
2013 RACE TO THE TOP GRANT APPLICATION SUMMARY

BACKGROUND

Race to the Top (RTTT) is authorized under sections 14005 and 14006 of the American Recovery and Reinvestment Act (AARA). The RTTT State competitions provide incentives to States and Districts to adopt bold and comprehensive reforms in elementary and secondary education while laying the foundation for unprecedented innovation.

The District competition invites applicants to demonstrate how to personalize education for all students in schools. The RTTT District competition is aimed squarely at classrooms and the critical relationship between educators and students. A successful applicant will provide teachers the information, tools, and supports that will enable them to meet the needs of each student and substantially accelerate their learning.

SITUATION:

Based on Beaverton's leadership and strength in personalized education, the District has been approached to partner in the RTTT District Consortium Grant with Education Policy Improvement Center (EPIC), Eugene 4J, Salem-Keizer, and Portland Public Schools. See attached document for staff recommendations for District participation in six critical areas: Leadership, Diagnostics, Instructional Resources Focused on College and Career Readiness, Alignment, Professional Development, College and Career Readiness Supports.

RECOMMENDATION:

(13-331) It is recommended that the Board review and discuss the anticipated Race to The Top grant partnerships and application.

2013 RACE TO THE TOP

Beaverton School District in Collaboration With Portland Public Schools, Eugene, Salem-Keizer,
EPIC Prospectus – College and Career Readiness

Oregon is committed to preparing all students for college or career as evidenced by the adoption of the Common Core State Standards (CCSS) and supported by recent legislation establishing the most aggressive high school and college completion goals of any state in the country. This bold legislation directs that by 2025, 40 percent of adult Oregonians will have earned a bachelor's degree or higher, 40 percent will have earned an associate's degree or post-secondary credential, and that the remaining 20 percent or less will have earned a high school diploma or its equivalent (the 40/40/20 goals).

This proposal is based on the theory of action that if student learning experiences are highly personalized through deeper and more engaging instruction aligned to a comprehensive model of college and career readiness, student achievement, and postsecondary success indicators will increase. Extensive research demonstrates that college and career readiness involves more than meeting reading and math benchmarks and minimum graduation requirements from high school. Dr. Conley's Four Keys to College and Career Readiness (Four Keys), will guide the work: Think (Key Cognitive Strategies), Know (Key Content Knowledge), Act (Key Learning Skills and Techniques), and Go (Key Transition Knowledge and Skills), to ensure all students graduate with the critical knowledge, skills, and dispositions to succeed beyond high school.

The four largest urban school districts in the state, including Beaverton School District (Beaverton SD), Eugene School District 4J (4J), Portland Public Schools (PPS), and Salem-Keizer Public Schools (SKPS) propose to partner with the Educational Policy Improvement Center (EPIC), a 501(c)3 research center located in Eugene, Oregon, to increase the college and career readiness for a wider range of students from Oregon secondary programs with an emphasis and focus on students who would be first generation college attendees. Table 1 presents the demographic data for these four urban schools districts from 2011-2012.

2011-2012 Urban School District Demographics

District Inst. ID	District	Student Count	Enrollment by Ethnicity						Students Eligible for Free/Reduced Lunch	
			White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Multi- Ethnic	Eligible for Free Lunch	Eligible for Reduced Lunch
2082	Eugene SD 4J	16,907	11,905	344	2,124	692	287	1,555	5,856	949
2142	Salem-Keizer SD 24J	40,219	20,623	413	15,257	1,645	469	1,812	21,275	2,927
2180	Portland SD 1J	45,042	25,455	5,266	6,946	4,093	516	2,766	17,543	2,661
2243	Beaverton SD 48J	39,020	20,468	1,122	9,071	5,458	209	2,692	13,569	2,083
4 Districts Combined Total		141,188	78,451	7,145	33,398	11,888	1,481	8,825	58,243	8,620
% of 4 Districts Combined			55.6%	5.1%	23.7%	8.4%	1.0%	6.3%	10.38%	47.4%
Statewide Totals		560,951	366,475	14,182	118,017	25,705	10,131	26,441	249,733	37,516
% of Overall Student Population		25.2%	65.3%	2.5%	21.0%	4.6%	1.8%	4.7%	10.4%	51.2%
% of Students within that Subgroup			21.4%	50.4%	28.3%	46.2%	14.6%	33.4%	23.3%	23.3%

Sources: ODE Report #73 (2011-12 October 1 Enrollment Summary)
 ODE Report #67 (2011-12 Enrollment by Ethnicity)
 ODE Report #61 (2011-12 Students Eligible for Free or Reduced Lunch)

This RTTT Grant proposal includes six critical components:

1. Leadership:

Successful reform efforts require the capacity to support and sustain effectiveness. To guide and coordinate these efforts, each district will appoint a College and Career Readiness Coordinator. The coordinators will lead an inter-district College and Career Knowledge (CCK) leadership team to plan, share best practices, and increase efficiencies. The coordinators will oversee full implementation of this reform effort, coordinate planning, resources, educator networks, monitoring, and reporting. In addition, representatives from each district and EPIC will convene an inter-district grant management team to administer the grant.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
CCK coordinator Grant management team created within central district Buildings create and use CCK leadership teams for building decisions and analyzing data	Administrator for coordinator consistent with collaborating districts.	\$627,544

2. Diagnostics:

A critical step to better personalizing student learning is to have a deeper understanding of current student proficiencies and school practices in relation to the Four Keys. Through this initiative, two innovative diagnostic tools will be implemented, one measuring critical data at the school level, and the second at the individual student level:

- *Campus Ready:* This tool measures the Four Keys through a web-based diagnostic that is administered to students, teachers, counselors, and administrators in middle (grades 6-8) and high schools (grades 9-12) and provides detailed longitudinal reports and resources that allow schools to take immediate action and measure progress over time. The system provides a discrepancy analysis indicating any curricular, instructional, and climate issues that impede college and career readiness, generates customized resources to address areas for improvement, and enables educators to gain a comprehensive perspective on how to best help students succeed beyond high school.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
<p>Administering the tool targeting a one full grade at middle school level and one full grade at high school level</p> <p>Administer tool for teachers, administrators and counselors who work with students</p>	<p>Need access to technology to take diagnostic and analyze results</p> <p>Time for training</p> <p>Time for administering (32 min) in access tutorials or advisories or designated classes</p> <p>Time for analyzing data</p>	\$75,000

- I'm Ready*: This innovative online tool allows high school students to track their college and career readiness and to take independent steps to advance it. The tool will provide a student profile, resources, reports, and customized recommendations based on individual goals, strengths and areas for improvement. *I'm Ready* will enable parents, teachers, counselors, and administrators access to previously unavailable diagnostic and prescriptive data critical for college and career readiness, and enable students to closely monitor their own progress towards achieving personal aspirations, and to take increased responsibility for their own learning.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
<p>Use "I'm Ready" tool to accelerate to full implementation of our Plan and Profile process</p> <p>Reconvene the StEPP Team to review and revise our plan to determine next steps</p> <p>Working in collaboration between Teaching and Learning and IT to utilize the IT Programmer, recently hired, to complete the creation of the Plan and Profile electronic version</p>	<p>Need access to technology to take diagnostic and analyze results</p> <p>Time for training</p> <p>Time for administering (32 min) in access tutorials or advisories or designated classes</p> <p>Time for analyzing data</p> <p>Time to complete the electronic Plan and Profile</p> <p>Time to train staff and students to implement electronic Plan and Profile</p>	\$50,000

This comprehensive initiative will generate multiple measures in addition to the diagnostic measures that can be used to demonstrate progress in achieving college and career readiness goals. The robust data system will include not only pre-existing measures such as state assessment test scores, SAT and ACT scores (including Explore and Plan), AP and IB examination scores, dual credit attainment, and graduation rates, but additional measures such as the diagnostic data collected related to the Four Keys, and postsecondary placement, retention, and degree attainment data with the capacity to provide timely data to educators on student growth.

3. **Instructional resources focused on College and Career Readiness:**

Content knowledge is one element of preparing students for college and/or careers. Building key cognitive strategies is a necessary element of helping student to be successful in their post-secondary experiences. Think Ready is an online formative assessment system containing performance tasks that provide support to educators in administering performance tasks embedded in their curriculum and allows them to score and evaluate the student work using a universal scoring guide. The results yield a longitudinal profile showing the development of Key Cognitive Strategies for each student over time. The common scoring guide reports results on a novice to expert continuum and the results help educators determine how their curriculum prepares students to reason, formulate and solve problems, interpret information, conduct research, and generate work with precision and accuracy promoting deeper learning among all students. Data is available to students, parents, and educators and indicates the longitudinal development of the thinking skills on a trajectory aligned to college and career readiness.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
Determine the most effective performance tasks for Beaverton Students.	Compare the strengths of current performance tasks (IB, AP and EL assessments) with Think Ready.	\$75,000

4. **Alignment:**

The Common Core State Standards (CCSS) represent a strong departure from previous state standards. To meet these more rigorous standards, teaching and learning must change. A critical component for successful implementation of the CCSS is to calibrate curriculum and performance expectations to a college and career readiness trajectory. To enable this work, teachers will vertically align curriculum to the CCSS and Four Keys to College and Career Readiness. They will use an online curriculum documentation and standards coverage verification system called "Course Create." This system supports educators in creating high-quality, standards-based, courses. Once teachers create courses and select relevant standards, users can automatically self generate "Course Pathway" reports indicating standards coverage across all courses, or a self-selected sequence of courses, to identify gaps and redundancies across the curriculum.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
Continue, and possibly build upon, Beaverton's Learning Progressions using the Course Create tool.	Determine the strengths of the Course Create tool to further develop our processes, if appropriate Use the Course Create tool to content areas that have not yet developed learning progressions	\$75,000

5. Professional Development:

To improve postsecondary outcomes, the school districts must increase administrator and teacher capacity to be effective in personalizing learning. AVID takes a systemic approach through Beginnings, Foundations and Bridges implementation resources for different levels and settings in order to support all students on their journey to college readiness. This initiative will build off the standards-based work teachers are doing in their Learning Teams, and infusing this work with time to review data, plan strategies to address individual students' needs, and to build their skills and effective practices for standards-based instruction aligned to a college and career readiness trajectory.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
Currently BSD does not use AVID; however, we provide many elements reflected in this type of a program, such as - plan and profile - goal setting - monitoring processes for students not on benchmark - Wrap around support services as needed - Individual mentoring - Academic and social skill development for habits and behaviors to success in a college environment.		

Time is a critical component for improving teacher capacity. This initiative builds capacity at several levels to move the work forward. At the district level, the inter-district College and Career Knowledge (CCK) leadership team will plan and coordinate professional development opportunities for administrators, counselors, and teachers. In this proposal, a weeklong CCK Summer Institute is planned with six follow-up sessions throughout the school year. At the building level, time for teachers to meet in their professional learning teams will be offered in addition to the formal training sessions. Several objectives will be accomplished during the teacher planning and collaboration time that are critical to

an effective implementation and refinement of a personalized learning system aligned to college and career readiness, including:

- Realignment of curriculum to college and career readiness standards;
- Refinement of a framework for a proficiency-based learning system;
- Development and refinement of common curriculum for College-Career Knowledge advisory time;
- Review of performance data and determination of schedules and groupings for interventions, and assigning students to appropriate interventions;
- Personalization of individual students' assignments to address their proficiency needs;
- Review of diagnostic data to assess students' areas of need and additional supports to become college and career ready; and
- Participation in shared scoring and norming sessions to develop a deep understanding of the content and rigor necessary to prepare students for postsecondary readiness.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
<p>Further develop our knowledge and skills for key stakeholders (teachers, counselors, administrators) in standards-based learning practices and structures, including:</p> <ul style="list-style-type: none"> • Academic and Behavior Learning Targets • Culturally Responsive Instruction • Balanced Assessment Practices • Feedback Models • Interventions and Extensions • Standards-Based Grading & Reporting <p>Build capacity in Learning Teams as the primary vehicle to improve student and teacher learning focused on a standards- based learning system</p>	<p>Participate in the professional development sessions aligned to the defined objectives in the grant</p> <p>Time for teachers, counselors, and administrators to collaborate on implementation and refinement of CCR work</p>	<p>\$793,728</p>

6. College and Career Readiness Supports:

Students need additional personalized learning support within a context of high standards to become college and career ready.

This initiative will support a robust, premier programs of study aligned with high wage, high demand careers in STEM (Science, Technology, Engineering and Math), Business/ Management, Human Services and Health Services. The plan includes increasing dual credit, college certificates, industry credentials, and authentic experiences in the community. The program will be based on collaborative plans developed by participating districts.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Associated Costs
Working to expand our college and career options for increased number of students while still in high school.	Identify the programs and experiences that most effectively bridge K-12 and post-secondary opportunities and engage in collaborative work with other districts to scale up those programs.	

To maximize the implementation of College-Career Knowledge (CCK), the project will allocate resources for a minimum of one coach per 2,000 students. These CCK coaches will serve high school regions (including the feeder schools) in each district, and be responsible for managing the CCK process throughout their school(s). As college and career readiness curricular experts, they will oversee the program's development and implementation and act as guides, offer support, and provide insight into specific problems and opportunities being addressed at the CCK-room level. The CCK coaches will work with school staff to identify at-risk students and those who may have already dropped out to identify the most appropriate intervention to ensure high school completion for the student. This could be summer school, alternative education, community-based program, remedial courses, and other strategies that lead to graduation, and college and career readiness. These coaches will work with other staff to support students and monitor their progress to mastering the college and career readiness knowledge and skills

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
Resurrect 5 StEPP Facilitators to work with students and staff to coordinate the college and career readiness culture. (within the RTTT grant these positions are referred to as CCK coaches)	CCK Coaches will work with students to ensure the personalized graduation requirements (Career Related Learning Experiences) are being met including: i) assisting students and teachers with identifying opportunities for job shadows, internships, mentorships, and service learning; ii) helping prepare students for the Career Related Learning Experiences; and ii) guiding students as they reflect on their learning after the CRLEs are completed. The CCK coaches also work with students and teachers to coordinate and support students' capstone experiences (Extended Applications) which are also included in the State requirements for graduation.	\$1,580,671 per 2000 students

This initiative will also introduce Technology Integration Coaches for schools to train and support teachers to use technology as an instructional tool. Technology Integration Coaches will assist teachers in using the new college and career readiness tools and technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging digital learning experiences for students. These coaches would contribute to the development, communication and implementation of a shared vision for the comprehensive use of technology to support instruction through hands-on, job-embedded professional development. They would also provide training in how to integrate student aptitudes with 21st century technology in order to provide students with the skills they will need to prepare for college and careers.

Beaverton School District

Intended Outcomes Aligned to District Direction	Actions	Estimated Costs in the Grant
5 Innovation and Technology coaches to support student learning for college and career readiness	These coaches will work with students and teachers to support the use of devices to access content and to track their individual progression toward college and career readiness.	\$1,580,671 per 2000 students

This comprehensive initiative will generate multiple measures that can be used to demonstrate progress in achieving college and career readiness goals. The data will include not only pre-existing measures such as state assessment test scores, SAT and ACT scores (including Explore and Plan), AP and IB examination scores, dual credit attainment, and graduation rates, but additional measures such as the diagnostic data collected related to the Four Keys, and postsecondary placement, retention, and degree attainment data.

The four largest school districts in Oregon are ready to assume leadership in the state for demonstrating how to achieve the 40-40-20 goals. This initiative provides a powerful model to demonstrate how to increase personalized learning, align school programs to improve college and career readiness, and measure student progress towards improved postsecondary outcomes.