

Side-by-side comparison of Massachusetts' Phase 1 and Phase 2 Race to the Top applications

May 14, 2010

Phase 1 Points	Section	Phase 1 Highlights	Phase 2 Highlights	Summary of Changes
Section A: State Success Factors				
55/65	<i>(A)(1) Articulating State's education reform agenda and LEAs' participation in it</i>	1. Four objectives: - Attract, develop, and retain effective educators - Provide curricular and instructional resources - Concentrate support in the lowest performing schools - Increase college and career readiness 2. Securing LEA commitment 3. Statewide impact	<i>No changes</i>	- Working with stakeholders to secure commitment from more districts
27.6/30	<i>(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans</i>	1. Managed by research & planning office, each project will have a manager and will be evaluated 2. Two advisory groups 3. \$287 million budget	1. Managed by research & planning office, each project will have a manager and will be evaluated 2. Implementation support for districts from ESE 3. Two advisory groups 4. \$250 million budget	- Clarify implementation supports for districts - Decrease in budget
28.8/30	<i>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</i>	1. Improvements in student performance on MCAS, NAEP, and TIMSS; grad rates 2. Room for improvement: achievement gaps on NAEP; science and reading; ELLs; dropouts 3. State policy and goals are aligned with RTTT priorities	<i>No changes</i>	

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Section B: Standards and Assessments				
25/ 40	<i>(B)(1) Developing and adopting common standards</i>	1. Active role in development 2. Adoption date in fall 2010	1. Active role in development 2. Present to BESE in May 2010, then public comment 3. BESE vote in July 2010	- Earlier projected adoption date to meet August 2 requirement
10/ 10	<i>(B)(2) Developing and implementing common, high-quality assessments</i>	1. Participating in Balanced Assessment State Consortium and Achieve consortium 2. MOU with 25 other states for college/career readiness partnership 3. MA has leadership role in the consortium for assessments 4. Transition to new system while still using MCAS	1. MOU with 25+ other states for college/career readiness partnership (PARCC) 2. MA leadership role in the consortium for assessments 3. Transition to new system while still using MCAS	- Achieve consortium has chosen the name of PARCC: Partnership for the Assessment of College and Career Readiness - No longer in the Balanced Assessment consortium
18.8/ 20	<i>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</i>	1. Disseminate Common Core standards 2. Teaching & learning system to provide curriculum, instruction, and assessment resources 3. Align state policy with college/career readiness goals and add programs to support readiness	1. Teaching & learning system to provide curriculum, instruction, and assessment resources 2. Align state policy with college/career readiness goals and add programs to support readiness 3. Professional development (PD) for new standards and assessments	- Common Core standards will be disseminated through the teaching and learning system and related PD - Clarify professional development to be offered on the T&L system
Section C: Data Systems to Support Instruction				
18/ 24	<i>(C)(1) Fully implementing a statewide longitudinal data system</i>	1. Education Data Warehouse (EDW) addresses all 12 elements of America COMPETES Act	<i>No changes</i>	- Clarify that all elements are currently in place

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4.8/5	<i>(C)(2) Accessing and using State data</i>	1. Improve EDW 2. Improve ESE's public website 3. Enhance data audits	<i>No changes</i>	- Scope of work depends on outcome of State Longitudinal Data Systems grant
15.6/18	<i>(C)(3) Using data to improve instruction</i>	1. Invest in data and technology to support the T&L system 2. Expand educator training and supports 3. Longitudinal data available to researchers	<i>No changes</i>	- Scope of work depends on outcome of State Longitudinal Data Systems grant
Section D: Great Teachers and Leaders				
19/21	<i>(D)(1) Providing high-quality pathways for aspiring teachers and principals</i>	1. Describe alternative routes to licensure 2. Database integration will allow us to target shortage areas	1. Describe existing licensure routes, alternative/higher ed programs 2. Database integration will allow us to target shortage areas 3. Link to other initiatives	- Will include overall framework for all of section D - Additional details on existing routes - Linkages across initiatives in section D
39.6/58	<i>(D)(2) Improving teacher and principal effectiveness based on performance</i>	1. Measure student growth in tested and non-tested grades and subjects 2. Convene a task force to define measures of effectiveness 3. Pilot projects in LEAs using measures of effectiveness in evaluation 4. Timely feedback from principals and data on student growth 5. Use evaluations to inform decisions 6. Statewide career ladder and performance-based licensure system	1. Statewide task force to develop principles of measures of effectiveness 2. The task force will recommend a new state evaluation framework to the Board. Framework to include: - 2-year cycle of evaluation - student growth as a significant factor; other measures of effectiveness also significant - differentiated by career stage - flexibility at district level 3. Statewide evaluation tools and implementation supports 4. Share best practices from	- More emphasis on implementing new systems statewide as early as possible - More emphasis on implementation support for districts, including training for teachers, principals, and administrators on the new evaluation framework and its implementation - Greater specificity and clarity about outcomes

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			<p>districts participating in the Working Group on Educator Excellence pilot program</p> <p>5. Develop a performance- and portfolio-based licensure system grounded in measures of effectiveness</p> <p>6. Create a career ladder that supports new roles for teacher leaders</p>	
16.6/25	<i>(D)(3) Ensuring equitable distribution of effective teachers and principals</i>	<ol style="list-style-type: none"> 1. Publish report on trends 2. Recruitment initiatives 3. Concentrate on lowest achieving schools 4. Retain effective teachers 	<ol style="list-style-type: none"> 1. Publish public report on trends 2. Marketing campaign and incentives for high poverty, high minority schools 3. Retain teachers by improving working conditions 4. Increase teachers for hard-to-staff subjects through online and STEM preparation programs 	<ul style="list-style-type: none"> - Strategy reaches beyond turnaround schools - Building more on work already happening in Massachusetts - Focus on fewer initiatives
9/14	<i>(D)(4) Improving the effectiveness of teacher and principal preparation programs</i>	<ol style="list-style-type: none"> 1. Align approval process with measures of effectiveness 	<ol style="list-style-type: none"> 1. Refine approval and accountability system 2. Scale up effective programs through competitive grants 3. Use performance-oriented approval regulations 	<ul style="list-style-type: none"> - Increased focus on accountability - Added section on scaling through competitive grants to better address grant requirements
17.2/20	<i>(D)(5) Providing effective support to teachers and principals</i>	<ol style="list-style-type: none"> 1. Enhance statewide PD system 2. Work with existing PD venues and vendors to develop and roll out the system 3. Hold LEAs responsible for providing professional supports 	<ol style="list-style-type: none"> 1. Expand and enhance the statewide PD delivery system 2. Increase leadership knowledge and skills of administrators 3. Increase teachers' capacity to differentiate instruction 4. Provide targeted PD focused 	<ul style="list-style-type: none"> - A more detailed and organized focus on PD - Greater clarity on priorities and strategy

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			on closing achievement gaps 5. Implement new policy and procedures to hold ESE, providers, and LEAs accountable for providing effective PD	
Section E: Turning Around the Lowest Achieving Schools				
10/ 10	<i>(E)(1) Intervening in the lowest-achieving schools and LEAs</i>	1. Statutory authority for the state to intervene 2. Critical powers under turnaround plans	<i>No changes</i>	
37.4/ 40	<i>(E)(2) Turning around the lowest-achieving schools</i>	1. Identify persistently low achieving schools 2. Develop corps of turnaround teachers and leaders 3. Build capacity of proven partners 4. Build district capacity to intervene 5. Attract turnaround operators to restart Level 4 and 5 schools	<i>No changes</i>	- Strategy for building district capacity in family engagement and dropout prevention will be framed as part of the Governor's Cabinet on Child and Youth Development and better coordinated with other parts of the application
9.6/ 10	<i>(F)(1) Making education funding a priority</i>	1. State support continues in the face of downturn 2. Progressive distribution of student aid through Chapter 70 foundation budget formula	<i>No changes</i>	
Section F: General				
29.4/ 40	<i>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</i>	1. Describe charter school laws, accountability, funding, and facilities 2. Describe other innovative schools	<i>No changes</i>	- Clarify new charter school law and its impact on caps

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5/5	<i>(F)(3) Demonstrating other significant reform conditions</i>	1. Examples of other policies the state has implemented that have demonstrated an impact on improving student achievement	<i>No changes</i>	