

Race to the Top

Information and Assistance
to PSEA Locals

December 16, 2009

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What is Race to the Top?

- \$4.3 billion competitive education “reform” grant program from USDOE
- Grants awarded to states through competitive application process. PA will apply for funds. Application due 1/19/10
- PSEA has been involved from the beginning
 - Submitted to USDOE the most comprehensive response nationwide to draft regulations
 - Final federal regulations addressed a few of our concerns
 - Regular discussions with PDE about content of state plan

What is Race to the Top?

USDOE Point Allocations

Reform Area	Intent	Percent of Points
Great Teachers and Leaders	Increase teacher and leader effectiveness and distribute effective teachers equitably	28 (138 points)
Standards and Assessments	Adopt internationally benchmarked standards and assessments	14 (70 points)
Turn around lowest performing schools	Implement one of four possible intervention models	10 (50 points)
Data Systems to Support Instruction	Improve collection and use of data	9 (47 points)
OTHER		
Statewide support and capacity	Including LEA and local union commitment	25 (125 points)
Various: funding, support for charters, STEM		14 (70 points)

Will RTTT affect you?

- Goals similar in multiple federal funding sources
 - School Improvement Grants
 - American Recovery and Reinvestment Act
 - Elementary and Secondary Education Act
- Rendell administration shares federal goals
- Coming to a neighborhood near you
 - Pittsburgh
 - Philadelphia
- Possible template for ESEA Reauthorization

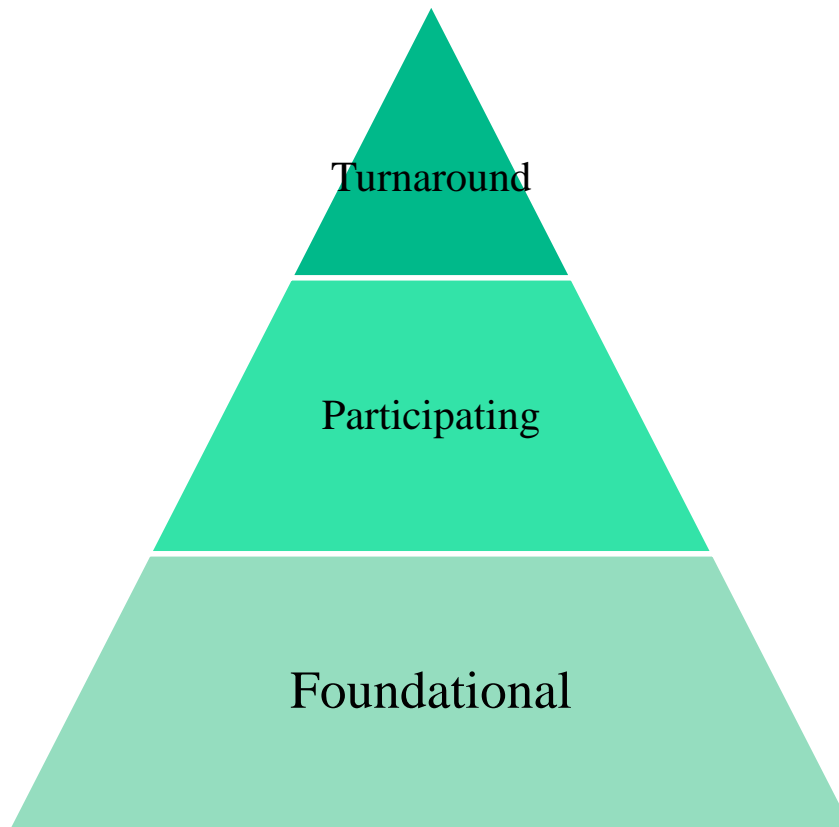
Underlying Provisions of RTTT

- PA is applying for up to \$400 million; at least 50 percent must be distributed to school districts that join in the state grant application.
- Final amount determined by state grant total and number of districts that join in the state's application
- PSEA locals will be asked to sign MOUs (by January 13) with districts

RTTT Key Dates

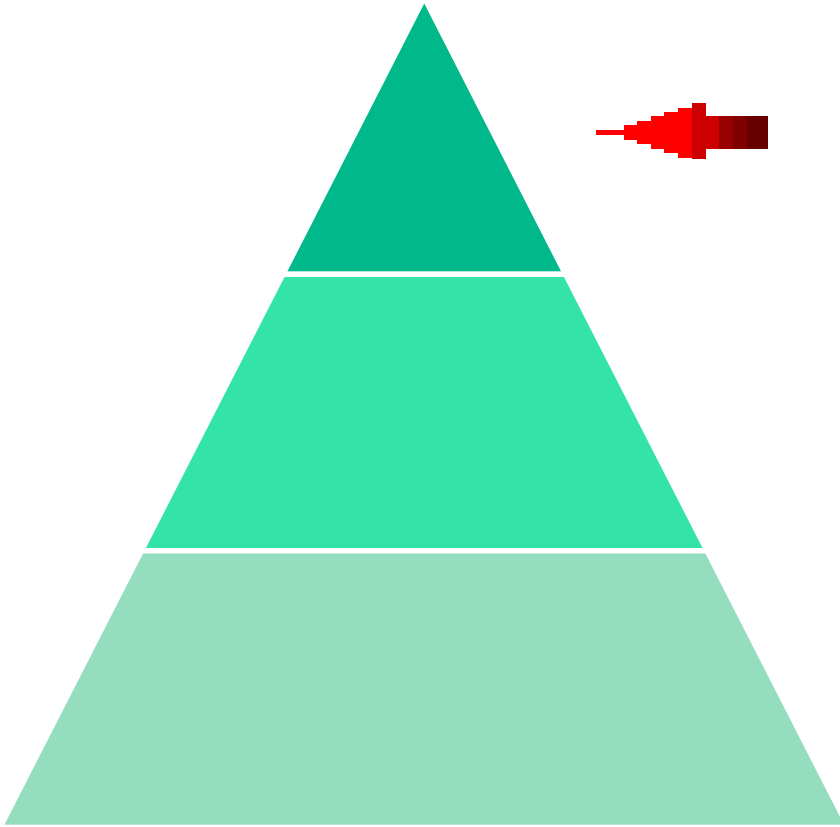
- July 2009 USDOE published draft regs
- August 2009 PSEA filed formal comments
- August 2009 PSEA met with Sen. Casey staff
- October 2009 Jim Testerman met with PDE
- November 2009 USDOE issued final regulations
- November 2009 PSEA responded to PDE's action paper
- **December 18, 2009** **Districts' letters of intent due to PDE**
- **January 5, 2010** **PDE Releases Final RTTT State Plan**
- **January 13, 2010** **MOUs due to PDE**
- **January 19, 2010** **States' applications due to USDOE**
- **April 2010** **Initial awards announced by USDOE**
- **Spring/Summer 2010** **Districts and locals engage in bargaining**
- **Fall 2010** **Grant implementation begins**
- **December 2010** **Additional awards announced by USDOE**

Components of the State Plan



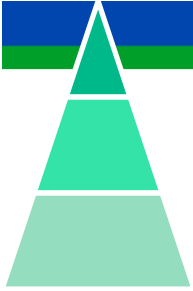
- **Turnaround Districts:** Any of 31 districts with a “low performing” or “turnaround” school that agrees to participate in RTTT
- **Participating (district wide) Districts:** Any other district that agrees to participate in RTTT
- **Foundational Districts:** All districts that do not agree to participate in RTTT

Adapted from PDE’s Race to the Top PowerPoint to Superintendents, December 7, 2009. Available on PDE’s Website.



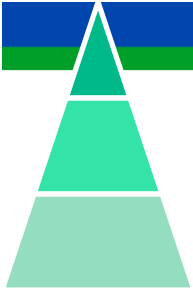
“Turnaround Districts”





“Turnaround Districts”

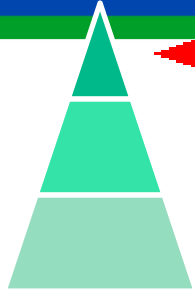
- 31 districts with individual schools that are performing in the lowest 5 percent (29 PSEA locals)
- 150 schools total
- One of 4 reform models must be implemented in the “turnaround” school but need not be implemented district-wide



Am I in a “Turnaround District?”

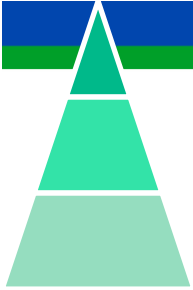
- Allentown City SD
- Aliquippa SD
- Central Dauphin SD
- Chambersburg Area SD
- Chester-Upland SD
- Clairton City SD
- Connellsville Area SD
- Cornell SD
- Corry Area SD
- Crawford Central SD
- Duquesne City SD
- Erie City SD
- Everett Area SD
- Farrell Area SD
- Harmony Area SD
- Harrisburg City SD
- Hazleton Area SD
- Lancaster SD
- Lebanon SD
- McKeesport Area SD
- Norristown SD
- Philadelphia City SD
- Pittsburgh SD
- Reading SD
- Southeast Delco SD
- Turkeyfoot Valley Area SD
- Uniontown Area SD
- Upper Darby SD
- West Greene SD
- William Penn SD
- York City SD

In these districts, “turnaround assistance” must be implemented in designated “turnaround schools (5 percent schools),” but need not be implemented district-wide.



Turnaround Districts

- Participation is voluntary
- Participating districts with a low performing or “turnaround school” must adopt one of four reform models for that school
 - Closure
 - Restart
 - Turnaround
 - Transformation
- PSEA recommends that if your local participates, the only model you consider adopting is transformation

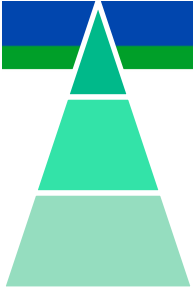


Turnaround Districts

Four Models

1. Closure

- Close low performing school; send students to higher-performing school in the district
- Monitor the performance of affected students

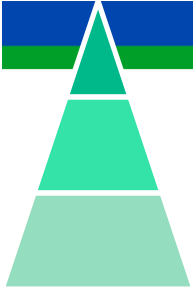


Turnaround District

Four Models

2. Restart

- Convert the low performing school to a charter school or close and reopen the school under a charter school operator, charter management organization (CMO) or an education management organization (EMO)
- Require operator to meet several requirements of turnaround model



Turnaround Interventions

Four Models

3. Turnaround

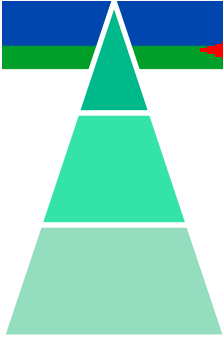
- Hire a new principal and replace at least 50% of staff with “highly effective” teachers
- Hire a chief turnaround officer
- Implement a multi-measure teacher evaluation system (including student growth) tied to compensation
- Reward school leaders, teachers and staff who have increased student achievement and remove those who have not
- Implement a rigorous, research-based curricula
- Increase learning time
- Use student data to inform and differentiate instruction
- Provide appropriate socio-emotional supports

Turnaround Districts

Four Models

4. Transformation

Same requirements as the “turnaround model”
without the requirement of 50% staff replacement



PDE Proposed Requirements Turnaround Districts

Participation is voluntary.

If they choose to participate, **turnaround districts** MUST implement the following in turnaround or transformation schools:

- Adopt a rigorous, fully-aligned research-based **curriculum**
- Implement PDE's model **assessment** system
- **Backward map** district math and literacy curricula for coherence
- Implement PDE's model **early warning system** for grades 6 and above
- Implement PDE's "**school information system**" or complete a diagnostic of district data system capabilities
- Provide **collaborative time for teachers**

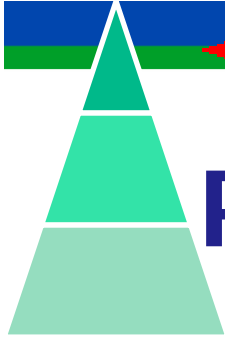
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PDE Proposed Requirements Turnaround Districts

- Identify **human capital** strategies to staff all schools with “effective teachers”
- Provide new teacher **induction** with side-by-side mentoring by “highly effective teachers”
- Implement PDE’s model teacher and principal **evaluation system** that **takes into account data on student growth as a significant factor**
- Conduct **annual evaluations** of teachers and principals that...provide data on student growth
- **Train** all principals and teachers on the evaluation system
- Use **evaluations to inform decisions** regarding **professional development, compensation, promotion and retention, tenure and removal** of ineffective teachers after ample opportunity to improve.

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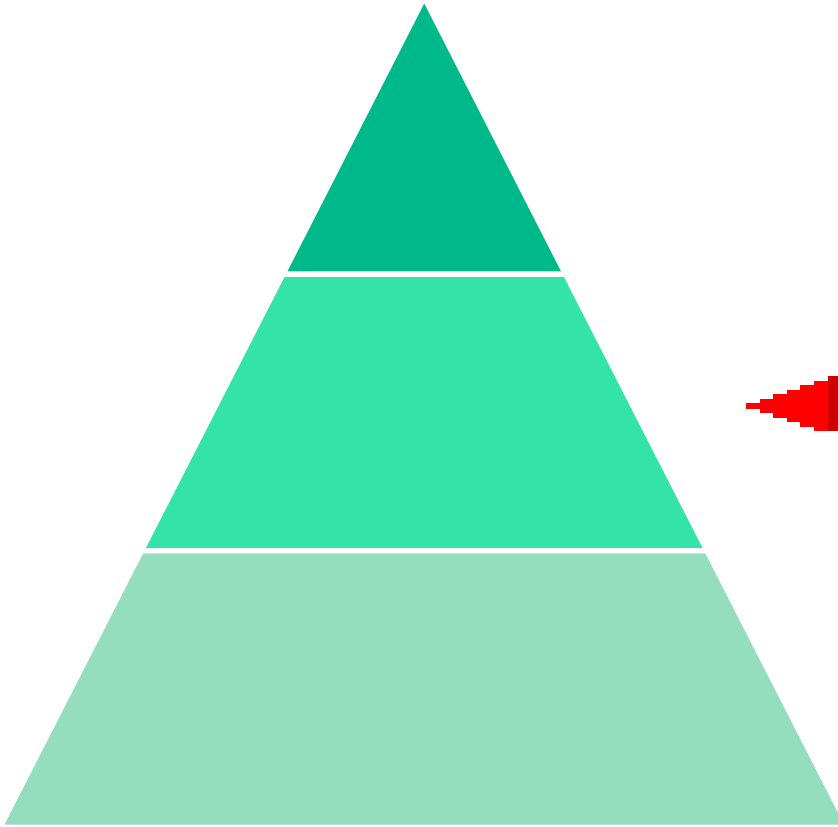


PDE Proposed Requirements

Turnaround Districts

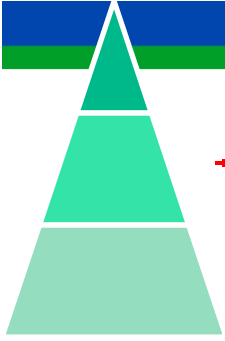
- Adopt PDE's model **career ladder** for promotion, compensation and advancement of teachers based on responsibility and other factors, including student growth
- Provide **professional development** to all district instructional staff on the use of data
- Provide professional development to high school teachers in **providing high rigor coursework**
- In districts with more than 3 turnaround schools, identify a **district turnaround leader**
- Build high quality **early childhood programs** in partnership with local providers
- Agree to develop and implement one of **four school intervention models** for each turnaround school

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“Participating Districts”

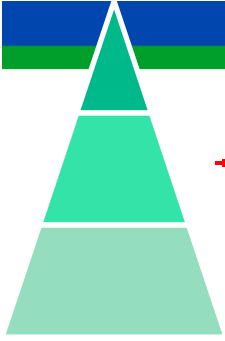




PDE Proposed Requirements for Participating Districts

- **Participation is voluntary**
- Available to any district outside the list of 31
- Districts that choose to participate **must** do the following:
 - Implement a fully-aligned **curriculum**
 - Implement a system of **assessments** to inform instruction
 - Use data to **identify students at risk** in grade 6 and above.
 - Implement a **School Information System** that provides real-time student data and can communicate with PIMS
 - Provide time for teachers to **collaborate** around student data and plan appropriate instruction

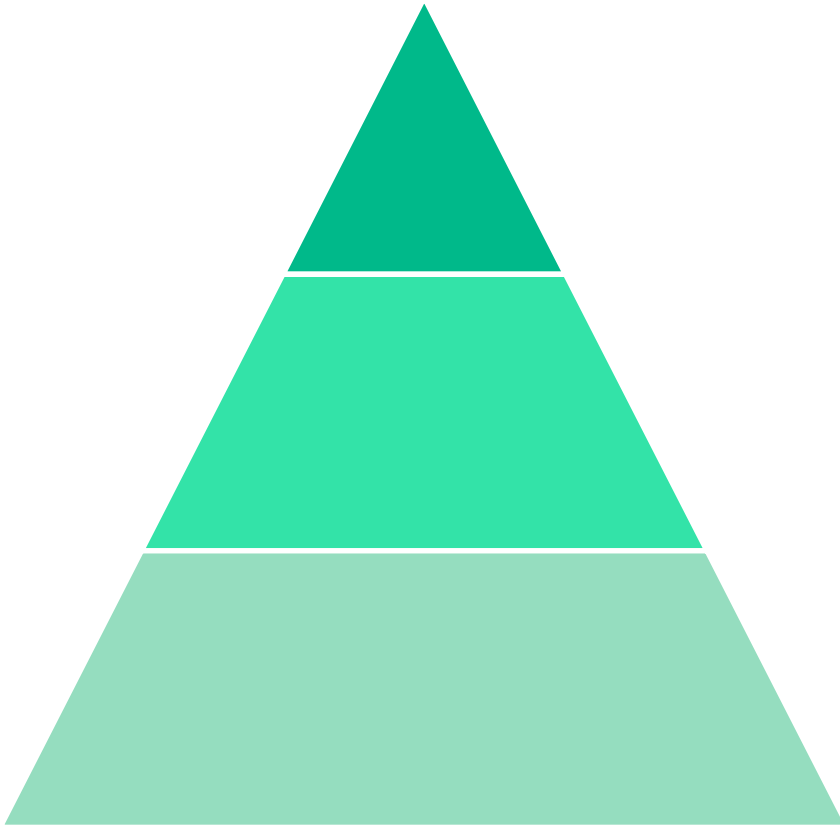
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PDE Proposed Requirements for Participating Districts

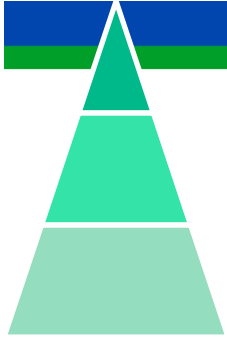
- Identify **human capital** strategies to attract, retain and distribute effective teachers
- Implement a multi-measure **teacher evaluation system** that uses student growth as a significant factor
- Conduct **annual evaluations** that provide data on student growth
- **Train** all principals and teachers on the evaluation system
- Use evaluations in **decisions** regarding **professional development, compensation, promotion and retention, tenure and removal of ineffective teachers.**
- Provide **professional development** to all instructional staff, focused on effective instruction and based on evaluation results

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December 7, 2009. Available on PDE's Website.



“Foundational Districts”





Foundational Districts

- Districts that *do not* agree to participate in Race to the Top
- Districts may receive some funds and can use PDE-developed resources, but have no requirements under RTTT

Adapted from PDE's Race to the Top PowerPoint to Superintendents, December 7, 2009. Available on PDE's Website.

Legal Issues Related to RTTT

- Public School Code, Act 195, Collective Bargaining Agreements
- Education Empowerment Act ... Act 16 Locals (special powers through June 30, 2010)

Education Empowerment (Act 16) School Districts

- Aliquippa
- Allentown
- Chester Upland
- Clairton City
- Duquesne City
- Harrisburg City
- Lancaster
- Philadelphia City
- Reading
- Steelton-Highspire
- Sto-Rox
- Wilkinsburg
Borough
- York City

Education Empowerment (Act 16) School Districts

School Code Protections

- Dismissals (Section 1121)
- Furloughs (Section 1124)
- Realignment and Recall (Section 1125.1)
- Observations/Evaluations (Section 1122)

RTTT Collective Bargaining Requirements

For the Transformation Model In Turnaround Districts (Low Performing Schools)

- Time (increasing length of day or year)
- Extending school day for professional development
- PDE model evaluation (including student growth factor) to inform compensation, promotion, retention
- Transfer (distribution of highly effective teachers)
- Pay (reward teachers with increased student achievement and graduation rates)
- Side-by-side mentoring (teacher induction)

RTTT Collective Bargaining Requirements

For the Transformation Model In Turnaround Districts (Low Performing Schools)

- PDE model career ladder with compensation based on responsibility and student growth
- Summer academies (for 9th grade), summer school, after school, and twilight school programs
- Professional development for **ALL** staff
- Signing bonuses (paid over 4 years) and retention bonuses (***both optional***)
- Implications for ESP bargaining

RTTT Collective Bargaining Issues

For Participating Districts

- An evaluation system (which factors in student growth to inform decisions on compensation, promotion, retention)
- A career ladder based on responsibility and other factors (including student growth) -- *optional*
- Professional development based on evaluation
- Implications for ESP bargaining

RTTT Collective Bargaining Issues

Memorandum of Understanding

- Due to PDE by Jan. 13; will be due with state grant application on Jan 19
- District agrees to implement a preliminary “scope of work” (See Exhibit 1 to the MOU)
- Places for three signatures
- District commitment worth 45 points out of 500

RTTT Collective Bargaining Issues

Memorandum of Understanding

PDE's position

By agreeing to participate, you, your district, and your board are "agreeing to agree" -- you do not have to decide on the details right now, but must agree to:

- adopt PDE's RTTT reform principles, and
- collaborate to produce a detailed plan over the next 3 months

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RTTT Collective Bargaining Issues

Memorandum of Understanding

Locals should:

- **Not sign an MOU prior to consulting with their UniServ**
- Understand what aspects of the plan the district is going to implement
- Make sure they have reviewed Exhibit 1 to the MOU
- Discuss with appropriate local association governing body before signing
- Make sure the protective language is included in the MOU

Locals willing to sign an MOU should be willing to bargain in good faith over the identified reform elements

RTTT Collective Bargaining Issues

Next Steps

- Submit PSEA recommended letter to districts
- Find out your district's intent
- Consult with your UniServ regarding any MOU
- Become familiar with PSEA's Vision paper
- Identify possible contract clauses, mandatory subjects of bargaining, and meet and discuss issues
- PSEA will support the decision of the local

Q&A

Q: My district does not want to participate. Can it be required to do so?

A: No, PDE criteria make clear that districts may **choose** whether or not to participate in RTTT.

#####

Q: My district wants to participate, but the local does not. Is there any way the district can make the local participate?

A: No, the local cannot be forced to participate in those elements of RTTT that require bargaining.

Q&A

Q: I work in one of the 31 districts with one or more “turnaround schools.” Does RTTT give the district the right to fire staff in the turnaround school?

A: RTTT does not empower districts to fire staff. All current contract and other legal protections remain in effect under RTTT.

Q&A

Q: How can the district link my evaluation to my pay? Wouldn't that need to be bargained?

A: Traditionally, evaluation has not been a mandatory subject of bargaining...but compensation is. PSEA's position is that when evaluation becomes tied to compensation, evaluation becomes a mandatory subject of bargaining. PSEA will assist locals that choose to participate by developing bargaining strategies and alternative proposals.

Q&A

Q: If my local agrees to sign a MOU with the district, how long would we have to bargain the details?

A: For district plans designed for implementation beginning in Fall 2010, PSEA believes those locals have 90 days after receipt of grant to complete bargaining. If your local signs an MOU, contact your UniServ to begin bargaining preparation.

Q&A

Q: Are charter schools, intermediate units or career and technical centers eligible to participate?

A: No, although IUs could have a role in supporting districts during implementation.

Questions?

Advice for Locals

- Don't listen to rumors. Consult with your UniServ to clarify your understanding of the RTTT process
- Have a serious discussion within your local to determine whether or not the local will agree to participate
- Keep your UniServ advised of the status of your conversations with the district
- Do not sign any MOU until you receive a PDE version that PSEA finds acceptable or PSEA's recommended addendum
- Check www.psea.org/rttt/ for updates