Race to the Top: Promising State Models

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Through the recently passed American Recovery and Reinvestment Act (ARRA), the U.S. Department of Education will conduct a national competition among states for a $4.35 billion “Race to the Top” incentive program designed to push states to improve education quality and results. The Race to the Top fund will help drive substantial gains in student achievement by supporting states that make dramatic progress on four reform goals outlined in the ARRA. Race to the Top grants will be awarded in two rounds — fall 2009 and spring 2010.

This overview document provides links to legislation and other state sources highlighted in ECS’ March 2009 “Race to the Top” Briefing Memos on Goals 1, 2, 3 and 4.

Goal 1: Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.

- **Indiana**
  - End-of-course assessments aligned with college- and work-ready standards: IND. CODE § 20-32-5-21(b); Indiana Department of Education Core 40 End-of-Course Assessment InfoCenter: http://www.doe.in.gov/core40eca
  - Aligned high school graduation requirements and public four-year admissions requirements: IND. CODE § 20-32-4-1(b)(2) and 21-4-4-2
  - Alternative graduation means for students who do not pass end-of-course assessments: IND. CODE § 20-32-4-4 and -5

- **Colorado**
  - P-12 standards backmapped from a high school exit definition of postsecondary and workforce readiness: COLO. REV. STAT. § 22-7-1005
  - Alignment of local standards, curricula and assessments to state-level standards: COLO. REV. STAT. § 22-7-1013
  - Adoption of common P-12 and higher education postsecondary and workforce readiness definition, and postsecondary and workforce planning, preparation and readiness assessments: COLO. REV. STAT. § 22-7-1008
  - Legislative intent that all students complete a postsecondary- and workforce-ready high school curriculum; technical assistance: COLO. REV. STAT. § 22-7-1015
  - Optional postsecondary- and workforce-ready diploma endorsements: COLO. REV. STAT. § 22-7-1009
  - Guarantee that high school graduate with endorsed diploma meets criteria for placement in credit-bearing college courses: COLO. REV. STAT. § 22-7-1017(2)
  - Grades 9-12 standards aligned with postsecondary and workforce planning, preparation and readiness assessments: COLO. REV. STAT. § 22-7-1005(4)
  - Piloting of postsecondary and workforce planning, preparation and readiness assessments, beginning in 2008-09 school year: COLO. REV. STAT. § 22-7-1007
  - Postsecondary and workforce planning, preparation and readiness assessments must be adopted with consensus between the state board and commission on higher education by December 15, 2010, and based on pilot results: COLO. REV. STAT. § 22-7-1008(2)
Postsecondary and workforce planning, preparation and readiness assessments must be administered statewide by December 15, 2012: COLO. REV. STAT. § 22-7-1016(1)

Postsecondary and workforce planning, preparation and readiness assessments must be used for federal and state accountability and may use portfolios, projects and performances: COLO. REV. STAT. § 22-7-1006(1)(a)(V) and (VI), (b)

Assessment results must be used to identify areas of student need: COLO. REV. STAT. § 22-7-1016(1)

Grade 11-12 English language learners not demonstrating postsecondary and workforce readiness must receive additional services and supports: COLO. REV. STAT. § 22-7-1016(5); study of costs to deliver these and other services: COLO. REV. STAT. § 22-7-1018

Final high school transcript must note student’s level of postsecondary and workforce readiness: COLO. REV. STAT. § 22-7-1016(2)

Educator meetings in regions statewide: COLO. REV. STAT. § 22-7-1011

Reporting of student results, disaggregated by district, race, gender and poverty level: COLO. REV. STAT. § 22-7-1019

Texas

Vertical teams, adoption of college-ready standards and materials: TEX. EDUC. CODE ANN. § 28.008; 19 TEX. ADMIN. CODE § 4.175, 4.176, 74.1001

Development of end-of-course assessments that measure college readiness: TEX. EDUC. CODE. ANN. § 39.023 and 39.0233

High school courses for students who do not meet college readiness standards on end-of-course assessments: TEX. EDUC. CODE § 28.014

Pilot to provide intensive summer courses: TEX. EDUC. CODE ANN. § 29.098

State funds for programs to increase high school rigor and college readiness: TEX. EDUC. CODE ANN. § 39.114

Grants for technical assistance in providing staff development on college-ready standards and expectations: TEX. EDUC. CODE ANN. § 21.4511.

Goal 2: Establishing pre-K to college and career data systems that track progress and foster continuous improvement.

Utah

K-12 and postsecondary collaboration required: UTAH CODE ANN. § 53A-1-603.5

Florida

Improving data quality and timeliness and data warehousing: FLA. STAT. ANN. § 1008.31(3)

Postsecondary feedback element: FLA. STAT. ANN. § 1008.37


Arkansas

Postsecondary feedback element: ARK. CODE ANN. § 6-15-2401 [no link available as of March 30, 2009]

California

Teacher training in data analysis and use: CAL. EDUC. CODE § 99237.6

Oregon


Colorado

Including the “P” in the P-16 data system: COLO. REV. STAT. § 22-2-134 and 26-6-121

Maryland

Using data as a tool to foster continuous improvement: MD. CODE ANN., EDUC. § 5-401

Requirement that impact of increased state aid for education on student and school performance be evaluated: MD. CODE ANN., EDUC. § 5-402

Goal 3: Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.

Indiana

- Louisiana

- New York
  - Evaluation of all teacher preparation programs: N.Y. EDUC. LAW § 305(12) [no direct link available]

- Florida
  - Equitable distribution of highly qualified teachers to low-performing schools: FLA. STAT. ANN. § 1012.2315

- California
  - Loan forgiveness to encourage qualified teachers to work in at-risk schools: CAL. EDUC. CODE § 69612 through 61613, 69613.1 through 69615.8

- Ohio
  - Governor’s proposal to require participation in a residency program before teacher certification: 2009 State of the State

- Virginia

Goal 4: Providing intensive support and effective interventions for the lowest-performing schools.

- Florida
  - School improvement plans based on data analysis and best practice: FLA. STAT. ANN. § 1003.413(2), 1001.42(18)(a)
  - Department of education must use longitudinal data to evaluate the impact of requiring a “redesign component” in each secondary school’s improvement plan: FLA. STAT. ANN. § 1003.413(4)(e)

- Virginia
  - Incentives districts may use to attract turnaround specialists: VA. CODE ANN. § 22.1-199.1(F)
  - Research-based instructional interventions chosen from a state-determined list must be used in low-achieving schools: 8 VA. ADMIN. CODE § 20-131-310(B); http://www-produ.pen.k12.va.us/VDOE/Instruction/title1/Interventions.pdf

- Massachusetts

- North Carolina

- California
o Renegotiating collective bargaining agreements for the lowest-performing schools: CAL. EDUC. CODE § 52055.5(b)(3)(E)

• **Colorado**
  o Provision that a low-performing school be converted into a charter school: COLO. REV. STAT. § 22-7-609(5), 22-30.5-301 through -308

• **Louisiana**

• **Tennessee**

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