



Tools & Resources

Promising Practices

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Race to the Top: Promising State Models

By Jennifer Dounay

March 2009

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: ¹ 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](#)
 - Numeric benchmarks based on P-20 goals: Florida Department of Education, *Florida's Next Generation PreK-20 Education Strategic Plan*, approved December 2, 2008; accessed March 24, 2009 from http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf.
- **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**
 - Teacher training in data analysis and use: Oregon DATA Project Web site, accessed March 30, 2009, from <http://data.k12partners.org/>; Oregon Department of Education *News Release*, "Oregon DATA Project Receives National Attention," March 24, 2009; accessed March 30, 2009, from <http://www.ode.state.or.us/news/releases/default.aspx?yr=0000&kw=&rid=682#top>
- **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**

- Matching teachers to students by classroom and subject: Indiana Department of Education, *Questions and Answers*, accessed March 17, 2009, from <http://www.doe.in.gov/SPN/FAQ.html>
- **Louisiana**
 - Unique identifiers for teachers, greater data access for policymakers, and a system for evaluating teacher preparation programs: Louisiana Department of Education, *Planning, Analysis, and Information Resources: Profile of Educational Personnel*, accessed March 17, 2009, from <http://www.doe.state.la.us/lde/pair/1214.html>
- **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**
 - Attracting highly qualified math teachers to middle schools: Virginia Department of Education, *Virginia Middle School Teacher Corps Overview*, accessed March 18, 2009, from <http://www.doe.virginia.gov/VDOE/Instruction/OCP/teachercorps.html>; VA. CODE ANN. § [22.1-199.1\(G\)](#)

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**
 - Turnaround specialists and school improvement plans based on data analysis: University of Virginia, Darden School of Business, *University of Virginia School Turnaround Specialist Program (UVA-STSP)*, accessed March 18, 2009, from http://www.darden.virginia.edu/html/standard.aspx?menu_id=39&styleid=3&id=11168
 - 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-prod.pen.k12.va.us/VDOE/Instruction/title1/Interventions.pdf>
- **Massachusetts**
 - Autonomy balanced with accountability, resulting in a different school model: Massachusetts Department of Education, *School Redesign: 2007 Guidelines for Pilot Schools Option: Background*, accessed March 19, 2009, from <http://www.doe.mass.edu/redesign/copilot/guidelines.html?section=bq/>, Massachusetts Department of Education, *School Redesign: 2007 Guidelines for Pilot Schools Option: Guiding Principles*, accessed March 19, 2009, from <http://www.doe.mass.edu/redesign/copilot/guidelines.html?section=gq>
- **North Carolina**
 - School improvement plans based on data analysis and best practice, serving the neediest schools first: N.C. GEN. STAT. § [115C-12\(30a\)](#); Public Schools of North Carolina, State Board of Education, Department of Public Instruction, "Report to the Joint Legislative Education Oversight Committee: Assist Local School Administrative Units on Implementation of the No Child Left Behind Act," December 2005, accessed March 30, 2009, from http://www.ncpublicschools.org/sbe_meetings/0512/0512_HSP02.pdf
- **California**

- Renegotiating collective bargaining agreements for the lowest-performing schools: CAL. EDUC. CODE § [52055.5\(b\)\(3\)\(E\)](#)
- **Colorado**
 - 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**
 - Statewide district to administer struggling schools: LA. REV. STAT. ANN. § [17:10.5](#); Louisiana Recovery School District Web site, accessed March 19, 2009, from <http://www.rsdl.net/Home.aspx>
- **Tennessee**
 - Intensive onsite assistance, targeted toward the neediest schools: Tennessee Department of Education, *Tennessee Exemplary Educators Program*, accessed March 19, 2009, from <http://tennessee.gov/education/accountability/exemplaryeducator.shtml>

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