achievement. These include:

- an expansion of external resources and supports that align with school improvement goals;
- ongoing parental and community involvement;
- opportunities for extended learning activities (E-7)

F3. 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 AfterSchool Alliance, the Full Service Community School in Providence, 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. (F-24)

Race to the Top Phase II: Budget Summary and Narrative

6. School Transformation and Innovation

Rhode Island has learned that in order to positively affect student achievement in our Persistently Lowest Achieving Schools (PLAs), we must take a comprehensive school wide approach to reform, focusing on all elements that support student achievement: standards-based curriculum, instruction and assessments; data-based accountability and evaluation; improved leadership and governance; professional development targeted to individual teachers' needs; development of a culture and climate focused on student success; an expansion of external resources and supports that align with school improvement goals; ongoing parental and community involvement; and opportunities for extended learning activities. (Budget-7)

*** [South Carolina](#)**

A1 (iii). In close collaboration with LEAs and schools, the Department will coordinate the research, demonstration, and evaluation of various support systems, instructional and learning models, and pilot programs so LEAs and schools will have options based on data and impact on student performance. Other stakeholders, including the business community, institutions of higher education, education stakeholder associations, and workforce agencies also will be involved actively in evaluation of program models, including models that address instruction, professional development, community involvement, extended learning, and dropout prevention, among others. (p. 17 - 18)

A1 (iii)(b). The State's Governor's School for Science and Math has launched a six-year initiative, *From Middle School to College*, to ensure that children who attend high poverty and low performing schools have the opportunity to excel in science, technology, engineering, and mathematics (STEM) subjects. This program identifies students in the seventh grade and provides intensive yearlong and summer intervention throughout their middle and high school years. (p. 23)

Several organizations have signed special MOUs to demonstrate their support of and commitment to SC INSPIRED.

Community organizations across our state, such as Communities in Schools and City Year, are targeting graduation and dropout prevention, efforts that align with SC INSPIRED's vision. We will draw on their resources, as well as the resources of long-time partner, the National Dropout Prevention Center at Clemson University and Graduate Greenville, a successful association that has targeted reducing dropout in of our largest counties. The South Carolina Afterschool Alliance, one of our long-term partners, also supports the initiatives in this proposal, particularly those that address early learning and appropriate, engaging, and safe extended learning opportunities that motivate students to learn, stay in school, and graduate. (p. 56-57)

The Education and Economic Development Act (EEDA) broke ground in addressing the graduation rate by requiring:

Exposure to careers. More than 24,000 career awareness activities were coordinated by career specialists for 74,985 middle and high school students statewide during the 2008-09 academic year. Nearly all of the state's middle school students were able to participate in career awareness programs on the 16 career clusters. Over 48,000 students participated in National Job Shadow Day in February 2009, and approximately 108,000 students participated in extended/work-based learning opportunities throughout the academic year. (p. 69)

B3. Closing Achievement Gaps: Accelerating School Achievement Pilots

JAC-SC (Jobs for America's Graduates)

JAG's goal is to help at-risk students graduate from high school with meaningful opportunities for job placement or additional studies in postsecondary education through a comprehensive set of services, including activity- and competency-based classroom instruction, employability skills, adult mentoring, advisement and support, summer employment training, student-led leadership development, job and post-secondary education placement services, linkages to school- and community-based services, 12-month follow-up services, accountability and tracking of outcomes, and professional development. South Carolina's program has been hosted by the SC Department of Commerce and will soon be moving to a newly reorganized employment and workforce agency. (p. 103)

Literacy Academy Pilot

Literacy coaching specialists will assist teachers in identifying and diagnosing struggling readers using formative and summative data (e.g., Evans-Newton, Inc. benchmarks, NWEAMAP, PASS) and creating a process for monitoring student growth. The academies will provide additional support and instruction for students that may occur at alternative times—before, within, or after the school day. The pilot will assist schools in monitoring student data as they work to close the achievement gap. (p. 107)

D2 (ii). Teacher Evaluations: Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

To enhance the State’s high-school graduation and college entrance rates, other indicators may be added to the school-level value-added score as described above. Consideration will be given to other performance measures such as attendance, disciplinary actions, and other factors that are likely to impact student learning and well-being. 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 the summers, accumulating adequate course credits, enrolling in increasingly challenging courses); and *individualized and 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. 179)

F3. South Carolina has made concerted, continuous efforts to make systemic improvements in P-12 public schools using a wide range of legislative and state-led initiatives.

Ten years after funding full-day kindergarten for all five-year-old-children, which was the catalyst for immediate and dramatic improvements in first-grade readiness, the General Assembly expanded funding to include 23,000 at-risk four year olds. (p. 322)

Priority 2. Strengthen the skills of STEM content teachers already in the classroom

The Department will partner with the South Carolina Chamber of Commerce to increase business partnerships and identify business and industry experts to assist in the development of the GreenSTEM Curriculum. Current student outreach programs will be expanded to inform and recruit additional minority and female students to enroll in STEM programs of study that include science, technology, engineering, mathematics and other STEM related technologies. Students will be taught to use Inventor Engineering Software to create three dimensional projects that replicate real world experiences. Teachers will use applied learning techniques to increase student opportunities to take what is learned in class and use it in creating projects in careers of student interest. In addition, students will continue to be provided extended learning opportunities such as job shadowing and internships. In rural areas, students will have opportunities to experience real jobs through the use of virtual job shadowing that is already available in many careers. (p. 333)

Utah

A3 (i). 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. 19)

STEM Activities: Utah's secondary USTAR program extends opportunities for students to be involved in STEM activities by extending the school year. (p. 20)

Project Five: Improving Early Learning Outcomes. The foundation for success in reading and mathematics begins before kindergarten. This is especially true for economically disadvantaged students, English language learners, and students with disabilities. We have learned from our optional extended-day kindergarten initiative, that early intervention at the preschool level is essential to narrowing achievement gaps. (p. 34)

A2 (i)(d). In spite of limited resources, Utah already invests considerable funding to the four reform areas. Current use of funds in the Reform Areas: Standards and Assessments, Extended-day kindergarten program (\$7,500,000). (p. 70-71)

Reform Area One: Adopting Standards and Assessments that Prepare 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. 78)

Utah's secondary USTAR program extends opportunities for students to be involved in STEM activities by extending the school year.(p. 79)

Reform Area Four: Turning around Lowest Achieving Schools

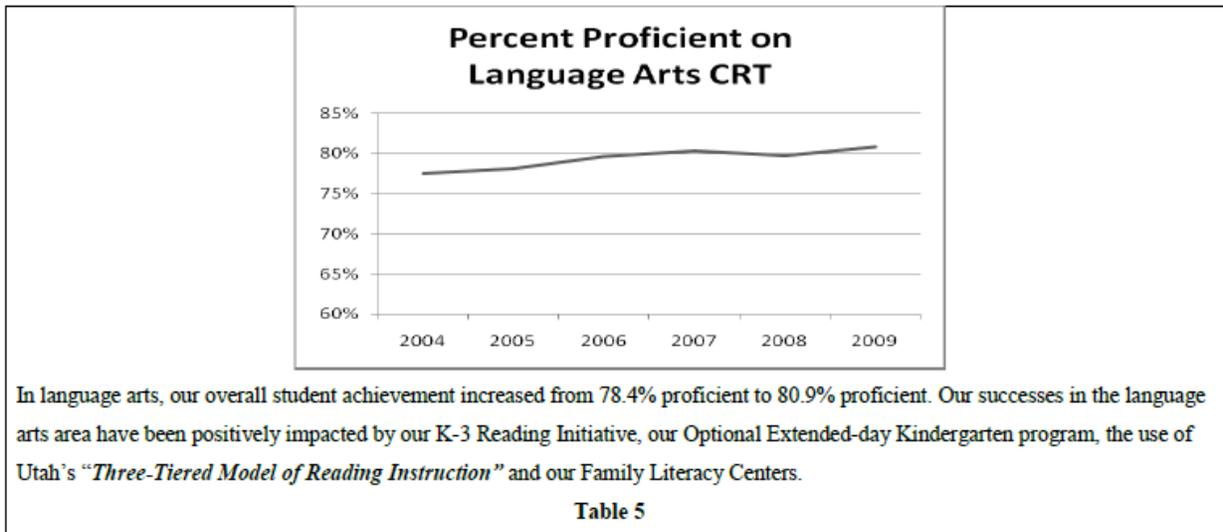
To address the needs of its students, Lewiston Elementary implemented systematic and explicit research-based instruction in both math and language arts using a 3-tiered Model of instruction. ... An additional 30 minutes of instruction has been provided for all kindergarten students. Extended learning time was made available to students in grades 1-5 as part of a 21st Century Community Learning Center program and the Youth Connections program from the Utah Department of Workforce Services. Students are provided with opportunities for before and after school reading and math tutoring, summer school, and enrichment activities and have also benefited from many volunteer hours donated by PTA, Volunteers in Service to America (VISTA), and AmeriCorps volunteers. Even though the school's attendance area is spread out over 121 square miles, parent support and attendance at activities is high. (p. 82)

... 94% of Monroe teachers provide after school tutoring, which serves 38% of the children. Teachers collaborate in Professional Learning Communities (PLCs) to analyze data, identify students who need interventions, and plan differentiated instruction. A three-hour literacy block is provided on a daily basis and students received ninety minutes of math instruction each day. A push-in instructional delivery model has been implemented to maximize small-group support provided by Special Education, reading specialists, and Title I and ESL paraprofessionals. Tutorial reading and math programs are provided during the school day and after school for students who need instructional support in addition to regular classroom instruction. A high-quality summer school session is also provided for English Language

Learners and students who are most at risk. A rich program of art integration has been supported through a Beverly Taylor Sorensen Elementary Arts Learning program grant. Students have opportunities to participate in music, visual arts, theater, cultural dance, and quilting, along with intramural sports, parent/child aerobics, and stop-action film. Multiple funding streams are leveraged to support after school and summer programs, including: Youth Connections through Utah’s Department of Work Force Services, highly-impacted school funding, Learning and Nurturing Development (LAND) Trust, and Title I funds. Business partners include SelectHealth and Intermountain Health Care who provide tutors, mentors, musical instruments, coats, shoes, physical education equipment, flu shots, supplies, and a faculty fitness program. Classes for parents in computer skills and English are also available after school. Monroe is participating in the Family Literacy program. A variety of cultural fairs, health fairs, reading and math nights, and parenting classes help create a learning environment that embraces students, parents, teachers, and the community at large. (p. 83 – 84)

Jordan and Granite School Districts, urban-suburban school LEAs in Salt Lake County, were early adopters of SOS. Both districts’ Title I directors are USOE-trained SOS consultants. They both use the SOS appraisal process and accompanying tools with all Title I schools. Last year, all five of Jordan School District’s Title I schools made AYP. Granite’s Title I schools included a National Title I Distinguished School Award for Closing the Achievement Gap, kept all but one Alert Years school out of improvement, and improved achievement in two Title I schools in improvement so that they would exit improvement if the schools make AYP this year. Schools in both LEAs implemented the following strategies: PLCs, tiered intervention, three hour literacy and ninety minute mathematics instructional blocks, school-wide SIOP training, ESL endorsement courses, and after school and summer school programs for targeted academically at-risk students. (p. 85)

A3 (ii)(a).



(p. 90)

A3 (ii)(b). Our successes in the language arts area have been impacted by our K-3 Reading Initiative, our Optional Extended-day Kindergarten program, the use of Utah’s Three-Tiered Model of Reading Instruction, and our Family Literacy Centers. (p. 96)

B3. Project Five: Improving Early Learning Outcomes Rationale: The foundation for success in reading and mathematics begins before kindergarten. This is especially true for economically disadvantaged students, English language learners, and students with disabilities. We have learned from our optional extended-day kindergarten initiative that early intervention at the preschool level is essential to narrowing achievement gaps. (p. 124)

Activity Table for Project Five

Activity 2: Maintain full-day kindergarten for eligible students using State funds and use data to replicate high performing projects and practices.	2010/11: Identify data-gathering protocols for both student achievement and effective practices. LEAs participate in the development of protocols.
	2011/13: Implement protocols. Provide ongoing PD in effectiveness with sharing and networking opportunities for teachers.
	2013/14: Provide ongoing support for implementation of extended and full-day kindergarten programs.

(p. 125)

D2 (iv)(b). The designation Master Practitioner or Master Principal will provide opportunities for extended contracts (up to 14 days for teachers; 15 days for principals). Additional contract days may be used to provide (1) induction support for teachers or administrators in years 1-3 of their careers; (2) coaching support for professionals who have completed their first three years or who have been identified as needing additional support; (3) PD as needed at a site or LEA level; or (4) additional targeted support to students before or after school or during the summer to ensure appropriate academic growth. (p. 165)

E2 (ii). ...Enoch Elementary received a National Title I Distinguished School Award for Closing the Achievement Gap between Student Groups in 2007 and a National Title I Distinguished School Award for Exceptional Student Performance for Two or More Consecutive Years in 2009. Teachers and paraprofessionals accepted the challenge to acquire special training to provide interventions for all children below benchmark. Teachers and staff extended the school day to provide interventions for students below benchmark and chose to use their prep time for Tier 2 interventions so that students could remain in the classroom for Tier 1 instruction. By 2008-2009, proficiency rates had increased to 91% in language arts and 94% in mathematics. Enoch’s faculty recognizes that Title I students often do not enjoy the advantages of many other students. Because of this, they are working to provide accelerated programs for their Title I students. (p. 216)

...To address the needs of its students, Lewiston Elementary implemented systematic and explicit research-based instruction in both math and language arts using a 3-tiered Model of instruction. ... An additional 30 minutes of instruction has been provided for all kindergarten students. Extended learning time was made available to students in grades 1-5 as part of a 21st Century Community Learning Center program and the Youth Connections program from the Utah Department of Workforce Services. Students are provided with opportunities for before and after school reading and math tutoring, summer school, and enrichment activities and have also benefited from many volunteer hours donated by PTA, Volunteers in Service to America (VISTA), and AmeriCorps volunteers. Even though the school’s attendance area is spread out over 121 square miles, parent support and attendance at activities is high... (p.217)

... 94% of Monroe teachers provide after school tutoring, which serves 38% of the children. Teachers collaborate in Professional Learning Communities (PLCs) to analyze data, identify students who need

interventions, and plan differentiated instruction. A three-hour literacy block is provided on a daily basis and students received ninety minutes of math instruction each day. A push-in instructional delivery model has been implemented to maximize small-group support provided by Special Education, reading specialists, and Title I and ESL paraprofessionals. Tutorial reading and math programs are provided during the school day and after school for students who need instructional support in addition to regular classroom instruction. A high-quality summer school session is also provided for English Language Learners and students who are most at risk. A rich program of art integration has been supported through a Beverly Taylor Sorensen Elementary Arts Learning program grant. Students have opportunities to participate in music, visual arts, theater, cultural dance, and quilting, along with intramural sports, parent/child aerobics, and stop-action film. Multiple funding streams are leveraged to support after school and summer programs, including: Youth Connections through Utah's Department of Work Force Services, highly-impacted school funding, Learning and Nurturing Development (LAND) Trust, and Title I funds. Business partners include SelectHealth and Intermountain Health Care who provide tutors, mentors, musical instruments, coats, shoes, physical education equipment, flu shots, supplies, and a faculty fitness program. Classes for parents in computer skills and English are also available after school. Monroe is participating in the Family Literacy program. A variety of cultural fairs, health fairs, reading and math nights, and parenting classes help create a learning environment that embraces students, parents, teachers, and the community at large. (p. 218)

Jordan and Granite School Districts, urban-suburban school LEAs in Salt Lake County, were early adopters of SOS. Both districts' Title I directors are USOE-trained SOS consultants. They both use the SOS appraisal process and accompanying tools with all Title I schools. Last year, all five of Jordan School District's Title I schools made AYP. Granite's Title I schools included a National Title I Distinguished School Award for Closing the Achievement Gap, kept all but one Alert Years school out of improvement, and improved achievement in two Title I schools in improvement so that they would exit improvement if the schools make AYP this year. Schools in both LEAs implemented the following strategies: PLCs, tiered intervention, three hour literacy and ninety minute mathematics instructional blocks, school-wide SIOP training, ESL endorsement courses, and after school and summer school programs for targeted academically at-risk students. (p. 220)

F3. Electronic High School allows students to recover missing credit and take more than the 28 credit hours currently offered at their high schools. International Baccalaureate fills a niche for accelerated students who, because of lack of peer interaction in a traditional setting, might have been at risk for graduation. Because this program is often located in less affluent areas, it also gives underrepresented ethnic minority students access to accelerated programs. Students in year-round elementary schools experience less learning loss over the summer than their traditional calendar peers. These efficient and effective measures help Utah provide success for the varied needs of our students. (p. 244)

Priority 2. Currently, Utah has the following programs in place:

Utah's secondary Utah Science Technology and Research (USTAR) program extends opportunities for students to be involved in STEM activities by extending the school day or the school year. (p. 246)

Preparing teachers to teach, use, and understand STEM content across grades is an essential part of our current efforts and *Utah's Comprehensive Reform Plan*. Using creative scheduling and adding STEM courses to summer offerings is another way that Utah is offering more STEM classes for students. (p. 249)

Priority 3. Utah will create and implement Pre-K academic standards: review the data and reports from Utah's K-3 Reading Initiative and use the data to identify and replicate high-performing projects and practices; maintain and expand full-day kindergarten to eligible students; and use data to identify and replicate high-performing projects and practices; and support early intervention programs for high-need Pre-K children by reviewing the data and reports from the UPSTART Early Learning Initiative, CTE sponsored preschools, and other state preschool programs.(p. 250)

Washington

Budget Part II: Project-Level Budget Narrative

Supporting Struggling Schools

Personnel Travel	Annual Amount per FTE
<p><i>Technical Assistance Contractors with Specialized Expertise (TACSE):</i> OSPI will contract with approximately 15 educators with expertise in areas such as: school/district reform, English language development, implementing effective K-12 mathematics and reading systems, utilizing evidence-based instructional strategies and classroom walk-through protocols, supporting students with special needs, turnaround leadership, partnering with parents and the community, and expanding learning time for students and staff. TACSEs will support school/district teams to implement evidence-based practices and other innovations presented to them in professional development delivered through the Struggling Schools Innovation Cluster. Each participating school will receive approximately \$10,000 in TACSE services during Years two through four of the project.</p>	\$360,000

(Budget – 27)

Wisconsin

A1 (i). In addition, Milwaukee Public Schools, under State direction, has restructured its school system by creating nine school support clusters. Each cluster is staffed by a school improvement supervisor who provides school-level oversight to ensure implementation of all improvement strategies required under corrective action. Examples of currently required improvement strategies include: extended learning time in reading and mathematics K-8, reading intervention courses in all high schools, summer school, after school and/or before school tutoring by highly qualified teachers, and implementation of Response to Intervention (RtI). Additionally, two SIFIs will be required to implement an extended calendar in the 2010-11 school year. The school improvement supervisors also arrange for internal or external technical assistance to improve implementation of school improvement strategies as needed based on consultation with school principals and the Director of District and School Improvement. (p. 10-11)

A2 (i)(e). Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS for Children)

WINS for Children will promote high quality teaching and learning in community schools that: implement an extended-day/extended-year school calendar; utilize incentives to promote attendance,

appropriate behavior, academic achievement; use 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 parental and provider access to individual student records and user-friendly information about school quality and actual performance. In addition, educators will work closely with WINS for Children navigators to connect children and their families to the full range of community supports children may need to achieve age-related milestones of healthy development. 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 and cultural programs for all family and community members. WINS for Children will use a web-enabled data exchange network that incorporates and builds on local and state data systems. The network will be managed by WINS for Children to enable instructional leaders, parents, and service providers to access information on demand and as appropriate. Neighborhood navigators will assist parents in obtaining and understanding information about the well being and academic proficiency of their children and about the overall quality of the schools and services available to them. As a condition of participation and funding, providers will be required to specify their efforts to outcomes for all children, including those with developmental or learning differences, as well as make information about program quality and impact readily available to consumers. Program providers will be identified using partner selection criteria that include: an organizational culture of high standards that uses data to drive performance; a history of a high degree of real collaboration; the presence of systems for quality assurance and accountability; evidence of leadership and whatever-it-takes passion; and alignment between what they can deliver and what is known to contribute healthy human development. (p. 52)

A3 (i). Substantial Reform Progress to Date

4). MPS is now in its third year under federally required corrective action and under State direction has restructured the district by creating nine School Support clusters. Each cluster has implemented: extended learning time in reading and mathematics K-8, reading intervention courses in all high schools, summer school, after school and/or before school tutoring by highly qualified teachers, and implementation of Response to Intervention (RtI). The State has provided extensive technical assistance and direction around these efforts. Building on that work, the Superintendent has required MPS to adopt a uniform curriculum in both reading and mathematics, implement comprehensive literacy and numeracy plans, and implement positive behavioral supports. (p. 61)

In addition to other state and federal resources, school districts in Wisconsin have used ARRA funds to advance education reform strategies, including: adopting rigorous college- and career-ready standards and high-quality assessments; establishing data systems and using data for improvement; increasing teacher effectiveness and equitable distribution of 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. 62)

A3 (i)(b). In addition to Milwaukee, many other schools and districts in Wisconsin have been recognized for their significant improvements in student achievement over the past 10 years... The strategies used by these schools and districts included: deeply analyzing data in order to understand the performance problem and challenges, setting ambitious goals, changing curricular programs and creating a new

instructional vision, using formative assessments and data-based decision making, requiring on-going intensive professional development, using time efficiently and effectively, extending learning time for struggling students, creating a collaborative professional culture, implementing widespread and distributed instructional leadership, and seeking out research and best practices to guide their decisions. The strategies used by these schools are the same strategies that are outlined in Wisconsin's Race to the Top application; therefore, the State believes these schools and districts are models for what can be achieved statewide. (p. 69)

E1. State Intervention Authority

Under the legislation, if the State Superintendent determines a school district has been identified in need of improvement for four consecutive years, the local school board is required to:

- Provide additional learning time, which may include an extended school day, an extended school year, summer school or intersession classes. (p. 219)

E2 (ii). Supporting Persistently Low-Performing Schools: Corrective Action Requirements

Additionally, MPS provides non-proficient students attending all SIFI schools extended learning time opportunities, including:

- After School Academic Programs (ASAP), through Community Learning Centers, in reading/language arts and mathematics for K -5, 8th & 9th grades
- After-school tutoring in all Title I SIFI schools
- Supplemental Educational Services (SES) in all Title I SIFI schools, K – 12th grade
- Summer school with a reading and mathematics focus (p. 230)

Supporting Persistently Low-Performing Schools: Other Milwaukee Strategies

WINS for Children will promote high-quality teaching and learning in community schools 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 parental and provider access to individual student records and user-friendly information about school quality and actual performance. See Section (A)(2) for more information. (p. 237)

Exhibit II MOU- Milwaukee

Under the Exhibit II MOU, MPS will be allocated an additional \$166 per pupil (for a total of \$14.2 million) to implement district wide strategies to address the achievement gap. Milwaukee has agreed to support:

- Support students during the 9th grade transition by providing summer programs and strategies to increase parental engagement; (p. 238)

Table 49 – Evidence for (E)(2)

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
School closure	23	No district plan for the reassignment of students resulted in some students moving from one low performing school to another.
Conversion to Charter	5	
Reduce management authority of the school	44	This strategy has begun to show promise as an extremely decentralized school district with high student mobility began to implement greater consistency in curriculum, instruction, assessment and professional development.
Extended learning time	44	The success of this strategy relies on having highly effective teachers.

(p. 243)