

Race to the Top An Overview

Race to the Top (RttT), a United States Department of Education competitive grant program, is authorized under the American Reinvestment and Recovery Act of 2009 (ARRA). Its purpose is to encourage and reward states that are implementing significant reforms in four education areas:

1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
2. Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
4. Turning around our lowest-achieving schools.

As RttT is a competitive grant, states were required to submit a lengthy application for consideration. Within each state, school districts planning to participate were required to submit a Memorandum of Understanding (MOU) to the State. Chandler Unified School District submitted an MOU in January, 2010.

As a part of Arizona's RttT application, a vision for public education in Arizona was communicated:

By 2020, Arizona's students will be ranked among the best in the United States, setting an example by achieving excellence amid challenging circumstances.

To accomplish this vision, Arizona established a bold and innovative plan that incorporates grade/content academic interventions, creating an end to social promotion, while at the same time, fostering a "move on when ready" environment for all students.

In addition, the RttT movement includes the creation, adoption and implementation of Common Core standards. Common Core standards represent the combined efforts of 48 states. Following adoption of Common Core standards, common summative assessments will be developed.

We have attached the Scope of Work to which we have committed, should our state be one of those chosen for receipt of grant funds.

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
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B. Standards and Assessments

(B)(3) Supporting the transition to enhanced standards and high-quality assessments

C. Data Systems to Support Instruction

- (C)(3) Using data to improve instruction:
 - (i) Use of local instructional improvement systems
 - (ii) Professional development on use of data
 - (iii) Availability and accessibility of data to researchers

D. Great Teachers and Leaders

- (D)(2) Improving teacher and principal effectiveness based on performance:
 - (i) Measure student growth and link it to both principals’ and individual teachers’ evaluations
 - (ii) Design and implement evaluation systems that incorporate student growth as a significant factor (both at the individual and group level)
 - (iii) Conduct annual evaluations
 - (iv)(a) Use evaluations to inform professional development
 - (iv)(b) Use evaluations to inform compensation, promotion, and retention
 - (iv)(c) Use evaluations to inform tenure and/or full certification
 - (iv)(d) Use evaluations to inform removal
- (D)(3) Ensuring equitable distribution of effective teachers and principals:
 - (i) High-poverty and/or high-minority schools
 - (ii) Hard-to-staff subjects and specialty areas
- (D)(5) Providing effective support to teachers and principals:
 - (i) Quality professional development
 - (ii) Measure effectiveness of professional development

E. Turning Around the Lowest-Achieving Schools

(E)(2) Turning around the lowest-achieving schools

For the Participating LEA	For the State
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**Authorized LEA Signature/Date
Print Name/Title**

**Authorized State Signature/Date
Print Name/Title**