



Tennessee Department of Education
First to the Top Scopes of Work

<http://tn.gov/firsttothetop/resources.html>

October 25, 2010

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Tennessee's Vision

To lead the nation in the development of a skilled workforce – educated and trained by world-class **teachers**, **leaders** and **schools** – comprising the strongest and most responsive public education system in America.



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History

- March 29, 2010 Tennessee (\$500 M) and Delaware (\$100) awarded Race to the Top funding
- Tennessee's award to be split evenly between state and local projects
- Local money allocated on Title I formula
- Largest award: Memphis \$68,670, 722
- Smallest award: Richard City \$44,709
- Median Award: \$684, 719



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Federal Guidelines

- Must relate to four elements (strategies)
 - Standards and Assessments
 - Data Systems to Support Instruction
 - Great Teachers and Leaders
 - Turning Around the lowest-achieving schools
- Must not supplant current expenditures
- Caution on hiring; funding limited to four years; building capacity



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Scope of Work Template

- Excel spreadsheet detailing
 - Student performance goals
 - Activity
 - Correlation to state plan
 - Correlation to local plan
 - Implementation
 - Performance Metric
 - Personnel
 - Budget
 - Recurring expense assurance



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Amendment Window

- An amendment period will be from Nov. 1-30.
- LEAs are required to submit a revised template that includes new performance metrics.
- Technical assistance will be provided by Field Service Centers and TN SCORE.
 - Field Service Center directors and SCORE consultants will be available to discuss activities and help design stronger performance metrics.
 - Performance metrics should relate to student achievement or teacher/leader effectiveness where possible, and should preferably be good leading indicators (more on this soon)



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Amending Scopes

- If you determine a previously identified activity does not achieve the results you want, you may choose to amend or delete the activity.
- If you delete an activity, leave it on the Scope but make the print on the entire row GREEN.
- If you have added or amended an activity, print the row in RED.



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State Goals for Student Performance

1. Increase early grades reading proficiency

Measurement: 3rd grade proficiency- % proficient TCAP English/language arts

2. Increase middle grades math proficiency

Measurement: 7th grade proficiency- % proficient TCAP mathematics



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State Goals for Student Performance

3. Increase high school graduation

Measurement: Longitudinal cohort graduation rate

4. Increase post-secondary access and success

Measurement: % recent high school graduates who enroll in postsecondary education; % recent high school graduates who complete one year post-secondary education



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Additional Student Performance Goals

Other indicators such as early grades math, adolescent literacy, Algebra II proficiency, English II proficiency, ACT, AP/dual enrollment will be added in coming months



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How do LEAs contribute to the state's goals?

- Included in the revised Scope of Work, each LEA will complete a simple chart that plans a growth trajectory for each goal.
- After data are released, place your district's baseline for 2009-10 on the chart. A realistic target will be set for 2014-15. The Department will help LEAs determine these targets. The NCLB goal of 100% is not the final target.



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Targets

- Desired performance level that you want to achieve for a specific metric, by a defined point in time
- Targets should be SMART
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-bound



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Trajectory

- Your best estimate –from the evidence –of what performance will look like over time until you reach the target

“Trajectories are not a question of real science but what is reasonable”

– Sir Michael Barber



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Build the trajectory

- Determine the number of students needed to reach your target in 2014-15
- Estimate the number of students that each of your FTTT activities will be able to impact for 2011, 2012, 2013, 2014, and 2015
- Use these numbers to begin filling in the trajectory



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EXAMPLE: Setting trajectory to high school graduation target

Strategy	2010-11	2011-12	2012-13	2013-14	2014-15
Early warning data system	50	100	150	200	350
Effective student interventions	150	300	600	800	1000
Effective school turnaround	125	200	300	460	800
Teacher and leader recruitment	50	200	300	1000	1500
Teacher and leader evaluation	0	50	125	250	400
Total					

new graduates needed

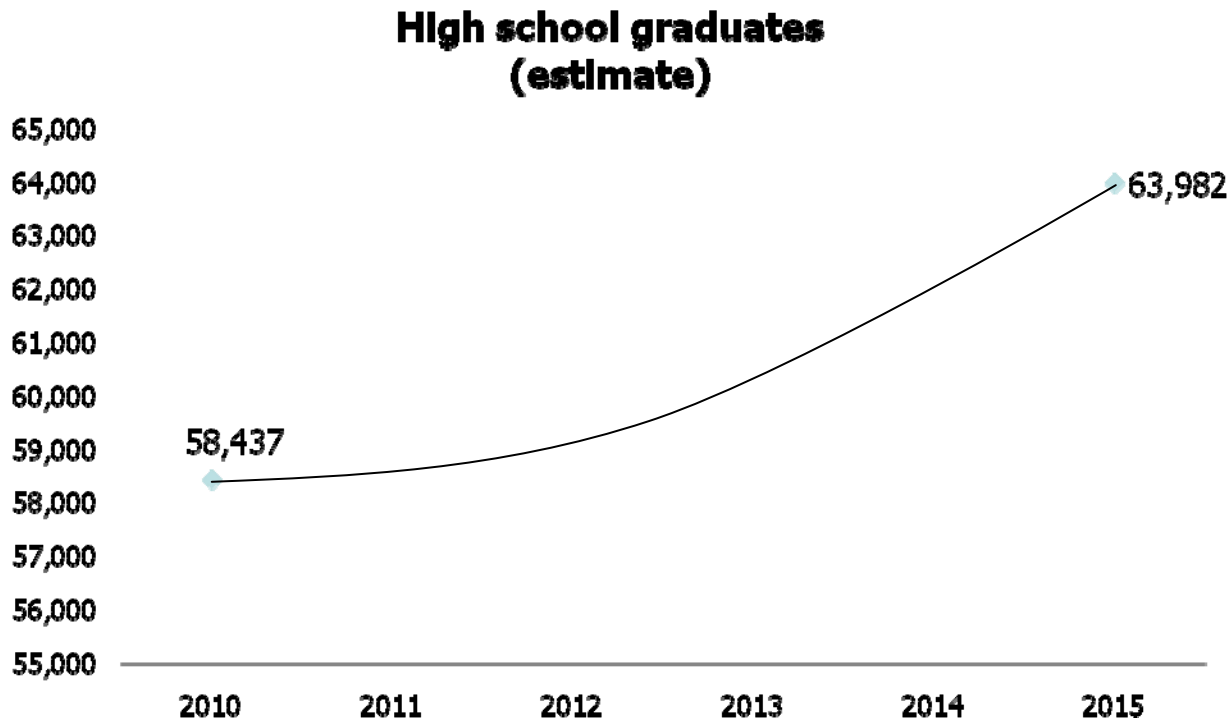


5,545



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Build the trajectory



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Measuring progress along the way

- Identify *leading indicators*
 - A few examples:
 - grades in core courses per 6 or 9 weeks
 - percent of students with attendance rates <85%
 - percent of students with suspensions > 5 days
 - interim/benchmark assessment results
 - enrollment in AP and dual enrollment courses
 - number of students applying to college
 - teacher absences/use of substitutes
 - teacher hiring dates
 - assignment of effective/ineffective teachers
 - kindergarten readiness results
 - this list is not exhaustive or exclusive



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Leading vs. lagging indicators

A **leading indicator** is a variable used to demonstrate signs of growth or change in a given direction. It offers an early indication of progress towards long-term outcomes and measures conditions that are prerequisite to the desired outcomes.

A **lagging indicator** is a variable used to measure the success and consequences of activities that have already taken place, and measure the achievement of the desired outcome.



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Monitoring

- Fiscal
 - Quarterly 1512 report; due Sept. 27, 2010
 - Yearly schedule in accordance with NCLB Fiscal monitoring; see handout
 - Only 3 questions relate to FTTT
- Programmatic
 - Technical assistance visits from FSC personnel
 - Conversations around what is working and how you know it is



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Fiscal Monitoring

- The monitoring schedule is the same as that of No Child Left Behind for 2010-2013
- 66% of monies spent must be monitored each year of the grant; larger systems will be monitored yearly in order to meet the standard
- Schedule attached



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Programmatic Monitoring

- Scheduled through Superintendent
- List of guiding questions provided such as:
 - How does this activity in your scope support academic performance?
 - What challenges has this activity posed?
 - Is your performance metric measuring your outcomes appropriately?
 - Do you see a way to improve on the original activity?
 - Is assistance needed from the state?



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Quarterly 1512 Reporting

- Two basic requirements
 - Calculation of Full-Time Equivalents for all positions funded by FTTT
 - List of payments (not purchase orders) by vendor and DUNS number of all expenditures in excess of \$25,000
- Hand out provides instructions
- Submit on line to Linda Goodman; for assistance check with fiscal consultants
 - List of consultants by LEA provided



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Questions

- Thanks for your time and attention!
- Feel free to call or email:

Cindy Benefield

cindy.benefield@tn.gov

615-253-6025



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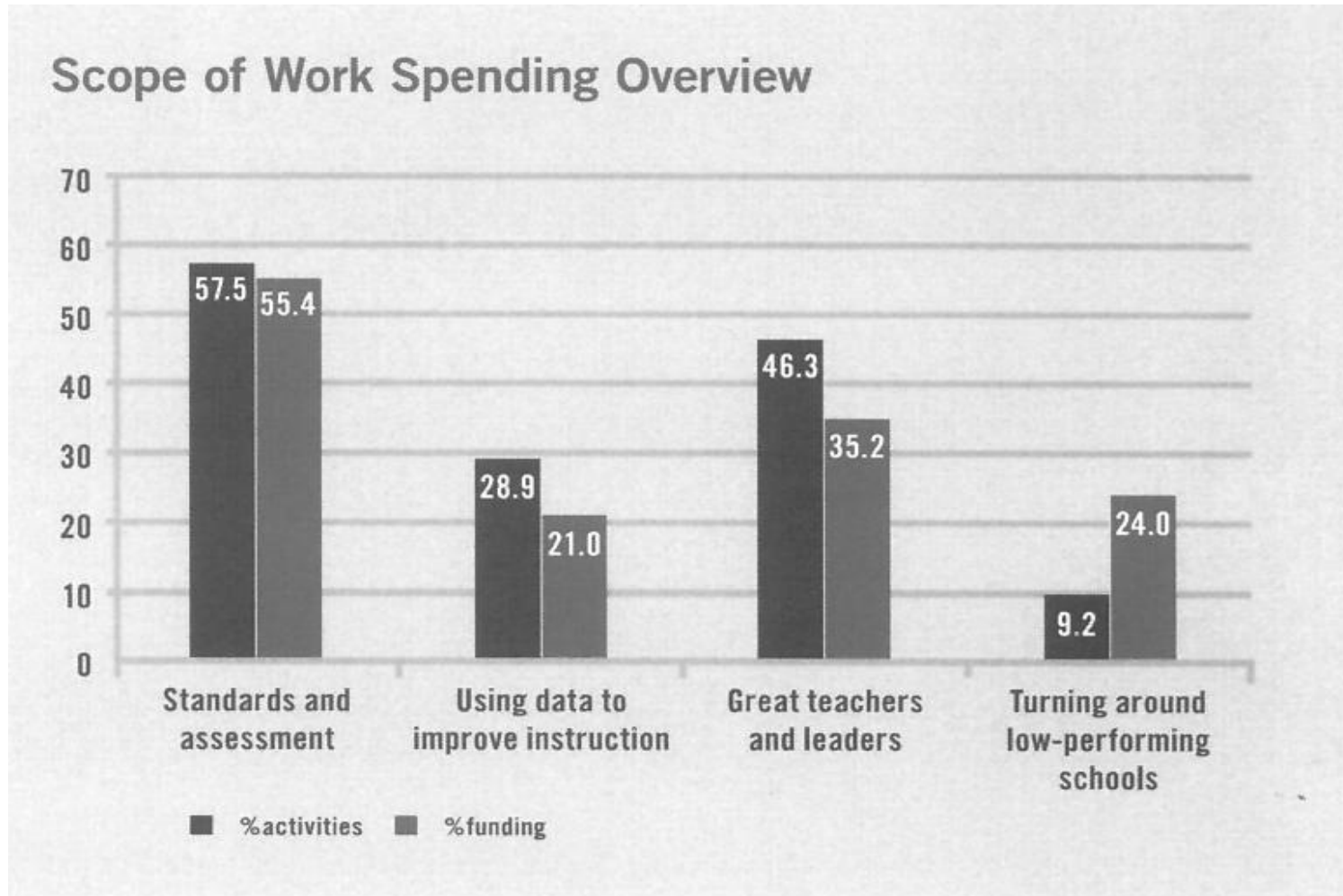
Scope Trends – Additional Info

- Scopes due May 21, 2010
- SCORE personnel analyzed May 22
- Trends:
 - Activities were concentrated in several key areas including formative assessment, instructional coaches, leadership training and teacher professional development.
 - Many activities lacked sufficient detail to determine likely effectiveness.
 - Performance targets were often vague.



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Scope of Work Spending Overview - Additional Info



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Spending - Additional Info

- 28.8% first year
- 26.9% second year
- 23.4% third year
- 20.9% fourth year
- Two spent all money in first year (smaller awards)



Select Scope of Work Activities

Type of Activities	Total Funding Allocated	Number of Districts
Instructional coaches	\$ 20,927,291	41
School leadership training programs	\$ 17,592,628	49
Differentiated pay plans	\$ 16,925,457	20
Data coaches	\$ 13,927,249	36
Formative assessments	\$ 8,751,301	65
Teacher induction and mentoring programs	\$ 6,011,464	35
Training on Professional Learning Communities	\$ 3,832,991	15
Instructional pacing guides	\$ 2,943,761	46
Training on the new teacher evaluation system	\$ 2,025,885	25

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Funding Breakdown - Additional Info

- 32.1% Personnel
- 32.0% Training and Professional Development
- 33.4% Miscellaneous
 - Formative Assessment
 - 43 districts purchasing
 - 22 districts developing locally
 - 46 districts revising pacing guides
 - 17 districts creating or expanding on-line/distance
- \$16 M Differentiated pay

