Archived Information TEACHING TO HIGH STANDARDS STATE GRANTS

Goal: To support high-quality professional development and comprehensive state and local education reform tied to high standards.

Relationship of Program to Volume 1, Department-wide Objectives: Teaching to High Standards State Grants supports Objective 1.1 (states develop challenging standards) and Objective 1.4 (a talented and dedicated teacher is in every classroom in America).

FY 2001—\$690,000,000 (Requested budget for proposed new program)

OBJECTIVE 1: TO SUPPORT COMPREHENSIVE STATE AND LOCAL EDUCATION REFORM TIED TO HIGH STANDARDS.

Indicator 1.1 Standards and assessments for additional core subjects: Increasing numbers of states will have challenging content and performance standards					
and aligned assessments in place for social studies and science, in addition to those in reading and mathematics.					
	Targets and Perfor	mance Data	Assessment of Progress	Sources and Data Quality	
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.	
FY 1999:	Not applicable	Not applicable		Frequency: Annually.	
FY 2000:		Not applicable	Explanation: New program.	Next Update: 2002.	
FY 2001:		Not applicable			
FY 2002:		Baseline set		Validation Procedure: Unknown.	
				Limitations of Data and Planned	
				Improvements: Unknown.	

Indicator 1.2 Schools' implementation of systemic reform: Increasing numbers of schools will have curriculum, instruction, and professional development				
aligned with	h state or local standards.			
	Targets and Perfor	mance Data	Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.
FY 1999:	Not applicable	Not applicable		Frequency: Biannually.
FY 2000:		Not applicable	Explanation: New program.	Next Update: 2002.
FY 2001: FY 2002:		Not applicable Baseline set		Validation Procedure: Unknown.
				Limitations of Data and Planned Improvements: Unknown.

OBJECTIVE 2: TO PROMOTE EXCELLENT TEACHING THAT WILL ENABLE ALL STUDENTS TO REACH CHALLENGING STATE AND LOCAL STANDARDS.

Indicator 2.1 Improved classroom instruction: Increasing percentages of teachers who participate in Title II-supported professional development activities will report that those activities enabled them to prepare their students to achieve to challenging state or local content and performance standards.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.
FY 1999:	Not applicable	Not applicable		Frequency: Biannually.
FY 2000:		Baseline to be set	Explanation: New program.	Next Update: 2002.
FY 2001:		Target to be set		Validation Procedure: No formal validation procedure.
				Limitations of Data and Planned
				Improvements: Unknown.

Indicator 2.2 Increasing percentages of teachers who participate in Title II-supported professional development will participate in activities that embody the characteristics of high-quality professional development. (High-quality professional development (1) is sustained over an extended period of time; (2) is aligned with state and district standards and assessments; (3) strongly emphasizes the deepening of teachers' knowledge of academic content and understanding of ways that students learn that content; (4) encourages teachers from the same grade levels, departments, and schools to work in teams; (5) offers opportunities to observe and practice the skills and techniques being introduced; and (6) is regularly evaluated for its effects on teachers' instructional practices and contributions to student achievement.)

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.
FY 1999:	Not applicable	Not applicable		Frequency: Biannually.
FY 2000:		Baseline to be set	Explanation: New program.	Next Update: 2002.
FY 2001:		Target to be set		Validation Procedure: No formal validation procedure.
				Limitations of Data and Planned
				Improvements: Unknown.

Indicator 2.3 Gains in student achievement: Within a 5-year period, in a sample of selected sites that receive Title II funds through a formula grant as well as competitive grant, the Title II professional development will contribute to gains in student achievement.

	Targets and Perform	mance Data	Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.
FY 1999:	Not applicable	Not applicable		Frequency: Biannually.
FY 2000:		Baseline to be set	Explanation: New program.	Next Update: 2002.
FY 2001:		Target to be set		Validation Procedure: No formal validation procedure.
				Limitations of Data and Planned Improvements: Unknown.

OBJECTIVE 3: TO PROMOTE RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED NEW TEACHERS.

Indicator 3.1 High-quality induction programs: Increasing percentages of districts will use Title II funds to conduct high-quality induction programs as defined below. High-quality induction programs are those that (1) provide each new teacher with a highly competent, experienced mentor teacher of the same grade level and/or academic subject who works with the novice teacher on a weekly basis over the course of at least one school year; (2) provide all new teachers with a network of other new and experienced teachers with whom they can discuss their classroom experiences and provide one another with ongoing support; (3) provide each new teacher with regular opportunities to meet with the principal and other school leaders who can provide instructional guidance and support; and (4) provide new teachers with ongoing opportunities to deepen their content knowledge and pedagogical skills.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.
FY 1999:	Not applicable	Not applicable		Frequency: Biannually.
FY 2000:		Baseline to be set	Explanation: New program.	Next Update: 2002.
FY 2001:		Target to be set		Validation Procedure: No formal validation procedure.
				Limitations of Data and Planned
				Improvements: Unknown.

Indicator 3	Indicator 3.2 Increased retention rates: The 3-year retention rate of new teachers will increase in districts that partner with the higher education institutions						
and nonpr	and nonprofit organizations that receive Title II grants from the State Agency for Higher Education (SAHE).						
	Targets and Performance Data Assessment of Progress Sources and Data Quality						
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.			
FY 1999:	Not applicable	Not applicable		Frequency: Annually.			
FY 2000:		Baseline to be set	Explanation: New program.	Next Update: 2002.			
FY 2001:		Target to be set		Validation Procedure: No formal validation procedure.			
				Limitations of Data and Planned			

OBJECTIVE 4: TO ENSURE THAT TEACHERS FROM HIGH-POVERTY AND LOW-PERFORMING SCHOOLS PARTICIPATE IN HIGH-QUALITY PROFESSIONAL DEVELOPMENT.

Indicator 4.	Indicator 4.1 Participation by teachers from high-poverty, low-performing schools: The proportion of teachers participating in Title II-assisted activities who					
teach in hig	teach in high-poverty, low-performing schools will exceed the proportion of the national teacher pool who teach in such schools.					
	Targets and Perfor	mance Data	Assessment of Progress	Sources and Data Quality		
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.		
FY 1999:	Not applicable	Not applicable		Frequency: Biannually.		
FY 2000:		Baseline to be set	Explanation: New program.	Next Update: 2002.		
FY 2001:		Target to be set		Validation Procedure: No formal validation procedure.		
				Limitations of Data and Planned Improvements: Unknown.		

Improvements: Unknown.

Indicator 4.2 Retention rate of new teachers: The percentage of newly minted teachers who remain employed as teachers in the district for at least 3 years will increase in those districts that receive or participate (through a partnership) in one of the competitive Title II grants.

	Targets and Perfor	mance Data	Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program.	Source: Program evaluation.
FY 1999:	Not applicable	Not applicable		Frequency: Biannually.
FY 2000:		Baseline to be set	Explanation: New program.	Next Update: 2002.
FY 2001:		Target to be set		Validation Procedure: No formal validation procedure.
				Limitations of Data and Planned
				Improvements: Unknown.

KEY STRATEGIES

Strategies Continued from 1999

None.

New or Strengthened Strategies

None.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

❖ To be established.

CHALLENGES TO ACHIEVING PROGRAM GOAL

None.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted—Not applicable.

<u>Dropped</u>—Not applicable.

From FY 2000 Annual Plan (last year's)

Adjusted—Not applicable.

<u>Dropped</u>—Not applicable.

New—Not applicable.