Scopes of Work: How Select Districts are using Race to the Top Funds

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- Approximately $250 million in federal Race to the Top (RTTT) funds will flow into Tennessee's school districts over four years.

- Each LEA created a scope of work detailing its plans for using its share of RTTT funds. Scopes of work contain specific goals, timelines, budgets, key personnel, and annual targets for key performance measures.

- Every local education agency (LEA) will receive RTTT money. Individual district grants range from approximately $44,665 (Richard City Special School District) to $68.6 million (Memphis City Schools).[1]

- SCORE's review of districts' 2010 scopes of work found the hiring of instructional coaches was the highest funded scope of work activity at over $20 million dollars, followed by school leadership training ($17.5 million) and differentiated pay plans ($16.9 million).[2]

Introduction

The U.S. Department of Education awarded Tennessee approximately $500 million in Race to the Top (RTTT) funding on March 29, 2010.[3] The RTTT rules required Tennessee to split the funds evenly between state and local expenditures and distribute them over a four-year period.[4] The local education agencies' (LEAs) portion, $250 million, is being distributed to the state's 136 local education agencies based on the federal Title I formula.[5] Although based on the Title I formula, LEA RTTT funding is not subject to Title I restrictions.[6]

As required by the RTTT grant, each LEA created a scope of work detailing its plans for using RTTT funds. To determine how districts plan to spend their portion of local RTTT funding, the Offices of Research and Education Accountability (OREA) reviewed a sample of LEA scopes of work. OREA looked for trends in what districts believed they could accomplish within the four-year grant period. This legislative brief outlines the process and requirements of Tennessee's RTTT initiative. Additionally, the LEAs highlighted in this brief provide examples of RTTT implementation in different districts.

Title I is a federal funding program that allocates money to LEAs and schools with "high numbers or high percentages of poor children." Of Tennessee's 1,736 schools, 1,182 were Title I schools in the 2010-11 school year.

Tennessee Department of Education, Federal Programs Office, "Title I Schools for SY 2010-11," September 25, 2010, http://www.state.tn.us/education (accessed January 20, 2011); Tennessee Department of Education, "2010 Report Card," http://www.tn.gov/education (accessed January 27, 2011).

Methodology

Following a review of the scopes of work for every LEA, OREA selected a sample of 12 LEAs that reflected a mix of rural, suburban and urban districts. The LEA demographic variables provided in this brief include student population, percentage of students in poverty, regional diversity (i.e., Tennessee's three grand divisions), and RTTT grant award amounts.[7] (See Exhibit 1.)

Background

What is Race to the Top?

Race to the Top is a competitive grant program authorized under the federal American Recovery and Reinvestment Act of 2009 (ARRA).[8] It is designed to encourage and reward states that:

- Enable education innovation and reform,
- Improve student outcomes, and
- Focus plans in four core education reform areas:
    1. Standards and assessments,
    2. Data systems to support instruction,
    3. Great teachers and leaders, and
    4. Turning around lowest-achieving schools.[9] (See Appendix 1 for components of each educational reform area).

Scopes of Work

School districts must create scopes of work detailing how they intend to spend their share of the RTTT funding. Scopes of work should contain specific goals, timelines, budgets, key personnel, and annual targets for key performance measures.[10] LEA scopes of work must be aligned with the RTTT grant application and the four RTTT reform areas mentioned above.[11]

Programs proposed with RTTT funds "must be directly related to the state application and one of the assurance area[s] [reform] and be either new or an expansion of an existing, proven program. If expanding an existing program, systems must justify the successes of the program and reasoning behind expansion."[12] In creating their scopes of work, LEAs had to factor in the non-recurring nature of RTTT funding, which expires in four years.[13] LEAs may roll unused RTTT funds to subsequent grant years, but all funds should be expended by the end of the fourth and final grant year.[14]

The Tennessee Department of Education (TDOE) provided LEAs with a scope of work template to use in drafting their plans.[15] Exhibit 2 outlines highlights from scopes of work drafting guidelines.

Exhibit 1: Student Population, Student Demographics, Race to the Top Funding Totals, and Grant Amount per Student for Sample LEAs

LEA	K-12 Student Population	Number of Students on Free and Reduced Price Lunch (FRPL)	Amount Awarded (4 yr total)	Grant Amount per Student (per yr)
East Tennessee				
Alcoa City	1,632	812	$229,000	$35.08
Carter County	5,753	4,246	$1,724,560	$74.94
Hamilton County	39,247	23,157	$10,927,153	$69.61
West Tennessee				
Alamo City Schools	581	392	$80,111	$34.47
Gibson County Special School District	3,276	1,552	$382,659	$29.20
Hardeman County	4,057	3,366	$966,709	$59.57
Lake County	894	642	$397, 303	$111.10
Tipton County	11,670	6,369	$2,054,242	$44.00
Middle Tennessee				
Montgomery County	27,827	13,150	$4,990,841	$44.84
Humphreys County	3,017	1,841	$491,477	$40.73
Robertson County	10,655	4,888	$1,382,712	$32.44
Rutherford County	36,084	14,721	$3,645,960	$25.26

Source: State of Tennessee, "Race to Top Application," pp. 24-34, http://www.tennessee.gov/education (accessed January 7, 2011); OREA analysis of individual LEA scopes of work.

LEAs received assistance in creating their scopes of work from TDOE regional field service centers and the Tennessee State Collaborative on Reforming Education (SCORE).[16] Appendix 2 contains complete scopes of work drafting guidelines.

Staff from the Governor's Office and SCORE reviewed districts' initial scopes of work and found that many of them tended to concentrate activities in specific areas (e.g., formative assessments, instructional coaches, leadership training, and teacher professional development) but lacked details regarding the activities themselves and their performance targets.[17] Before submitting the scopes of work to the U.S. Department of Education for approval, TDOE required districts to include more detail on scope of work activities and performance targets.[18] The U.S. Department of Education approved the scopes of work on July 28, 2010.[19]

Districts will be allowed to amend their scopes of work on an annual basis throughout the four-year grant period.[20] During the first amendment period, November 1-30, 2010, districts had the option to amend or delete activities that (1) did not achieve the performance targets outlined in their scopes of work or (2) did not address needs identified by district test scores.[21] The second amendment period ended August 3, 2011, with LEAs expecting TDOE approval by August 26, and grant letters released September 2. LEAs will be allowed to update their scopes of work in November or December 2011 and again in February or March 2012.[22]

RTTT does not penalize districts for failure to meet the goals contained in their scopes of work; however, where districts seriously fall short on their performance targets or do so repeatedly, TDOE will discuss with the LEAs how to reverse these trends.[23] Once LEAs compare their actual student achievement data in 3rd grade reading and 7th grade math to their agreed upon performance targets, those LEAs meeting both targets will have lower TDOE scrutiny of their scope of work. LEAs meeting one of two targets will be required to submit additional materials to TDOE outlining what caused them to miss one target and what strategies they will use to address this in the coming year. Finally, LEAs meeting neither of their targets will have to submit additional materials to TDOE and will also have to meet with TDOE staff and their Field Service Center Director. The Commissioner may also participate in these meetings.[24]

State Goals for Student Performance
Tennessee's RTTT reform efforts are designed to improve student learning and educational attainment.[25] Quantifiable performance targets are associated with each of the four student performance goals Tennessee identified in its application. The goals and their 2014-15 performance targets are:
1. Goal: Increase early grades reading proficiency.
   Performance Target: Increase the number of 3rd grade students testing proficient or advanced by 13,597.
2. Goal: Increase middle grades math proficiency.
   Performance Target: increase the number of 7th grade students testing proficient or advanced by 16,610.

Exhibit 2: Highlights from DOE Scopes of Work Drafting Guidelines

1. Total planned expenditures over four years must match the total amount designated for the local system.
2. Planned activities must relate to and support the state application.
3. Planned activities should not create recurring costs for local system beyond the four-year scope of the grant. If recurring costs are included, include a signed statement from the local funding body that they are aware that these recurring costs will become the responsibility of the local agency at the end of the four-year grant window.
4. The Scope of Work may be submitted by a local system or by a consortium of systems.

Source: Tennessee First to the Top, "Local System Scope of Work Instructions," from Gibson County Special School District Scope of Work, p. 1, http://www.tn.gov/firsttothetop (accessed February 9, 2011).

3. Goal: Increase high school graduation.
   Performance Target: Increase the number of graduates by 5,545.
4. Goal: Increase postsecondary access and success.
   Performance Target: Increase the number of graduates who enroll in postsecondary education by 5,579.[26]

Tennessee expanded the number of student performance goals at the January 2011 meeting of the State Board of Education.[27] The state now has performance goals (and related indicators) in numerous areas and subjects, including early grades' math, adolescent literacy, Algebra II, ACT (formerly American College Testing), and AP/dual enrollment.[28]

Each activity in an LEA's scope of work must be tied to the specific state performance targets relating to either student achievement or teacher effectiveness.[29] TDOE has suggested individualized district targets to LEAs,[30] and most have adopted TDOE's suggested targets. However, LEAs had the option to adjust the TDOE targets based on the LEA's goals. For instance, for the early grade reading proficiency goal (i.e., 3rd grade reading), the district performance targets for six LEAs were lower than the TDOE-suggested targets, while 18 LEAs used higher targets.[31]

State Identified Indicators for LEAs
TDOE recommends that LEA performance targets be good leading indicators and should relate to student achievement or teacher/leader effectiveness.[32] TDOE provided LEAs with a list of possible leading indicators paired to the state's lagging indicators of early grades

> 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 achievement of the desired outcome.
>
> Source: Tennessee Department of Education, "First to the Top Scopes of Work," p. 18, October 25, 2010, http://tn.gov/firsttothetop (accessed February 12, 2011).

reading proficiency, middle grades math proficiency and high school graduation rate.[33] Over the four-year grant period LEAs will track student performance using these state-identified indicators. "TDOE strongly recommends districts use leading indicators as performance metrics targets in the scopes of work template. This will allow for a direct connection to the overall local and state goals."[34]

Analysis
General Scopes of Work Trends
Individual district grants range from approximately $45,000 (Richard City Special School District) to $68.6 million (Memphis City Schools).[35] Most districts (70 out of 136) received RTTT grants between $500,000 and $2 million for the four-year period.[36] (See Exhibit 3.)

Exhibit 3: Race to the Top Funding Allocations

Legend
- $0 - $500,000
- $500,001 - $2,000,000
- $2,000,001 - $10,000,000
- $10,000,001 - $68,602,257
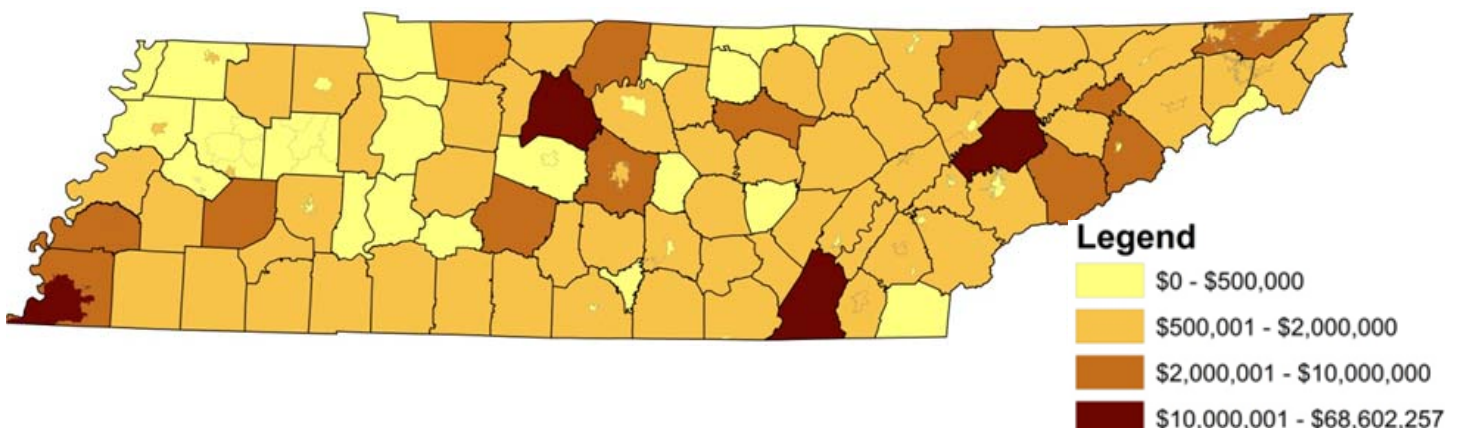
Source: Tennessee Department of Education, "RTTT Title I Flow Through," April 2010.

LEAs' scopes of work exhibit considerable diversity in *what* they have chosen to fund and *when* they intend to spend their funding. Some LEAs funded activities aligned with all four RTTT education reform areas.[37] For example, Alamo City School District planned to expend all of its RTTT funds on one activity, expansion of their teacher mentoring program to include a Facilitator of Student Performance, addressing multiple education reform areas.[38] Other LEAs chose to focus on only one reform area. Gibson County Special School District planned to expend all its RTTT funds on the Data Systems to Support Instruction education reform area.[39]

Many districts concentrated their funding in the Standards and Assessments and Great Teachers and Leaders education reform areas. No matter how the LEA chooses to use its funds, all LEAs must set performance targets for their scope of work activities which, in turn, will impact the state's overall goals.[40]

Many districts chose to frontload their spending in the first year of the grant and decrease spending incrementally over the next three years.[41] For example, Humphreys County allotted $222,400 (57.1 percent) of its funds for year one activities, and Rutherford County allotted $1,161,675 (31.9 percent) for the first year.[42] See Exhibit 1 on page 2 for sample total grant allotments.

On average, districts plan to spend an increasingly smaller percentage of their available RTTT funds each year of the four-year grant period, allocating 28.8 percent in the first year, 26.9 percent in the second year, 23.4 percent in the third year, and 20.9 percent in the fourth year.[43] (See Exhibit 4.)

Great Teachers and Leaders
The Great Teachers and Leaders reform area focuses on developing effective teachers and principals to improve student performance. Three main activities in this reform area include using performance evaluations to improve teacher effectiveness, ensuring fair distribution of effective teachers in "high-poverty and/or high-minority schools," and providing effective support to teachers and principals.[44]

Tennessee plans to base teacher and principal evaluation systems on student growth.[45] Scheduled for statewide launch in July 2011, the new teacher evaluation system must be used by all LEAs to conduct annual reviews of teachers and principals.[46] To ensure accountability on improving teacher and principal performance, TDOE encourages LEAs to "set annual

> RTTT guidelines define **student growth** as "the change in student achievement… for an individual student between two or more points in time."

Exhibit 4: Scopes of Work Percentage Spending per Year
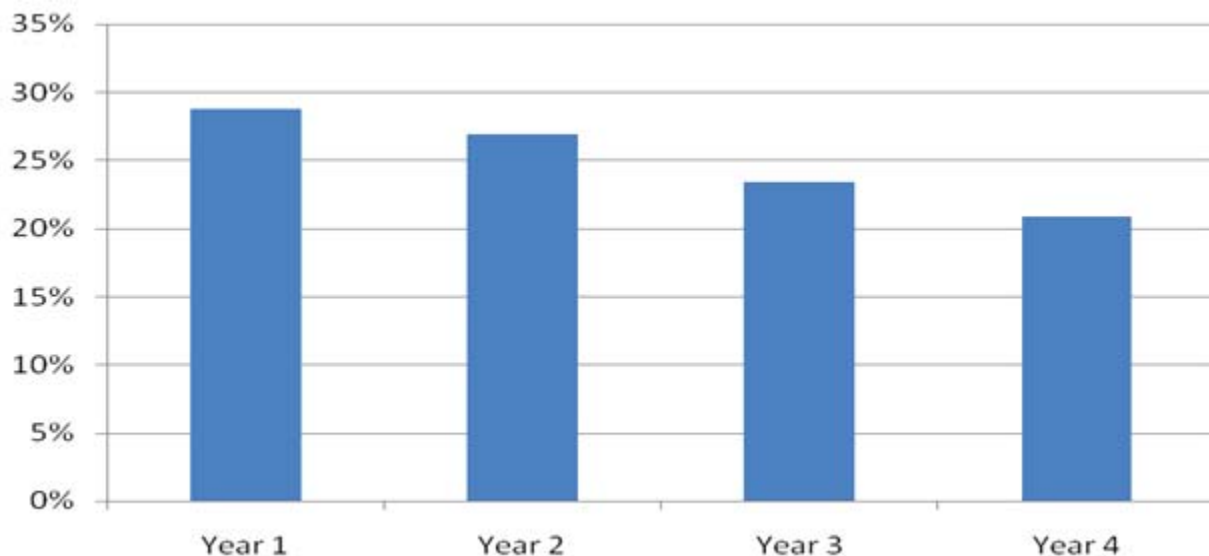
Source: State Collaborative on Reforming Education, "Race to the Top Scopes of Work: An Analysis of Tennessee Districts' Plans for Using Local Race to the Top Funds," p. 2, September 2010, http://www.tnscore.org (accessed January 18, 2011).

improvement goals, with a minimum of 15 percent improvement" in each category.[47] The goal of the teacher and principal evaluation system is to reduce the percentage of ineffective teachers and principals to less than 10 percent within four years.[48]

To meet the objectives of the Great Teachers and Leaders reform area, LEAs plan to engage in activities such as school leadership training programs and training on the new teacher evaluation system. See Exhibit 5 for examples of select LEA scope of work activities.

> "Tennessee's **new teacher and principal evaluation system** is designed to significantly improve student success by identifying and supporting effective instruction."
>
> The Tennessee First to the Top Act requires that 50 percent of a teacher's or principal's annual evaluation will be based on student achievement measures– including 35 percent of TVAAS where available.
>
> Tennessee Department of Education, "Educator's Guide: New Teacher and Principal Evaluation," p. 1, http://tn.gov/firsttothetop (accessed February 8, 2011).

Exhibit 5: Specific Scope of Work Activities related to Great Teachers and Leaders

Performance Evaluations	
Hamilton County	• Pilot new evaluation system to improve teacher and principal effectiveness based on performance. The new system will incorporate at least 10 mini-observations of each teacher annually.[49]
Humphreys County	• Provide a part-time transition evaluator or subject area specialist coach for teacher and administrator evaluations, which is intended to "increase positive evaluations by five percent."[50]
Tipton County	• Provide performance incentive pay to teachers at schools making adequate yearly progress (AYP) and scoring at or above Tennessee Value Added Assessment System (TVAAS) state averages.[51]
Distribution of Effective Teachers and Principals	
Carter County	• Create an administrators' institute and pay stipends to participating personnel.[52] • Provide a full-time teacher mentor to work with teachers at the lowest performing schools to improve teacher effectiveness.[53]
Clarksville-Montgomery County	• Fund 50 percent of the operational costs to provide transportation from the six other high schools to the STEM Academy it is creating at one high school.[54] • Implement a new teacher selection model that prioritizes student centered teaching. It will involve training interviewers and principals to select teacher candidates based on the new model.[55]
Effective Support	
Clarksville-Montgomery County	• Create a New Teacher Induction program based on the New Teacher Center model. Mentors will assist new teachers. Pay stipends to new teachers for training time outside of the contractual day.[56] Clarksville-Montgomery County hopes these activities will result in an improved retention rate of 0.5 percent for new teachers.[57]
Hamilton County	• Provide special training for teachers in schools with high rates of poverty. Those teachers will receive training in Positive Behavioral Interventions and Supports. All personnel will receive training in those schools with high rates of poverty.[58] • Focus on literacy. Fund a yearly book club for administrators in an effort to "build capacity of administrators as literacy leaders."[59] Sixth grade literacy teachers will receive training in 90-minute literacy block teaching.[60] • Improve principals' performance through support for new principals. There will be a one-day orientation for principals new to the profession, as well as an advisor program for them.[61] A Principals Leadership Academy will provide leadership development resources, such as opportunities to attend conferences.[62]
Humphreys County	• Train teachers on how to use student data in making instructional decisions.[63]
Rutherford County	• Purchase equipment in order to facilitate online teacher training, as well as implementation of other software-based programs.[64]
Carter County	• Set aside money for professional development training opportunities that are outside its school system.[65]

Standards and Assessments

The Standards and Assessments reform area focuses on raising school standards and using assessments that are linked to those standards. Tennessee's goal is for students to be college- and career-ready.[66]

LEAs plan to do a number of different activities in support of the state's plan for enhancing standards. Some districts plan to update their curricula in order to make sure they reflect the new standards adopted by the state.[67] Other districts plan to purchase or create formative assessments.[68] See Exhibit 6 for scope of work activities to raise standards and assessments.

Many districts, including Hamilton County, plan to pay a stipend to teachers who help revise the district's curriculum and instruction materials to bring them into alignment with the national Common Core standards.[72]

Materials needing revision include pacing guides, supplemental lessons, and assessments.[?]

Data Systems to Support Instruction

The Data Systems to Support Instruction reform area focuses on enhancing the ability of school staff to more effectively use data in tracking student progress. Tennessee will train school staff in every district "to use data for instruction, provide direct and user-friendly access to the state's data assets, and support LEAs in learning how to use data to accomplish educational goals."[73]

To meet this reform area's objectives, LEA scopes of work included hiring data coaches, using technology to enhance direct instruction, and providing professional development to teachers and administrators on data use to guide instructional decisions. See Exhibit 7 for

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Formative assessments are used throughout a student's learning and are typically given during a course or section. Teachers can use results to adjust teaching style or focus on specific problem areas for individual students. RTTT guidelines define formative assessments as "assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning."

"Department of Education – Overview Information: Race to the Top Fund; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010; Notice," *Federal Register* 74:221 (November 18, 2009) p. 59838, http://gpo.gov (accessed January 5, 2011).

Summative assessments are typically given at the end of a course or section. Summative assessments provide information about whether a student has met a particular Grade or Course Level Expectation.

Tennessee Department of Education, "User's Guide to the Tennessee Science Curriculum Framework," p. 8, http://www.tn.gov/education (accessed March 2, 2011).

Exhibit 6: Specific Scope of Work Activities related to Standards and Assessments

Lake County	▪ Purchase materials and resources to enhance curriculum in specific areas, such as science.[69]
Carter County	▪ Purchase benchmark assessments such as ThinkLink.[70] ▪ Purchase standards-aligned materials as supplements to textbooks.[71]

Exhibit 7: Specific Scope of Work Activities related to Data Systems to Support Instruction

Gibson County Special School District (GCSSD)	▪ Create new data coach and data assistant positions. Provide "innovative professional development opportunities on usage of data to improve instruction for teachers, administrators, and project staff."[74]
Alamo City School District	▪ Create a new position to assist teachers "in aligning classroom instruction with state standards, correlate standards-based instruction to high-quality assessments, and use data systems to support instruction in an effort to grow and develop great teachers."[75]
Alcoa City Schools	▪ Provide peer and professional training to teachers regarding interactive, digital instructional and data analysis tools. In addition, utilize digital skills and media to provide targeted instruction.[76]

scope of work activities related to using data systems to support instruction.

Turning Around the Lowest-Achieving Schools

The Turning Around the Lowest-Achieving Schools reform area deals with identifying low achieving schools and implementing strategies to improve their performance. Tennessee's goal is to design its accountability system to focus on low-achieving schools. [77]

Many districts allotted RTTT funds for personnel such as graduation coaches or intervention specialists to support at-risk students or mentors for principals at low-performing schools to support at-risk schools.[78] Other activities include launching new support programs (e.g. tutoring, credit recovery, and summer school programs) for at-risk students.[79] Exhibit 8 shows select scope of work activities to turn around low-performing schools.

RTTT guidelines define **persistently lowest-achieving schools** as:

Any Title I school in improvement, corrective action or restructuring that
1. Is among the lowest-achieving five percent of Title I schools in improvement, corrective action or restructuring, or lowest five Title I schools in the state, whichever number of schools is greater, or

2. Is a high school with a graduation rate less than 60 percent over a number of years, and

Any secondary school eligible for, but not receiving, Title I funds that
1. Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the state, or

2. Is a high school with a graduation rate less than 60 percent over a number of years.

To determine lowest-achieving schools the proficiency of all students in reading/language arts and mathematics combined and that group's lack of progress on these assessments over time must be considered. These schools were previously known as persistently lowest-performing schools.

Exhibit 8: Specific Scope of Work Activities related to Turning Around the Lowest-Achieving Schools

Hardeman County	▪ Enhance direct instruction through interactive technology and provide differentiated instruction, enrichment, and intervention to improve student achievement on state mandated tests and achievement in secondary endeavors.[80]
Lake County	▪ "Provide gap elimination remediation between American Diploma Project and Common Core standards before and after school… to identified at-risk students."[81] ▪ The LEA also plans to provide professional development to teachers and paraprofessionals to implement the new state curriculum.[82]
Robertson County	▪ Fund a graduation coach to work primarily with low-performing high schools whose goal would be to the provide support and interventions needed to assure timely graduation for all students. This coach would identify students at-risk of dropping out or not graduating on time. The coach would also target students with an excessive number of absences and work with teachers to coordinate tutoring opportunities.[83] ▪ Offer stipends to teachers participating in extra training hours for those teachers identified to attend specific training who have met the district's thirty hour professional development requirements.[84]
Carter County	▪ Fund a full-time teacher mentor, who has demonstrated highly effective teaching as shown by teacher effect data, to work with teachers at a low achieving school.[85]

Endnotes

[1] Tennessee Department of Education, "RTTT Title I Flow Through," April 2010.

[2] State Collaborative on Reforming Education, "Race to the Top Scopes of Work: An Analysis of Tennessee Districts' Plans for Using Local Race to the Top Funds," p. 3, September 2010, http://www.tnscore.org (accessed January 18, 2011).

[3] Ibid., p. 1.

[4] Ibid.

[5] Ibid.; Tennessee Department of Education, "First to the Top Scopes of Work," presentation by Cindy Benefield, September 13, 2010, p. 2, http://www.tn.gov/firsttothetop (accessed January 20, 2011).

[6] U.S. Department of Education, "Race to the Top Program: Guidance and Frequently Asked Questions," May 27, 2010, p. 29, http://www2.ed.gov (accessed January 31, 2011).

[7] Ibid.

[8] "Department of Education – Overview Information: Race to the Top Fund; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010; Notice," *Federal Register* 74:221 (November 18, 2009) p. 59836, http://gpo.gov (accessed January 5, 2011).

[9] Ibid. For more information regarding Tennessee's Race to the Top Application, see Offices of Research and Education Accountability, "*Tennessee's Race to the Top Application: Key Provisions*," May 2010.

[10] "Department of Education – Overview Information: Race to the Top Fund; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010; Notice," *Federal Register* 74:221 (November 18, 2009) p. 59838, http://gpo.gov (accessed January 5, 2011).

[11] Ibid.

[12] Tennessee Department of Education, "Tennessee First to the Top: Frequently Asked Questions, Local Education Agency - Scope of Work," May 10, 2010, p. 5, http://www.tn.gov/education (accessed January 20, 2011).

[13] Robert Greene, Deputy Commissioner, Tennessee Department of Education, e-mail, April 5, 2010.

[14] Tennessee Department of Education, "Tennessee First to the Top: Frequently Asked Questions, Local Education Agency - Scope of Work," May 10, 2010, p. 2, http://www.tn.gov/education (accessed January 20, 2011).

[15] State Collaborative on Reforming Education, "Race to the Top Scopes of Work: An Analysis of Tennessee Districts' Plans for Using Local Race to the Top Funds," September 2010, p. 1, http://www.tnscore.org (accessed January 18, 2011).

[16] Ibid. The State Collaborative on Reforming Education (SCORE) is a nonprofit, nonpartisan organization whose mission is "to work with state and local governments to encourage sound policy decisions in public education, and to advance innovative reform on a statewide basis." See http://www.tnscore.org/.

[17] State Collaborative on Reforming Education, "Race to the Top Scopes of Work: An Analysis of Tennessee Districts' Plans for Using Local Race to the Top Funds," September 2010, p. 2, http://www.tnscore.org (accessed January 18, 2011).

[18] Ibid.

[19] Ibid.

[20] Tennessee Department of Education, "Tennessee First to the Top: Frequently Asked Questions, Scope of Work Amendments," p. 2, http://www.tn.gov/firsttothetop (accessed February 15, 2011).

[21] Tennessee Department of Education, "First to the Top Scopes of Work," presentation by Cindy Benefield, September 13, 2010, p. 15, http://www.tn.gov/firsttothetop (accessed January 20, 2011); Tennessee Department of Education, "Tennessee First to the Top: Frequently Asked Questions, Local Education Agency - Scope of Work," May 10, 2010, p. 3, http://www.tn.gov/education (accessed February 20, 2011).

[22] Meghan Curran, Deputy Director, First to the Top, Tennessee Department of Education, e-mail, July 27, 2011.

[23] Tennessee Department of Education, "Tennessee First to the Top: Frequently Asked Questions, Scope of Work Amendments," p. 3, http://www.tn.gov/firsttothetop (accessed January 15, 2011).

[24] Meghan Curran, Deputy Director, First to the Top, Tennessee Department of Education, e-mail, July 27, 2011.

[25] Tennessee Department of Education, "Tennessee First to the Top: Student Performance Goals," http://www.tn.gov/firsttothetop (accessed January 7, 2011).

[26] Tennessee Department of Education, "First to the Top Scopes of Work," October 25, 2010, pp. 8-9, http://www.tn.gov/firsttothetop (accessed January 15, 2011); Tennessee Department of Education, "Tennessee First to the Top: Student Performance Goals," http://www.tn.gov/firsttothetop (accessed January 7, 2011).

[27] Cindy Benefield, Executive Director, Field Service Centers, Tennessee Department of Education, e-mail, June 24, 2011.

[28] Tennessee State Board of Education, "Setting Targets for Tennessee's Goals for Student Performance," Jan. 19, 2011, pp. 1-4.

[29] Tennessee Department of Education, Cindy Benefield Letter to Director of Schools, "Race to the Top Scopes of Work," June 2, 2010, p. 1.

[30] Tennessee Department of Education, Cindy Benefield presentation to LEA Staff, "Scope of Work Amendment Webinar," November 1, 2010.

[31] Patrick Smith, Acting Commissioner, Tennessee Department of Education, e-mail, February 15, 2011.

[32] Tennessee Department of Education, "First to the Top Scopes of Work," October 25, 2010, p. 6, http://www.tn.gov/firsttothetop (accessed January 15, 2011).

[33] Tennessee Department of Education, "Revised Scope of Work Supplement 11/1/2010- Sample Indicators," http://www.tn.gov/firsttothetop (accessed February 1, 2011).

[34] Tennessee Department of Education, "Revised Scope of Work Supplement 11/1/2010- Instructions for Goals Table," http://www.tn.gov/firsttothetop (accessed February 1, 2011).

[35] Tennessee Department of Education, "RTTT Title I Flow Through," April 2010.

[36] Amanda Maynord Anderson, Director of Communications, Tennessee Department of Education, e-mail, August 9, 2010.

37 Note: Education reform areas are Great teachers and leaders, Standards and assessments, Data systems to support instruction, and Turning around struggling schools.

38 Alamo City School District, "Alamo City School District Scope of Work," pp. 1-4, http://www.tn.gov/firsttothetop (accessed February 9, 2011).

39 Gibson County Special School District, "Gibson County Special School District Scope of Work," pp. 5-10, http://www.tn.gov/firsttothetop (accessed March 15, 2011).

40 Tennessee Department of Education, "First to the Top Scopes of Work," October 25, 2010, p. 11, http://www.tn.gov/firsttothetop (accessed January 15, 2011)

41 State Collaborative on Reforming Education, "Race to the Top Scopes of Work: An Analysis of Tennessee Districts' Plans for Using Local Race to the Top Funds," September 2010, p. 2, http://www.tnscore.org (accessed January 18, 2011).

42 Humphreys County School System, "Humphreys County Scope of Work," p. 8, http://www.tn.gov/firsttothetop (accessed March 15, 2011); Rutherford County Schools, "Rutherford County Scope of Work," p. 13, http://www.tn.gov/firsttothetop (accessed March 15, 2011).

43 Ibid.

44 Robert Greene, Deputy Commissioner, Tennessee Department of Education, e-mail, April 5, 2010.

45 State of Tennessee, "Race to the Top Application," p. 83, http://www.tennessee.gov/education (accessed January 7, 2011).

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Appendix 1: Elements of State Reform Plans

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
(ii) Design and implement evaluation systems
(iii) Conduct annual evaluations
(iv)(a) Use evaluations to inform professional development
(b) Use evaluations to inform compensation, promotion, and retention
(c) Use evaluations to inform tenure and/or full certification
(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

Source: Gibson County Special School District, "Gibson County Special School District Scope of Work," p. 3, http://www.tn.gov/firsttothetop (accessed March 15, 2011).

Appendix 2: Scopes of Work Drafting Guidelines

Tennessee First to the Top
Local System Scope of Work
Instructions

The Scope of Work provides the plan for use of money designated for a local school system from the Race to the Top grant. The funds are for a four-year period and the Scope of Work should specify use for each year. General guidelines are as follows:

1. Total planned expenditures over four years must match the total amount designated for the local system.
- o Budgeted amounts for individual years may vary, should be approximately 25% of the total LEA appropriation.
- o Actual expenditures may fall within 90% - 110% of budgeted amount without submission of a budget amendment.
- o Money not spent during a designated year may be rolled to the ensuing year.
- o In general, there are few restrictions on the use of RTTT funds except that they must be used to implement the State's approved Race to the Top application. They must also meet the requirements of ARRA, which restricts funds from being used in the following areas:
  - Payment of maintenance costs
  - Stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public
  - Purchase or upgrade of vehicles
  - Improvements of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities
  - School modernization, renovation, or repair that is inconsistent with State law

2. Planned activities **must** relate to and support the state application. Allowable uses of RTTT funds are outlined on a separate page and must be coded in the Scope of Work.

3. Planned activities that create recurring costs for the local system beyond the four-year scope of the grant must be noted. The local funding body must attest that they are aware of the recurring costs and that they acknowledge that these costs will become the responsibility of the local funding body.

4. The Scope of Work may be submitted by a local system or by a consortium of systems. If submitted by a consortium, all of the above stipulations apply to each participating system. A lead system must be identified that will receive, disburse, and account for all funds. Separate cost centers must be maintained by the lead system to account for all RTTT funds.

Instructions:
1. Each year of funding is on a separate sheet. Complete the system (or consortium) information on the first sheet. This information will be automatically copied to all sheets

2. Complete the Scope of Work for each year. A sample sheet is included.
- o Activity – Describe the activity planned for supporting the state RTTT application.
- o Correlation to state plan – Code the activity to the appropriate aspect of the state grant application using coding in chart on separate page.
- o Correlation to TCSPP – Provide a brief explanation of how this activity supports the system TCSPP.

- o Plan for Implementation – Outline the system plan for implementing this activity. Designate planned purchases, contracted services, personnel expenses, etc.
- o Key personnel - list the system employees who will be responsible for overseeing this activity.
- o Provide an overview for how this activity will be evaluated for implementation and effectiveness.
- o Budget – Provide amount designated for the activity.
- o Recurring expense – Indicate if this use of funds will create recurring expenses for the local system beyond the four-year scope of the funding. If a system indicates that any recurring costs will be incurred in any planned area, the local funding agency must sign the attestation on the signature page.

Source: Tennessee First to the Top, "Local System Scope of Work Instructions," from Tennessee State Collaborative on Reforming Education (SCORE), p. 1, http://www.tnscore.org (accessed Feb. 9, 2011).