OHIO
ESEA FLEXIBILITY REQUEST

REVISED MAY 24, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester:	Requester's Mailing Address:
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Chief State School Officer (Printed Name):	Telephone:
Stan Heffner	614-728-2779
Signature of the Chief State School Officer: X_____	Date: February 28, 2012

The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.

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WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

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ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Ohio is a national leader in education reform and academic success. One of the most significant contributing factors to the state's achievement has been the open dialogue educators enjoy with Ohio Department of Education (ODE) officials, legislators and other policy makers. ODE routinely consults with Ohio's two teachers unions, the Ohio Education Association (OEA) and the Ohio Federation of Teachers (OFT) regarding its continuous improvement strategies and educational reform initiatives. The state's 110,000 teachers and 5,200 administrators are considered to be the most significant contributors to student success in school buildings across the state. As such, the input of individuals who serve in these capacities is extremely important to the success of education policies and reforms.

Over the last decade, Ohio has been a leader in numerous policy reforms that have had a direct impact on the teaching profession and which are directly and expressly connected to Ohio's ESEA flexibility request. For example:

- Ohio was the first state to receive a Teacher Incentive Fund (TIF) grant in 2006
- Ohio adopted teacher and principal standards in 2005
- Ohio created a new educator licensure system in 2009
- Ohio received Race to the Top grant awards in 2010 and 2011
- Ohio made a commitment to implementing a comprehensive teacher and principal evaluation system in 2011

The Center for the Teaching Profession is the organizational unit within ODE that is focused on excellence in teaching and on improving Ohio's education human-capital-management system. Staff in this Center communicate daily with Ohio's educators regarding the state's educator reform initiatives – including teacher and principal evaluations, certification and licensure requirements, and professional development opportunities and requirements.

In the summer of 2011, staff from the Governor's office conducted 18 meetings with educators across the state to understand sentiments on issues ranging from evaluations to compensation. In addition to the meetings, they received approximately 1,300 emails.

Ohio's proposal for Principle 3 has benefited from these various forms of engagement with educators. The Ohio Principal Evaluation System (OPES) was developed collaboratively with education associations and the Ohio Teachers Evaluation System (OTES) was developed collaboratively with representatives of teachers, principals, superintendents and the higher education community. Throughout the development of the evaluation systems, focus groups were convened, internal and external reviews were conducted, and feedback from administrators and Educational Service Centers was solicited and received. These evaluation systems were reviewed and approved by the State Board of Education (SBOE) and the Educator Standards Board. (The Educator Standards Board is made up of 21 individuals forming a diverse group of educators and association representatives.) The evaluation systems were piloted. OPES was piloted in 19 districts in 2008-

2009 with additional districts added each year. The OTES pilot will be completed in April, 2012 with 138 districts actively using the tool. External evaluators for both systems used focus groups, surveys and case studies to inform revisions. Ohio will continue to solicit feedback as the piloting and implementation process continues. The pilot participant feedback to date has been invaluable to refining and enhancing our tools to date.

In summary, Ohio has meaningfully engaged educators in the development of its ESEA flexibility request. ODE developed an ESEA flexibility website that contains information about the ESEA waiver opportunity. ODE created an email portal for individuals to share input and suggestions during the development of Ohio's request and also posted the draft application for public commentary. Ohio's educators have received communiques announcing the ESEA flexibility opportunity and ability to review and provide comments to ODE. Furthermore, ODE's senior leadership meets with representatives of the Ohio teachers unions on a monthly basis and the ESEA flexibility opportunity has been an agenda item during recent meetings, including Ohio's specific plans in Principle 3. Both of Ohio's teacher unions have written letters of support for Ohio's ESEA flexibility request (Attachment 2) based upon their review and participation in our ESEA request.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Ohio believes that any successful application and, more importantly, the implementation of the provisions of an approved application must be clearly understood and discussed with as many individuals and stakeholder groups as possible. For years, Ohio has been at the forefront of innovation based on the coordinated effort and proactive engagement required to ensure continuous and lasting reform. Seizing upon the opportunity for ESEA flexibility provided by the US Department of Education (USDOE), ODE implemented a robust outreach strategy to engage and solicit input from diverse parties, including legislators, educational organizations, educators, administrators, parents, business and community-based organizations, media, non-public schools, representatives of minority and civil rights organizations, English language learners and students with disabilities.

Prior to its February 28, 2012 ESEA flexibility submission, ODE received input from the above mentioned stakeholder groups and incorporated the feedback into its proposal. Throughout March and April 2012, ODE continued to solicit and receive input, both at stakeholder events and through its web portal, in order to continually refine its submission. For example, in Ohio's original waiver application in Principle 2, the new report card ratings system proposed new letter grades (A-F) to replace the previously used designations. Feedback from both local education agency (LEA) and school representatives indicated a desire to add "pluses" and "minuses" to the letter grade designations, and this has been incorporated into Ohio's new waiver application revisions (please see Principle 2 for specific details).

Other topics receiving inquiries or comments included: 21st century and extended learning opportunities, accountability (including AYP, graduation rate and report cards), Advanced Placement (AP), charter schools, educator issues, gifted education, limited English proficiency, non-public schools, school improvement, supplemental educational services, special education and use of Title I funds. While a majority of the comments prior to Ohio's ESEA flexibility submission were focused on gifted education, a majority of the comments post-submission focused on Ohio's proposed accountability system.

ODE ESEA Flexibility Committee

Upon the announcement of USDOE's flexibility opportunity, ODE formed an internal workgroup comprised of senior leadership staff and RttT assurance area leads. The purpose of this group was to

develop a high quality ESEA flexibility request that would provide a continuing impetus for Ohio's education reforms, and to seek out the input and support of interested and impacted stakeholders. Senior staff were assigned to oversee the development of each section of the request according to the USDOE's waiver principles and assurance areas. The committee also formed sub-committees which met regularly to discuss strategies for developing the request based on stakeholder input and engagement.

State Board of Education (SBOE)

Over the last few years, ODE and the SBOE have been strong advocates for flexibility regarding many of the provisions for which flexibility has been proposed by the USDOE. Annually, the SBOE approves a federal legislative platform which consists of recommendations on authorizations and appropriations. These platforms are shared and discussed with Ohio's Congressional delegation and are informed by the input for a variety of stakeholders. In May 2011, Ohio's SBOE began developing an ESEA platform consisting of discrete recommendations for the reauthorization of ESEA. Many of the USDOE's ESEA flexibility provisions are reflected in the SBOE's ESEA platform. The platform was officially approved at the January 2012 meeting.

With regard to the specific waiver application, Ohio's State Superintendent of Public Instruction provided updates to the SBOE during the November and December 2011 meetings and during the January and February 2012 Board meetings. At the January 2012 Board meeting, ODE senior staff led an in-depth ESEA flexibility discussion with the SBOE. At the February 2012 meeting, the SBOE allocated additional time to discuss the flexibility request and the feedback ODE had received from external stakeholders. On February 22, 2012, the State Board of Education President provided a letter recognizing ODE's authority to apply for the ESEA flexibility (Attachment 2).

Most recently during the April and March 2012 Board meetings, the State Superintendent presented and actively solicited involvement of the SBOE in further policy discussions. These discussions pertained to the proposed changes to Ohio's accountability system for the local report cards as outlined in the waiver application.

Legislative Leaders

Education has always been a top priority for Ohio's General Assembly. Typically, hundreds of education-related bills are introduced and several are enacted and become law during any particular two year session of the General Assembly. Most notably, the General Assembly approves a biennial education budget that generally contains significant education policy reforms. In July 2011, Governor Kasich signed into law Am. Sub. House Bill (HB) 153, the biennial budget for the 129th General Assembly, which contained significant education reforms cited throughout this request. Additionally, Ohio's statutes – the Ohio Revised Code (ORC) -- aligns to federal statutes and, in many circumstances, contains detailed language referencing federal laws and regulations.

The key role that the General Assembly plays in education requires that the state stay in continuous communication and seek the input of key legislators at any time that policy reforms are being considered. In light of the importance of education to Ohio legislative leaders, ORC Section 3302.09 specifically requires any changes to ESEA, as currently authorized under No Child Left Behind, to be approved by a concurrent resolution of both the House of Representatives and Senate. ODE discussed the flexibility request with the chairmen of the House and Senate Education committees and will solicit required action upon approval of our waiver request. Further, on both April 17, 2012 and April 25, 2012, ODE leadership provided testimony to Ohio's Senate Education Committee regarding the proposed changes to Ohio's accountability system as outlined in the waiver application.

Office of the Governor

Since the announcement of the flexibility opportunity, ODE began having regular consultations with staff

from the Governor's office to discuss the details and process for developing the state's application. The Governor's office has been kept abreast of ODE's outreach and has provided key input into each of the principle areas of Ohio's request. The State Superintendent briefed the Governor directly on our waiver request to solicit direct input and feedback for Ohio's request.

In addition to the State Superintendent's regular meetings with the Governor's office, the State Superintendent attended three meetings specifically pertaining to Ohio's waiver application:

- January 26, 2012
- February 1, 2012
- February 21, 2012

Educators and Education Associations

One of the first stakeholder groups that ODE approached regarding the proposed ESEA flexibility was the Buckeye Association of School Administrators (BASA) – Ohio's association of school district superintendents and other local school leaders. BASA has assisted in facilitating meetings between ODE staff and representatives from other Ohio education associations to discuss this opportunity and solicit input and commentary. Organizations that were involved in these discussions included: the Ohio Association of School Business Officials (OASBO), the Ohio Association of Elementary School Administrators (OAESA), the Ohio Association of Secondary School Administrators (OASSA), the Ohio Educational Service Center Association (OESCA) and the Ohio School Boards Association (OSBA). These meetings confirmed the viewpoints and feedback ODE has received in other encounters with these organizations over the last several years as well as from their input and contributions to the development of the SBOE federal platforms. These organizations expressed their commitment to rigorous standards, increased student academic achievement and stronger accountability, and supported the opportunity to gain enhanced flexibility in exchange for greater accountability. Generally, these organizations raised concerns with the current Adequate Yearly Progress (AYP) and supplemental education services (SES) and asked for more funding flexibility. ODE has incorporated the feedback received in our application and these organizations have submitted a letter of support for ODE's waiver (Attachment 2). Below are examples of the meetings and dates when ODE made presentations and solicited input on the ESEA flexibility waiver:

- BASA Regional Meetings: November 3, 4, 8 and 9, 2011
- Ohio Association of Local Superintendents Annual Conference: January 19, 2012
- Ohio Model Schools Conference: February 1, 2012
- Education association meeting: February 8, 2012

ODE, in cooperation with BASA, held additional meetings with superintendents after the February 28, 2012 submission for ESEA flexibility. Approximately 375 superintendents or central office administrators attended to learn about the changes proposed to Ohio's accountability system. Direct solicitation of their feedback was offered in person or via the email portal for electronic record. Below are the dates and locations of the meetings:

- BASA Headquarters: April 10, 2012
- Wood County ESC: April 12, 2012
- Hamilton County ESC: April 13, 2012
- Cuyahoga County ESC: April 16, 2012
- Logan-Hocking High School : April 26, 2012

In March and April 2012, the SBOE, the OESCA, OSBA and ODE jointly conducted regional forums to share information about the ESEA flexibility, specifically regarding Ohio's college and career ready standards and the new state tests for social studies, English language arts, mathematics and science that will be used starting with the 2014-15 school year. The forums allowed educators to take a deeper look at the changes

coming that would impact all public schools in Ohio. Over 2,000 educators attended the meetings below, which were located all throughout Ohio:

- Muskingum Valley ESC: March 14, 2012
- Montgomery County ESC: March 20, 2012
- ESC of Central Ohio: March 22, 2012
- North Point ESC: March 26, 2012
- Athens-Meigs ESC: March 29, 2012
- Stark County ESC: April 2, 2012
- Allen County ESC: April 4, 2012
- North Central Ohio ESC: April 5, 2012
- Butler County ESC: April 11, 2012
- Lake Erie West ESC: April 16, 2012
- Mid-Ohio ESC: April 19, 2012
- Southern Ohio ESC: April 23, 2012
- ESC of Cuyahoga County: April 30, 2012

Several additional meetings or outreach events were held with educators in order to foster shared communication regarding the waiver application. For example, on March 12, 2012, the Deputy Superintendent conducted a webcast with approximately 350 principals, assistant principals and union representatives. This webcast presentation covered the proposed changes in the waiver application, specifically focusing on federal accountability and the local report card systems. Participants were encouraged to submit questions or comments both during the webcast and after via ODE's email portal.

On March 16, 2012, ODE leadership presented to 56 ESC superintendents regarding the proposed waiver and solicited their feedback. ODE leadership also met with representatives from various education associations on this date to gather and incorporate their comments into the waiver, including:

- BASA
- OASBO
- OSBA
- OASSA
- OAESA
- OESCA
- Ohio Federation of Teachers (OFT)
- Ohio Education Association (OEA)
- Ohio Alliance of Public Charter Schools (OAPCS)
- Ohio Coalition for Quality Education (OCQE)
- Ohio Coalition for the Education of Children with Disabilities (OCECD)
- Ohio Association for Gifted Children (OAGC)
- Ohio Association of Career and Technical Superintendents (OACTS)
- Ohio Alliance for Arts Education (OAAE)
- Ohio Association for Career and Technical Education (OACTE)
- Ohio Board of Regents (OBR)

Lastly, on April 13, 2012, the Deputy Superintendent presented to approximately 125 local board members attending the OSBA Leadership Institute on Ohio's ESEA flexibility request and actively solicited their input and reactions to the proposed changes.

English Language Learners (ELL), Minority Groups, Students with Disabilities (SWD), Gifted Education
As part of Ohio's engagement strategy, ODE met directly with representatives of minority groups and students with disabilities to discuss Ohio's ESEA flexibility request. ODE sought specific recommendations from these critical stakeholders. Representatives, educators and other individuals who either work with or have an interest in the educational services and opportunities for ELL students and students with disabilities submitted comments to our ESEA flexibility portal or provided letters for incorporation into our request. ODE also participated in telephone calls with the Ohio Civil Rights Commission. As part of our outreach, ODE officials provided information on the opportunity provided by the USDOE to states, the ESEA flexibility provisions that may be impacted and what cannot be changed, and sought comments. From the comments ODE received from the email portal, many were submitted from individuals interested in the impact of the ESEA flexibility request on English language learners. ODE carefully reviewed the input and feedback as the request was developed. Ohio's Lau Resource Center discussed the ESEA flexibility with the ELL advisory committee. The ELL advisory committee forwarded three main points for consideration for Ohio's request: 1) use the LEP (OTELA) assessment to replace the ELA state language arts assessment for ELLs, at least for those at the beginning level of proficiency; 2) allow the exemption of students with disabilities on the OTELA if it states in their IEP that they are not able to test in certain domains (listening, speaking, reading and/or writing); and 3) do not "punish" districts for LEP students who need more years to graduate and do not meet the current 4-year method of calculating the graduation rate for accountability purposes.

Furthermore, ODE staff met with individuals representing the SWD community who expressed concerns about transparency of data, 1% cap for students using alternate assessments, minimum N size, funding, and impact with IDEA regarding assessments and identification of special needs students. ODE gave great consideration to these comments and Ohio's request demonstrates a strong commitment to disaggregated reporting and developing more rigorous standards and assessment for all students. Ohio's request will not impact the 1% cap issue or the minimum N size that was mentioned by the SWD community. Ohio also received significant feedback from members of the gifted education community. Representatives of the gifted community testified before the State Board urging consideration of their concerns and viewpoints. Several parents and gifted educators wrote comments to ODE's email portal and ODE has worked to address their concerns for inclusion in request.

Below are examples when ODE presented or communicated information regarding ESEA flexibility:

- ELL advisory committee: November 10, 2011 meeting; January 19, 2012 and February 2, 2012 communiques
- Representatives for Students with Disabilities: January 11, 2012
- Ohio Civil Rights Commission: January 2012 telephone conversation
- Gifted Association: February 2012 State Board of Education meeting
- Columbus Urban League: February 2012 telephone conversation

Committee of Practitioners
ODE discussed and received feedback about the ESEA flexibility opportunity with the Committee of Practitioners (COP). The COP consists of a diverse group of representatives from the education community, including teachers, support staff, administrators, federal program officials, parent organizations and members of higher education. The committee provided ODE with input that was incorporated into Ohio's request and submitted a letter of support for Ohio's waiver (Attachment 2). Meetings or conference calls with the COP were held on the following dates:

- November 17 & 18, 2011
- February 6, 2012 (conference call)
- February 16 & 17, 2012

Agendas and minutes from the meetings, including summaries of the recommendations for the waiver, can be found in Attachment 3.

School Options (Charter Schools and Non-Public)

Ohio is a diverse state with a multitude of education options for students, ranging from charter schools, open enrollment opportunities, dual enrollment, and scholarships to attend or receive services from non-public entities. Ohio has 354 charter schools (known as "community schools" in Ohio) and 758 chartered non-public (private) schools. As such, key stakeholders for ODE include the students and parents seeking alternatives from the traditional education setting and the schools and educators that offer these services. ODE provided its non-public advisory committee with information on the ESEA flexibility and sought input. The non-public advisory committee inquired about how Ohio's request will impact the equitable participation provisions for non-public school students. Ohio's request will not impact the requirement of equitable participation of non-public students. A statewide charter school organization, the Ohio Alliance of Public Charter Schools (OAPCS), raised concerns about the waiver relating to the accountability system and its impact on charter schools, and specifically on charter school closure. Ohio is regarded as having the toughest closure laws in the country for persistently poor performing charter schools. In addition, OAPCS raised a concern about including a growth metric, Value-Added, when identifying priority schools. These concerns were addressed in a meeting with the association and ODE's senior leadership responsible for the accountability system. Outreach will continue meeting with OAPCS and the charter school community to implement the waiver when approved. ODE provided information via various communiques to both its non-public and community school audiences regarding the ESEA flexibility and opportunity to provide comments through the email portal. Attached to this requests are example communiques with the school options community and below are examples of the audiences and dates when ODE communicated on the ESEA flexibility:

- Non-public advisory committee: January 19, 2012
- Community schools newsletter: February 2012
- Superintendent's Advisory Committee on Nonpublic Schools: April 26, 2012, 14 attendees

Business, Non-profit, Community and Parent Organizations

ODE has discussed the ESEA flexibility waiver application with business, non-profit, community **and parent** organizations. This outreach included local Chambers of Commerce, the Ohio Business Roundtable and Battelle for Kids. Furthermore, the Ohio Business Roundtable and Battelle for Kids assisted in external reviews of Ohio's request. Ohio also heard from several community organizations, such as the Ohio Afterschool Network (OAN), who receive funding from the 21st Century Community Learning Centers grant (please see letter in Attachment 2). These organizations expressed concerns with Ohio's draft application as it related to funding for these community centers. ODE officials reviewed their concerns carefully and notified them that ODE will partner with them on the guidance and design of supports for the new model when the request is approved.

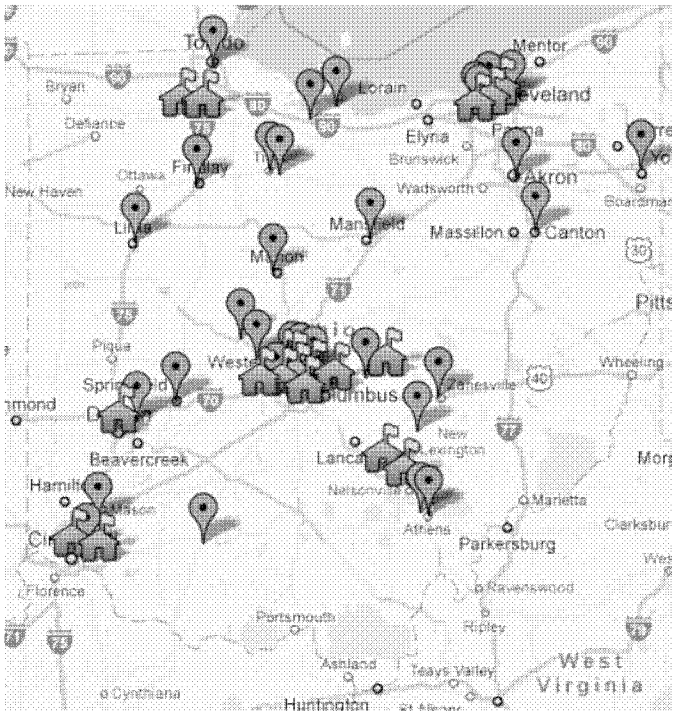
Outreach with organizations occurred throughout Ohio's waiver development process. Below are examples of meetings and dates when ODE leadership presented or discussed the waiver application, both before and after the February 28, 2012 waiver application submission:

- Akron Chamber of Commerce: November 28, 2011, 40 attendees
- Greater Zanesville and Muskingum County Chambers of Commerce: January 17, 2012, 30 attendees
- Eight Metro Chamber Presidents: January 18, 2012, 12 attendees
- Cleveland City Club: January 26, 2012, 60 attendees (YouTube link to speech has 440 views)
- Springfield Rotary Club: January 30, 2012, 50 attendees
- Ohio Business Roundtable: January and February, 2012
- Battelle for Kids: January and February, 2012
- Athens Rotary: February 27, 2012, 75 attendees

- Ohio Afterschool Network (OAN)
    - January 26, 2012 OAN leadership meeting
    - February 8, 2012 meeting
    - Email communique January 27, 2012
    - Email communique February 15, 2012
- Upper Sandusky Rotary: March 5, 2012, 40 attendees
- Marion Rotary: March 20, 2012, 30 attendees
- Tiffin Chamber of Commerce: April 4, 2012, 30 attendees
- Cincinnati Rotary: April 12, 2012, 175 attendees
- Union County Rotary: April 13, 2012, 30 attendees
- Upper Arlington Rotary: April 25, 2012, 125 attendees

The State Superintendent also presented at the 106th Ohio Parent Teacher Association (PTA) Convention on April 22, 2012 to discuss the importance of parent/guardian support in Ohio's reform process related to the waiver. Approximately 500 delegates attended this presentation.

Throughout this engagement strategy the State Superintendent and ODE leadership have been able to reach a geographically diverse and representative range of education, business and community stakeholders. Below is a geographic depiction of where these events were held:



-- indicates a meeting with a business or community organization

-- indicates a regional meeting or forum with SBOE

-- indicates a talk or meeting with an education group

ODE Website and Email Portal

ODE created and publicly advertised an ESEA flexibility waiver website to provide information to the public on the ESEA flexibility opportunity and to solicit public commentary and suggestions. This website is intended to be an on-going effort and will expand as more information becomes available. This website also provides the public with an opportunity to submit comments through an email portal for consideration and inclusion in Ohio's request. The website may be accessed here and the email portal is eseawaiver@ode.state.oh.us (Attachment 2).

Since the February 28, 2012 ESEA flexibility submission, ODE has drafted a list of the most frequently asked questions and their respective responses regarding the waiver application. ODE also has made

available for download several PowerPoint presentations used during the various outreach initiatives. Both the frequently asked questions and the PowerPoint presentations can be found here.

Media and Communiques

As mentioned previously, ODE conducted various media outreach and/or communiques to a wide range of stakeholders announcing the ESEA flexibility opportunity and soliciting input from recipients. Those communiques included the following:

- EdConnections newsletter (sent to approximately 11,500 individuals including superintendents, principals and educators regarding information about ODE policies, program updates and deadlines, as well as resources to help support student achievement). Dates when the newsletter included information regarding Ohio's waiver application are below:
    - September 26, 2011
    - October 17, 2011
    - January 9, 2012
    - January 23, 2012
    - February 8, 2012 (superintendents only, approximately 600 recipients)
    - February 13, 2012
    - February 27, 2012
    - March 5, 2012
    - March 12, 2012
- Emails to various stakeholder groups
    - Committee of Practitioners
    - Non-Public school representatives
    - Charter School representatives
    - Advocates for Students with Disabilities
    - ELL groups

Several meetings and/or phone conferences occurred between media representatives and ODE leadership and communications staff. Topics for discussion included general overviews of the waiver process (both development and timeline), the proposed changes to Ohio's accountability system and local report cards, new and more rigorous standards, simulation data for districts and schools with the newly proposed system of accountability, and closing achievement gaps. Below is a list of media and dates contacted:

- Cleveland Plain Dealer, editorial board: January 26, 2012
- Hannah News, Plain Dealer, Hamilton Journal News, Columbus Dispatch, Fox 19, Cincinnati: February 9, 2012
- Columbus Dispatch, Gongwer,: February 14, 2012
- Hannah News, Marietta Times, Cincinnati Enquirer, Warren Tribune Chronicle: February 21, 2012
- State Superintendent's press conference/webinar event on Ohio's waiver submission: February 29, 2012, approximately 115 media attendees
- State of Ohio (recorded TV program for public broadcast stations): March 1, 2012
- Youngstown Vindicator, WKBN/WYTV , Warren Tribune Chronicle: March 8, 2012
- State Impact Ohio, Toledo Blade, Akron Beacon Journal, Newark Advocate, Columbiana Morning Journal, Canton Repository: March 9, 2012
- Archbold Buckeye, Times Reporter, Marysville Journal Tribune: March 12, 2012
- Ohio Farm Bureau (weekly radio show distributed to over 16 local radio stations across Ohio for broadcast): March 19, 2012
- Tiffin Advertiser Tribune: April 4, 2012
- Logan Daily News: April 6, 2012
- Cincinnati Enquirer: April 12, 2012

- Columbus Dispatch: April 12, 2012

Compilation of Stakeholders Feedback
Below is a compilation of the correspondence received via the email portal to date.

Feedback Method	Number
Questions and comments received through Portal prior to ESEA flexibility submission (before 2/28/2012)	150-175
Questions and comments received through Portal post- ESEA flexibility submission (after 2/28/2012)	94
Website visits prior to ESEA flexibility submission (before 2/28/2012)	331
Website visits post-ESEA flexibility submission (after 2/28/2012)	1,086

ODE will continue to meaningfully engage all stakeholders, especially those from diverse communities, as it promotes outreach in order to further develop and implement ESEA flexibility.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

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OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Overview of SEA's Request for the ESEA Flexibility

Ohio has a vibrant history of setting ambitious but achievable goals in the face of daunting challenges. As outlined by the state's Race to the Top (RttT) commitments, Ohio has pursued its future with courage, fortitude and intelligence. However, the comprehensive reform strategies outlined in the state's RttT Strategy must continue to expand beyond 2014-2015 to adapt to the ever-growing demands and challenges of an interconnected global economy. Simply stated, Ohio's education system must be grounded in a culture of continuous improvement that anchors itself in what students need for their future–not for the present.

Continually improving student achievement for all Ohio's children remains the State's most pressing social and economic imperative. Ohio's students must be fully equipped to flourish in an increasingly competitive and integrated global economy. As Ohio emerges from the recent economic downturn, it must build on the industrial and agricultural pillars that forged this State and embrace growing fields such as advanced energy, environmental technologies, biosciences, polymers, advanced materials, and aerospace.

Ohio cannot thrive in the 21st century without driving dramatic improvements in educational outcomes for all children in the State. Ohio is not a "one size fits all" State. Its education landscape includes a diverse range of communities -- suburban enclaves to urban centers to Appalachian villages, all filled with students eager to learn and succeed -- 614 school districts, 354 charter schools, one STEM school, and 72 joint vocational schools serving approximately 1.86 million children daily. Students presently speak more than 80 different languages and attend from homes wherein 45% of Ohio's school children are economically disadvantaged.

Ohio understands the severity and magnitude of this challenge and is fully committed to meeting it. Successfully transitioning from its historical industrial-based economy to one based on innovation and emerging technologies requires Ohio to significantly improve student achievement across all segments of the population, raise college-ready high-school graduation rates, and increase the percentage of Ohio students who receive a strong college education defined by standards of absolute achievement and growth.

There is a shared consensus among leaders in Ohio including ODE, the SBOE, school districts and charter schools, educators, the Ohio Board of Regents (OBR), elected officials, parents, and businesses that *providing a college- and career-ready education to all the State's children is a social and moral obligation that cannot be ignored.*

Over the past two decades, Ohio has developed, implemented, and refined an aggressive and comprehensive education reform agenda to make good on this obligation. Ohio's existing reform agenda is integrated with the principles and four assurance areas of RttT. This ESEA Flexibility waiver request will continue to strengthen Ohio's vision that, *"All students start ready for kindergarten, actively engage in learning, and graduate ready for college and careers."*

Ohio's request for an ESEA waiver is driven by the belief that continued progress will be enhanced by the adoption of a unitary state/federal accountability system that: sets standards for student learning that ensure readiness for college and careers; calls out and remediates performance gaps; expects continuous improvement of schools and districts; rewards strong performance; and aggressively addresses low performing schools and districts. The four principles for improving student academic achievement and increasing the quality of instruction detailed in this waiver application are well-aligned with the reform efforts currently underway in the state. Already Ohio has developed a framework for principal and teacher evaluation systems, adopted new statewide curriculum frameworks incorporating the college- and career-ready Common Core State Standards, refined social studies and science standards, and implemented aggressive strategies for turning around our lowest performing schools and districts.

However, actions to date must continue to be strengthened. Some of these actions will require legislative change to implement. ODE will work closely with the Governor and General Assembly to make necessary legislative changes upon approval of Ohio's waiver application. This proposal seeks to enhance the state system by refining the current accountability system, replacing adequate yearly progress, and introducing a new goal to cut the state's proficiency gaps in half by 2018, thus reducing by half the proportion of students who are not college and career ready. To measure progress and hold itself accountable for these aggressive goals, the state proposes to set new annual targets for the state and each school district, school, and subgroup performance to reduce proficiency and achievement gaps. Such action will permit Ohio to enhance its ability to identify schools and districts with the largest gaps in proficiency and achievement to further differentiate interventions by accountability status. Ohio is determined and committed to enhancing reform efforts to support every school where students struggle while incentivizing a culture of continuous improvement.

Reform has defined public education in Ohio for nearly two decades. While the state has outpaced others in the nation in achievement, the work remains unfinished. This waiver will provide the flexibility needed to continue to further increase graduation rates, create the clear and coherent system of accountability necessary to aggressively address low performance, call out and remedy proficiency gaps, enable continuous improvement, and recognize and reward strong performance. The pathway forward is long, but clear; the necessary changes and new approaches will not be easy, but are critically important. Ohio's children cannot wait and the state will act boldly now by seeking flexibility with accountability for results via this ESEA waiver.

Ohio ESEA Waiver: Theory of Action

OHIO'S VISION

All students start ready for kindergarten, actively engage in learning, and graduate ready for college and careers.

STRATEGIES
(If...)

College and Career-Ready Expectations:
1. Common Core Standards and State Revised Standards
2. Extended Standards for Students with Cognitive Disabilities; English language proficiency standards; New fine arts, world languages and financial literacy standards; Birth to K entry standards
3. New PARCC Assessments
4. Ohio Core graduation requirements
5. Instructional Improvement System – Curriculum Models and interim assessments
6. Access to post-secondary courses

Effective Instruction and Leadership:
1. Ohio Teacher Evaluation System
2. Ohio Principal Evaluation System
3. Appropriate and meaningful professional development
4. Aligned Teacher Preparation Programs

Recognition, Accountability and Support:
1. Accountability System
   a. Indicators
   b. Performance Index
   c. Subgroups (AYP)
   d. Value Added
   e. Transition measures
   f. Achievement gap measure
   g. Gifted measures
2. Recognition/Identification
   a. Current Recognition System
   b. New Schools of Honor
   c. Priority Schools
   d. Focus Schools
3. Supports
   a. Differentiated Accountability Model / Ohio Improvement Process
   b. Race to the Top/School Improvement Grants
   c. Executive Principal Leadership Program
   d. Ohio Network for Education Transformation
   e. One Plan

OUTPUTS
(Then...)

Quality of Instruction:
Better standards, better supports, and feedback from teacher and principal evaluations result in increasing the quality of instruction that takes place every day in classrooms across the state.

Culture of Continuous Improvement:
Teachers, principals, school buildings, districts and the state have better data (quantitative and qualitative) that can be used to drive continuous improvement. Efforts are focused on the students, principals, buildings and districts that need the most improvement to increase student achievement and progress.

Public and Community Support:
Increase public understanding to support providing all students with the academic preparation needed to succeed in college and career pathways.

OUTCOMES
(And, then...)

By 2020, as a result of Ohio's Race to the Top Strategy, House Bill 153 enactment, and our ESEA Waiver Request, Ohio will:

- further increase the state's on-time graduation rate by .5% each year post RttT;

-further reduce the graduation rate gaps by 50% post RttT;

-further reduce performance gaps by 50% post RttT;

-further reduce the gap between Ohio and the best-performing states in the nation by 50% post RttT, and;

-further increase the number of students who graduate from high school remediation-free for college and careers.

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PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The Ohio Department of Education (ODE) is committed to an aggressive transition to the state's adopted college- and career-ready standards. Ohio's college- and career-ready definition is to ensure all students "Start Ready and Graduate Ready" from their PreK-12 learning environment, qualified for success in a degree or credential-granting postsecondary education program, without remediation, and advanced training for a career of choice. Student readiness for college and careers includes:

- Content Knowledge: A deep core-content knowledge in academic and applicable technical content;

- 21st-Century Skills: The effective use of academic and technical skills (e.g., research, problem-solving, systems thinking);
- Readiness Behaviors: The acquisition of readiness behaviors such as goal-setting, persistence and resourcefulness;
- College and Career Survival Skills: The acquisition of knowledge and skills needed to navigate successfully within the world of higher education and world of work.

Ohio has a history of a strong and seamless alignment of academic expectations PreK-16. In 2006, the Ohio Board of Regents (OBR) developed the College Readiness Expectations in English and mathematics, a statement of essential knowledge and skills needed for success in the first college-level, non-remedial courses in English and mathematics. The Expectations inform both the statewide guaranteed credit transfer system and the public higher education institution placement policy.

Ohio's commitment to college- and career-readiness is further evident in two areas of state law. First, ORC Section 3313.603(C) (enacted by Senate Bill 311 of the 126th General Assembly) establishes "Ohio Core" graduation requirements beginning with the graduating class of 2014, which include:

- English language arts (ELA) – 4 units;
- Health – ½ unit;
- Mathematics – 4 units;
- Physical education – ½ unit;
- Science – 3 units;
- Social studies – 3 units; and
- Electives – 5 units.

HB 1 of the 128th General Assembly mandated a new college- and career-ready education system comprised of rigorous college- and career-ready standards in the core subject areas (ELA, mathematics, science and social studies), model curricula aligned to the standards and new assessments that measure college- and career-readiness.

As a result of this legislation, Ohio adopted the Common Core State Standards (CCSS) in English language arts and mathematics. The state also engaged in its own process to revise and adopt new standards in science and social studies. In addition to the core subject areas, fine arts and world language standards will be revised, and financial literacy standards will be developed as delineated within the timeline below.

Ohio's Timeline for the New Educational System

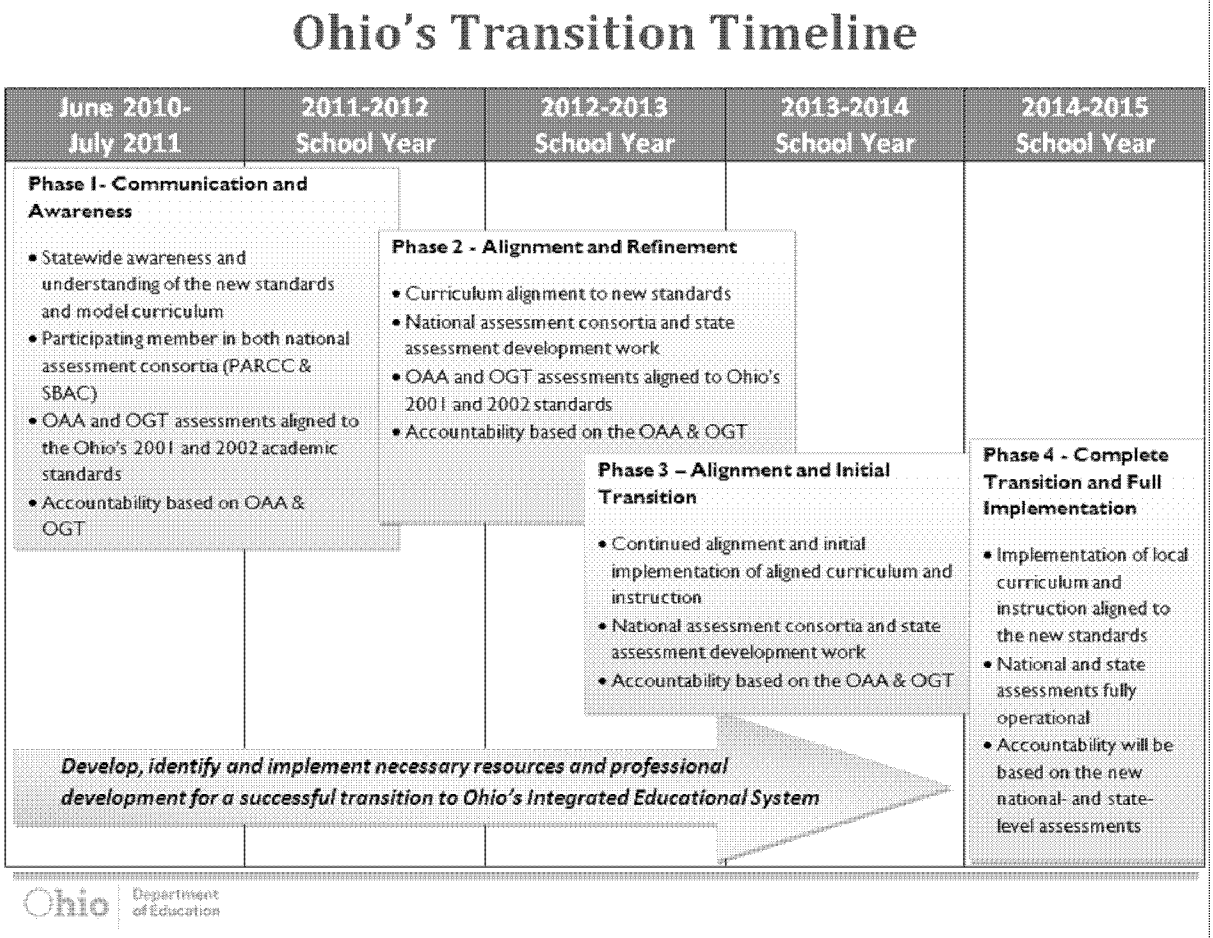
Subject Area	Adoption Date	Implementation
English language arts	June 2010	2013-2014
Mathematics	June 2010	2013-2014
Science	June 2010	2013-2014
Social Studies	June 2010	2013-2104
Fine Arts	June 2012	2013-2014
Model Curricula aligned to Core Standards	March 2011	2013-2014
World Languages	June 2012	2013-2014
Financial Literacy*	June 2012	2013-2014

*Note: New Standards development

Ohio also is expanding its Early Learning Standards for birth-to-Kindergarten entry to include all domains of school readiness, including language and literacy, cognition (mathematics, social studies and science), approaches to learning, social-emotional development, and physical well-being and health. The standards-

revision work will include infant-toddler standards and preK standards that are fully aligned with the K-12 CCSS.

Transparency is vitally important in a transition process. Internal and external stakeholders need to know when and what changes will occur from year-to-year to prepare themselves for full transition and implementation. ODE created and disseminated a timeline that communicates the transition in four phases, as illustrated below:



The four phases include:

1. **Communication and Awareness:** This phase involves communication to all audiences (e.g., educators, parents, policy-makers) about the importance of college- and career- readiness, including the why, when and what changes to the educational system will occur to get there.
2. **Alignment and Refinement:** This phase supports the change process that will occur at the state and district levels to support college- and career-readiness (e.g., curriculum alignment, teacher preparation and growth).
3. **Transition and Implementation:** Phase 3 supports opportunities to learn and the application of change. For example, at the state and district levels, transition work is complete, revised curriculum is implemented and assessment items are field-tested.
4. **Complete Implementation:** The final phase represents full implementation by introducing the new assessment and accountability systems and is a platform to evaluate the results of a complete college- and career-ready system.

ODE's four-phase transition and implementation plan is supported by key activities in the following areas:

- Alignment Between Current and New Standards;
- Accessibility for All Students;
- Public Outreach and Dissemination;
- Professional Development and Supports for Teachers and Administrators;
- High-Quality Instructional Materials and Resources;
- Access to College-level or Accelerated Courses;
- Integration of Standards into Teacher and Principal Preparation Programs; and
- Leveraging Existing Assessments and Planned New Approaches.

Alignment Between Current and New Standards

ODE conducted gap analyses between the current standards and the revised college- and career-ready standards to identify similarities and differences. The state subject-specific advisory committee and writing teams were engaged to develop crosswalks between the existing and new standards and comparative analyses documents. The comparative analyses documents are subject-specific and reveal new content and skills, similar content and skills, and content and skills no longer addressed in the new standards by grade-level and grade-band.

ODE has used these analyses to inform the transition to the new standards. ODE has incorporated the crosswalks and comparative analyses documents into state-offered professional development and has posted the comparative analyses and crosswalk documents by subject area on the ODE website at the following link: http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699.

Additionally, in the fall of 2011, high school educators, content experts and higher education faculty were convened to explore the alignment between the CCSS and the 2007 OBR College Readiness Expectations for English and mathematics. This work was conducted collaboratively with staff from ODE and OBR, and led to the refinement of the College Readiness Expectations.

This work also has been informed by the productive working relationship Ohio has developed with the Achieve organization. In the past, this work has included:

- Alignment of the 2001 Ohio Content Standards to the American Diploma Project (ADP) standards for mathematics and ELA;

- Alignment of Ohio Board of Regents expectations for college-readiness with the 2001 Ohio Content Standards and the ADP standards for mathematics and ELA; and

- Development of course standards and assessments for Algebra I and Algebra II by a consortium of states. Ohio was the lead procurement state for this project, which has helped inform the development of the current consortia for the CCSS-aligned assessments.

In fall 2010, 52,647 recent Ohio high school graduates enrolled in Ohio public colleges and universities as first-time freshmen. In all, 73 percent of these freshmen enrolled in public universities and 27 percent enrolled in public community colleges. The percentage of students that continue their studies after high school is a positive development, but a large proportion of them are not prepared for college-level work in either mathematics or English. Ohio's remediation rates for fall 2010 among public institutions of higher education show that 41 percent of recent high school graduates enrolled in at least one developmental education course in the first year of college: 34 percent enrolled in developmental mathematics courses and 19 percent enrolled in developmental English courses. Initial preparation for college-level work is a critical factor in student success rates. For example, among a cohort of first-time freshmen enrolling in Ohio's

public community colleges and universities in fall 2004, 13 percent of those who took developmental coursework in their first year earned a bachelor's degree within six years, compared to 48 percent of those who did not take developmental courses in their first year. Strategies for improving college success rates include both reducing the need for developmental courses through better preparation in high school and improving outcomes for students who begin college with developmental course needs.

Ohio's higher education system has been charged by recent legislation to establish remediation-free standards in mathematics, science, reading and writing by December 2012. Like the current Board of Regents college-readiness standards, these standards will inform campus placement policies and give students, teachers and faculty a clear message on the knowledge and skills expected of students when they enter college. Both secondary and postsecondary faculty will collaborate to develop the remediation-free standards to ensure alignment across the PreK-12 and higher education content standards and assessment systems. It is expected that the university system will collaborate with PreK-12 representatives to:

- Evaluate data collected from campuses via survey and the Higher Education Information (HEI) System, about the effectiveness of the current placement policy benchmarks, as well as data collected from other states;
- Review academic content standards such as the CCSS, the College-Readiness Expectations, and learning outcomes for courses in Ohio's statewide guarantee transfer system, and link them with benchmark scores in English and mathematics;
- Recommend either 1) continuation of existing college placement benchmark scores or 2) update the benchmark scores used for placement;
- Recommend specific assessment tests and tools and identify benchmark scores to be used for placement purposes;
- Participate in the development of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments;
- Validate that the recommended benchmark placement scores are effective and correlate with student success in college; and,
- Recommend if the placement policy should be required for:
  1) Every student taking a non-remedial college course, or, instead, a recommended policy for specific groups of students demonstrating need (for example, students who graduated more than two years prior to enrollment, or students who did not take the ACT test);
  2) Placement into any non-remedial course, or only courses in the statewide guaranteed transfer system.

Accessibility for All Students

Ohio's focus is to ensure that all students, including students with disabilities and English language learners, transition to postsecondary education prepared to enter a two- or four-year college or university and/or have the skills necessary to enable them to succeed in a career track leading to entry into the workforce. Ohio's goal is to utilize resources and raise awareness to lower the proficiency performance gaps between children with disabilities and their non-disabled peers and to support English language learners in reaching a level of proficiency in the English language that will aid them in attaining the knowledge and skills defined in the CCSS.

Toward these goals, Ohio is working on the following:

English Language Learners(ELL)

Ohio students represent more than 110 native or home languages, including Spanish, Somali, Arabic, Japanese, German, Russian, Vietnamese, Ukrainian, Korean, Serbo-Croatian, Albanian and Lao. In November 2006, ODE developed English Language Proficiency Standards to serve as a resource for teachers and school staff who work with English language learners in

Kindergarten through Grade 12. In addition, Ohio also created the Ohio Test of English Language Acquisition (OTELA) was developed to measure the level of English proficiency of the English language learner. Ohio's 2006 English Language Proficiency Standards and the OTELA has served the students and schools well for what was intended at the time; however, the target has changed with Ohio's adoption and transition to the Common Core State Standards and ODE is providing support to staff who work with English language learners in this transition.

- **New English language proficiency standards.** Ohio is working to develop English language proficiency standards linked to the Common Core State Standards to support English language learners in acquiring the language skills needed to: participate successfully in Ohio's classrooms, meet high academic expectations, communicate effectively with others, and participate fully in college and careers.

  In October 2011, Ohio joined the State Collaborative on English Language Acquisition (SCELA), a multi-state consortia to develop English language proficiency standards expectations. Work has begun on the development of common English language proficiency expectations aligned to the CCSS. The timeline for completion of the standards is July 2012.

- **English Language Proficiency Assessment:** Once the new English language proficiency standards have been approved, the next step is to develop a common English language proficiency assessment. The consortium has begun the search for development funds. Ohio is fully committed to the development of the standards and a new assessment to replace the OTELA. Through this commitment, Ohio is affirming its support of its many English learners to take the next step in preparation for college and careers.

- **Professional Development and Resources:** Ohio is currently providing regional professional development to all teachers (e.g., content area, grade level, ELL, SWD, and gifted) as they transition to the common core standards. The professional development is providing all teachers what is needed first, which is a deep understanding of the content and level of rigor of the CCSS. The regional professional development will continue to be targeted, but will also be differentiated to provide teachers working with diverse learners, such as English language learners, professional development and support that meets their specific needs. The professional development will include training on the new LEP standards, instructional design, approaches to learning, and integration of technology within instruction.

  In addition, teachers of English language learners are members of the pilot sites for the formative assessment and performance-based assessment initiatives. Teachers of English language learners participate in the development of portfolios of formative assessment strategies and performance based assessments that will be accessible by English language learners.

  Online modules for teachers who work with English language learners will be developed to provide support and guidance to teachers on the common core standards and their alignment to the new English language proficiency standards.

  Webcasts/webinars will also be provided for teachers who work with English language learners, on topics such as access to common core standards and the New English language proficiency standards, instructional design, and universal design for learning.

- **Early Learning Support**: Additional support for early childhood educators working with English language learners exists through the RTTT-Early Learning Challenge Grant. The grant provides for the creation of an English Language Learner Advisory Group that consists of state experts in

early childhood education and in ELL education. National experts on ELL will also be available to advise this group to provide additional expertise. The advisory group will serve as a resource for young English language learners around standards, curriculum, assessment and family engagement, as well as other areas relevant to children who are ELL. In addition, the grant allows for the design of professional development that addresses learning trajectories, standards, concepts, assessment and parent engagement for young English language learners. The ODE plans to revise existing professional development currently developed through the Head Start Collaboration Office on foundational understanding of cultural differences and language acquisition, as well as the knowledge and tools to help children prepare for transition into kindergarten and elementary school. The ODE will utilize ELL subject-matter experts to assist in the design and deployment of the professional development.

Ohio's multi-year professional development and resource plan (Attachment 12B) provides professional development and training on the standards and model curricula for all teachers, K-12 who not only teach English language arts, mathematics, science and social studies, but also who work with students with disabilities, English language learners and students identified as gifted. Included in the resources provided by ODE, such as the model curricula, are strategies for helping diverse learners access CCSS through the Universal Design for Learning (UDL) framework.

Students With Disabilities

Ohio has always been committed to providing support to students with disabilities and including teachers who work with students with disabilities in the professional development and resources opportunities available by the state. Currently, Ohio administers the Alternate Assessment for Students With Disabilities (AASWD) for 1% of the students with disabilities population. With the adoption and transition to the Common Core State Standards, ODE is providing increased support to teachers who work with students with disabilities, to ensure their students have access to the CCSS.

- **Differentiated Instruction Staff:** Within the Office of Exceptional Children, staff including an Assistant Director and educational consultants will be devoted to providing professional development, resources, technical assistance and support to educators of diverse learners, specifically students with disabilities and students identified as gifted on the transition to the common core state standards.
  .
- **Extended standards for students with significant cognitive disabilities.** In June 2010, Ohio adopted the CCSS for English language arts and mathematics as well as revisions to the Ohio science and social studies standards. Recognizing the need to make the Common Core state standards accessible for all students, Ohio has seized this opportunity to develop extensions to both the Common Core and its state revised standards for social studies and science. The extended standards are designed to assist teachers in providing meaningful access to the state academic content standards for instruction of students with significant cognitive disabilities, while concurrently allowing the development of an adaptive on-demand, performance-based alternate assessment. The extended standards help to ensure that students with significant cognitive disabilities receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the high expectations of the Common Core and State Revised Standards.

  The extended academic content standards were developed in grade bands. The grade bands were identified as K-2, 3-5, 6-8 and high school. By developing the strands into grade bands, they could more readily be reduced in breadth and complexity.

  The Ohio Academic Content Standards-Extended (OACS-E) are designed to assist teachers in providing access to the general education curriculum for students with significant cognitive

disabilities. Students receiving instruction based on the grade band Extensions total approximately one percent of Ohio's student population and are assessed using the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). These Extensions are not meant to replace the CCSS for English language arts, but to serve as a complement to them. The Extensions will be the first resource teachers should use when designing instruction for students with significant cognitive disabilities. The Extensions have been written and designed to provide a continuum of entry points related to the English Language Arts Standards. However, this document has been designed so that the reader can reference the CCSS for each grade level on the left hand page with Extensions displayed on the right hand page. There may be times when the instructor may want to further supplement the Extensions with the CCSS listed on the left hand page. This was the intent of the design of this document; to further enhance curricular content for students with significant cognitive disabilities.

of the extended standards were reviewed by teams of ODE curriculum consultants and by focus groups facilitated by Ohio's State Support Teams (SST) through an online public feedback process.

Professional Development and Resources: In the coming months, ODE's Division of Learning will develop modules for informational, instructional and training purposes that will represent different content areas as well as different student cognitive levels. These modules will cover both using the common core and the extended standards within in instruction and administering the new Alternate Assessment for Students with Disabilities (AASWD).

The regional network of SSTs will provide professional development to school-based teams on awareness of the common core, the extended standards, documentation on the Individualized Education Program (IEP) and how to incorporate the common core and extended standards into curriculum and instruction for students with disabilities beginning in fall 2012.

In addition, teachers of Students with disabilities are members of the pilot sites for the formative assessment and performance-based assessment initiatives. Teachers of Students with disabilities participate in the development of portfolios of formative assessment strategies and performance based assessments that will be accessible by students with disabilities.

Online modules for teachers who work with Students with disabilities will be developed to provide support and guidance to teachers on the common core standards and their alignment to the new Extended standards.

Webcasts/webinars will also be provided for teachers who work with students with disabilities, on topics such as access to common core standards and the Extended standards, instructional design, and universal design for learning.

New Alternate Assessment: The Common Core State Standards and the Extended Standards are the foundation for the development of assessment tasks for new performance-based Alternate Assessment for Students with Significant Cognitive Disabilities (AASWD). The extended standards allow the development of high-quality tasks that comply with the federal requirements that the alternate assessment is linked to the grade-level content standards, although at less complex skill levels. Since ODE will have the extended standards available to the field by this spring (2012) with professional development for teachers, the tasks development can be completed in time to allow the new AASWD to be operational during the 2012-2013 school year. This new assessment will provide better measurement information for these students and allow for the measurement of student growth not available with our current portfolio assessment system.

The Ohio Department of Education modified its website to omit dated efforts (e.g., modified assessments) related to students with disabilities and provided updated information on the alternate assessment.

Ohio's multi-year professional development and resource plan (Attachment 12B) provides professional development and training on the standards and model curricula for all teachers, K-12 who not only teach English language arts, mathematics, science and social studies, but also who work with students with disabilities, English language learners and students identified as gifted. Included in the resources provided by ODE, such as the model curricula, are strategies for helping diverse learners access CCSS through the Universal Design for Learning (UDL) framework

Public Outreach and Dissemination

Providing awareness and understanding on college- and career-readiness and the CCSS has been a top priority for Ohio. The State Board of Education (SBOE) of Ohio and ODE have made college- and career-ready the goal of their policy platform and the anchoring message of their communications strategy. Ohio is one of four states participating in the "Future Ready" initiative of Achieve, Inc. This initiative has the goals of developing a communications campaign to raise statewide awareness and understanding of college- and career-readiness and the Common Core standards. Through this project, ODE, OBR, the Thomas B. Fordham Institute, KnowledgeWorks, KidsOhio, the Ohio Grantmakers Forum and Battelle for Kids are working collaboratively to create uniform messaging and outreach.

In February 2012, ODE hosted a webinar with PARCC on the transition to the new assessments, which had 700 registrants. On Feb. 15, ODE partnered with the Fordham Institute for a Common Core Conference. More than 400 educators and stakeholders from all parts of the state attended to hear about the coming curriculum and assessment reforms. Another 100 viewed the event online. The conference also generated a great deal of Twitter traffic, making the Common Core the second-highest trending topic in Columbus that day.

Ohio is one of 35 states in the Achieve-led American Diploma Project (ADP) working toward closing the expectation gap between earning a diploma and being college- and career-ready for opportunities beyond high school. To close the expectation gap, ADP Network states have committed to the following four actions:

- Align high school standards and assessments with the knowledge and skills required for success after high school;
- Require all high school graduates to complete a college- and career-ready curriculum so that earning a diploma assures a student is prepared for opportunities after high school;
- Build assessments into the statewide system that measure students' readiness for college and careers; and
- Develop an accountability system that promotes college- and career-readiness.

To meet these commitments Ohio continues to work with the Achieve ADP in the following areas:

- Implementation of the CCSS in mathematics and English language arts ;
- Development of "Next Generation" Science Standards;
- Development of actionable communications and outreach plans around the college- and career-ready agenda through our participation with three other states in the Future Ready initiative; and
- Development of PARCC assessments for mathematics and English language arts aligned to the CCSS.

Both Ohio's current communication strategy, and the new one under development, include outreach to the following targeted audiences:

- **Educators (Teachers, Principals, Administrators):** ODE has an array of resources and communications vehicles targeted to Ohio educators. These range from presentations made by the State Superintendent of Public Instruction and other ODE staff, to the dissemination of weekly communications on the progress of educational efforts and reforms in Ohio. This group also is segmented in support of targeted communications. For instance, the Office of Early Learning and School Readiness is notifying its state-funded preschool programs about the new standards through direct information sessions, ODE's website, webinars and SST regional personnel. In addition, the office is providing information and resources to the Ohio Child Care Resource and Referral Network, the Ohio Head Start Association and other early childhood networks to provide awareness about the new standards.
- **Parents**: ODE has presented to the Ohio Parent-Teacher Association, is developing "quick read" cards that provide brief, clear explanations of both the Common Core and new assessments and is redesigning its website for increased accessibility.
- **Business Leaders and Associations**: A statewide speaking tour is underway by the State Superintendent. He is addressing civic clubs and local chambers of commerce to discuss the college- and career-readiness agenda. The meetings will take place between January and April 2012. Regional roundtables are being organized by the Ohio Grantmakers Forum, in collaboration with ODE, to bring together business, foundation and civic leaders to discuss the need for college- and career-readiness.
- **Institutions of Higher Education**: Higher education is participating actively in the development and implementation of the standards and curricula, and also serves with ODE on the development teams for the PARCC assessment consortia.
- **Legislators, Policymakers and Opinion Leaders**: On Feb. 15, ODE partnered with the Fordham Institute for a Common Core Conference, with more than 400 educators and stakeholders and another 100 online participants. They learned about the coming curriculum and assessment reforms...
- **Media**: ODE communication staff meets with news media editorial boards and maintains open lines of communication.

Professional Development and Supports for Teachers and Administrators

Ohio's new standards (Common Core and state revised) were designed to support a deeper content knowledge and promote application in authentic ways at all cognitive levels. This is a paradigm shift for both students and educators. This new paradigm creates a significant need for robust and detailed professional development. ODE has responded to this need by creating a multi-year plan to provide professional development and training on the standards and model curricula for all teachers, K-12 who not only teach English language arts, mathematics, science and social studies, but also who work with students with disabilities, English language learners and students identified as gifted. The plan is comprised of four components:

- **Targeted Professional Development:** ODE has trained 147 regional educational personnel and 100 state-level content-specific experts in ELA, mathematics, science and social studies as regional content facilitators (RCF) to provide regional targeted professional development statewide for educators to support them in their transition to the new standards (Common Core and state revised) and model curricula. The targeted professional development opportunities offered this year and over the next three years include in-depth study of the content in the standards, innovative instructional practices for all learners, curriculum revision, online assessment training and support for formative and performance-based assessments. The first sessions, held from October to December 2011, reached more than 1,700 participants. Sessions resumed in January.

- **District-Level Professional Development:** A successful transition to the new standards is dependent upon not only state-level professional development, but also district-level professional

development. To assist districts in their transition, Ohio has created a district-level transition timeline (Attachment 12) which provides guidance and support regarding transition activities that should be taking place each year.

A strong commitment to state- and district-level professional development is evident in the RttT districts, as they are required to provide training on the standards to staff. ODE has provided RttT district support and resources on the standards to advance this effort. Between July and December 2011, RttT districts have provided professional development to approximately 29,000 educators.

- **Tools to Support Professional Development:** ODE will provide a number of tools and supports for professional development activity. One such tool will be online professional development modules on formative instruction. These will be available to all educators statewide in the spring of 2012. The modules will focus on the foundations of formative instruction and demonstrate how to integrate formative instruction with subject-specific modules. The subject-specific modules will be available in English language arts, mathematics science and social studies for grades PreK-12.

  ODE has developed a discussion guide to support teaching teams and/or professional learning communities in the implementation of the standards. Administrators will be encouraged to participate as instructional leaders.

- **Professional Development-Related Assessment:** Recently, Ohio became a governing member of the PARCC assessment consortia. Through the consortia, Ohio will have an opportunity to have state representatives trained at the national level to facilitate statewide professional development sessions statewide on the implementation of the Common Core standards and the PARCC assessment.

- **Professional Development around Students with Disabilities:** The Office for Exceptional Children also funds the Ohio Center for Autism and Low Incidence (OCALI) to implement a coordinated regional system of high-quality professional development (HQPD) and technical assistance on CCSS for students with disabilities. During the 2011-2012 school year, OCALI will identify the professional development needs for increased academic achievement for children with disabilities within the 16 SST regions and begin systematic training to the SSTs, which will coordinate and deliver training within local school districts.

- **Early Childhood Professional Development:** Content standards professional development modules currently offered through Early Childhood Quality Network (ECQnet) specifically address English language learners, children with disabilities and at-risk populations. Professional development is provided statewide by regional SSTs and Child Care Resource & Referral Agencies to early childhood educators in school districts, community child care, family child care providers and Head Start programs as needed. ODE's Formative Instructional Practices professional development supports implementation of Ohio's Content Standards PreK to Grade 12 currently in development. Recently, Ohio was awarded the Race to the Top Early Learning Challenge Grant, which includes a provision to expand the Formative Instructional Practices Modules for teachers' birth-Kindergarten entry.

  As part of the transition to college- and career-ready standards, ODE's Office of Early Learning and School Readiness has conducted overview trainings on the new preK content standards and accompanying Model Curriculum in English language arts, mathematics, science and social studies for regional professional development staff at the Ohio Child Care Resource and Referral Agency. ODE designed and delivered the pilot standardized professional development *PreK Standards:*

Format, Structure and Implications for Implementation to 50 preschool, preschool special education and Head Start teachers in Columbus City Schools , and revised the professional development, based on comments from these teachers.

Standard professional development offered through the Early Childhood Quality Network was revised to address new preK standards. The ECQnet Faculty Orientation reviewed the new standards and Model Curriculum. ODE made this standardized training available to major regional professional development providers throughout the state to offer to districts, community child care and Head Start programs. This professional development is approved for both ODE and Step Up To Quality in-service training credit. ODE is delivering preK standards and model curriculum overview professional development at the Ohio Head Start Association, Inc. conference, and is scheduled to deliver the preK Standards/Model Curriculum overview at Ohio's Early Care and Education conference.

- **Professional Development for Principals:** An Instructional Leadership professional development module will be created to prepare principals and other administrators in becoming not only informed of the preK standards and model curricula, as well as in those aspects necessary to serve as instructional leaders in early childhood education programs in general. ODE also is collaborating with Ohio's elementary and secondary principals associations to create professional development for principals in the spring of 2012.

High-Quality Instructional Materials and Resources

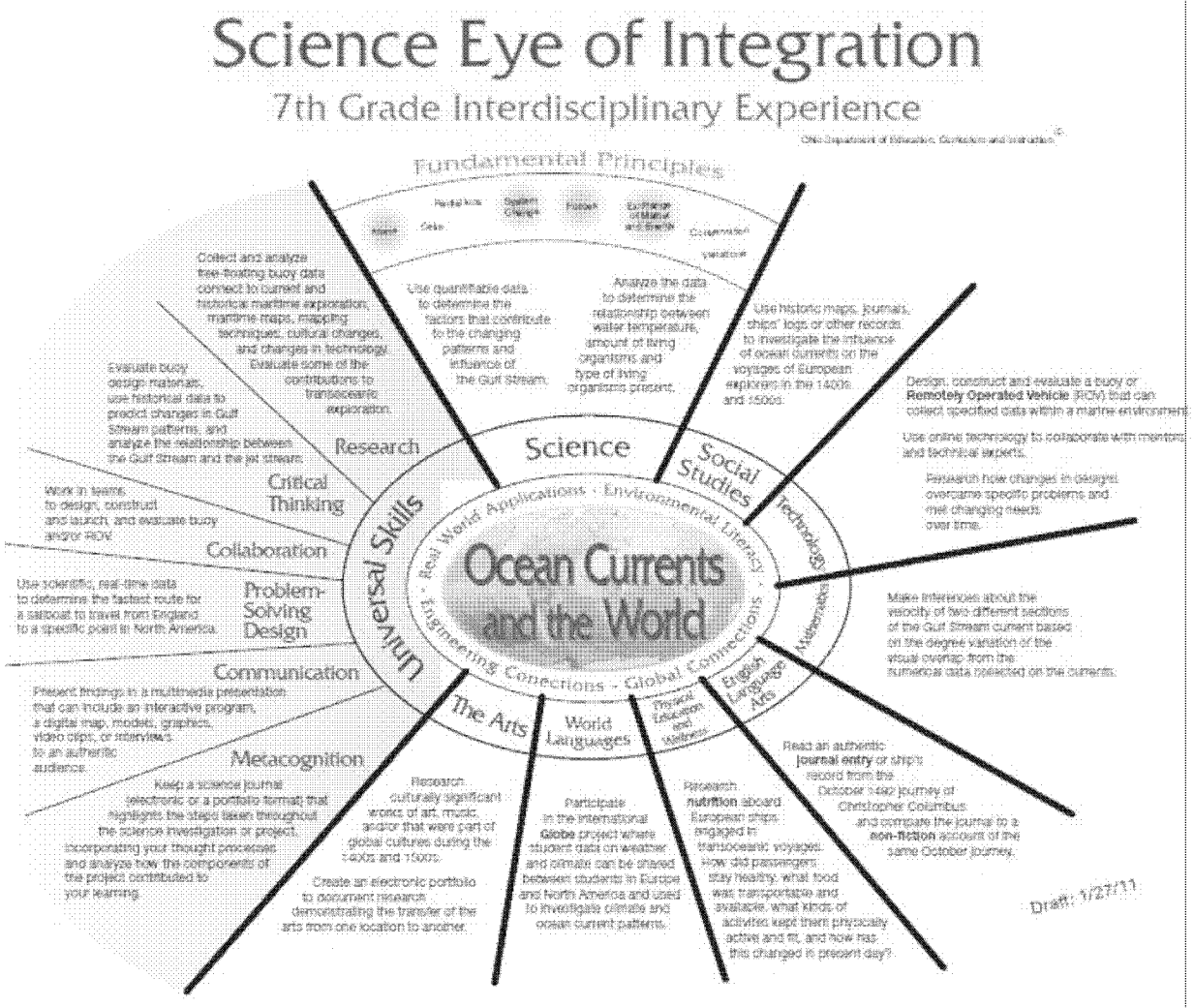
Ohio has developed high-quality instructional materials and resources aligned to the standards. The resources support the teaching and learning of all students, including students with disabilities and English language learners. Resources include:

- **Model Curricula:** Ohio has developed model curricula aligned to the Common Core and state revised standards which provide more in-depth information on the content and skills within the standards, instructional strategies and resources, as well as ways to evaluate student progress toward meeting standards. In total, 774 model curricula units have been developed for Grades K-12 in English language arts and mathematics and PreK-12 in science and social studies. Every model curricula unit contains strategies and resources for educators who support students with disabilities, students identified as gifted and English language learners. The model curricula also include resources that connect Universal Design for Learning to the CCSS. Additional model curricula also are in development for preK English language arts and mathematics and will be available in spring 2012. The model curricula will continue to be populated with instructional strategies and resources for all learners including students with disabilities, English language learners and students identified as gifted.

- **Webcasts:** Ohio has developed instructional webcasts on the revised standards and model curricula and supports the regional professional development and training opportunities for all educators.

- **Emphasizing Interdisciplinary Connections:** Ohio is particularly focused on supporting interdisciplinary connections as part of content delivery. These connections encourage students to synthesize knowledge and skills, and demonstrate their understanding by considering methodologies or insights from multiple disciplines to solve problems. Ohio has developed the "Eye of Integration" as a tool that facilitates this approach by integrating concepts and skills across content areas and applications. Its purpose is to encourage depth, rigor and relevancy in Ohio classrooms. A sample is shown below. The tool includes a topic, essential question or big idea, incorporates universal skills or 21st-Century Skills, and includes content-area specific

integration. Explanations of the Eye of Integration by content area are available on the ODE website. Additional efforts are taking place to develop the Eye of Integration into an interactive tool.



As illustrated here, ODE has developed and will continue to develop resources to support the transition to the new standards and will monitor and evaluate the use of resources for effectiveness.

Statewide Resources and Support

Resource	Release Date
K-12 standards crosswalks in English language arts, mathematics, social studies, and science	2010-2011
Parent Guides for Common Core (www.pta.org)	2010-2011
Advanced Placement Network Website	2010-2011
Regional Standards awareness and professional development sessions	2010-2012
Model curriculum aligned to the newly adopted standards	2011
Curriculum Crosswalks	2011-2014
Comparative Analysis Documents	2011-2014
Guidance Document for evaluating resources	2011-2012
Innovative Learning Environments (ILEs)	2011-2012
Webcasts, podcasts, and videos	2011-2014
AP Workshops	2011-2014
High School Higher Ed. Alignment Project	2011-2014
Web-based formative instruction modules	2011-2014
Guidance document for designing and evaluating formative instruction	2012-2013
Opportunities for educators to contribute to model curriculum	2012-2014

Access to College-level or Accelerated Courses

ODE is committed to increasing student access to more rigorous and challenging postsecondary curricula. The Ohio Board of Regents (OBR) is working with universities and community colleges to increase access to high-quality dual-enrollment programs. Two- and four-year public institutions now are required to offer courses approved through the statewide guaranteed transfer system to students enrolled in dual-enrollment programs. This will help demystify the dual-enrollment process and ease credit transfer between campuses. OBR has taken additional steps to improve the instruction in dual-enrollment classrooms so that all students benefit from the experience and content expertise of college faculty. OBR is working with universities to create new degree programs and professional development opportunities so teachers will be credentialed appropriately to teach in high school and college. These programs will include teaching pedagogy required to obtain Ohio teaching licenses and the advanced content required by the Board of Regents to teach college courses. Ohio high school students will benefit by taking dual-enrollment courses taught by appropriately credentialed faculty, thus 1) increasing the rigor of the course, 2) aligning the course with the statewide guaranteed transfer system, 3) preparing for college placement tests and 4) decreasing costs and time-to-degree for Ohio's students.

Ohio teachers will earn college credit in advanced content, thus 1) increasing the rigor of all courses taught by the teacher and 2) contributing to building a pool of K-12 teachers qualified to teach college-level courses in high schools and on college campuses.

Ohio offers a number of successful dual credit delivery models, including:

- **Postsecondary Enrollment Options:** Ohio's Postsecondary Enrollment Options (PSEO)

program was created to enable high school students in Grades 9 through 12 to earn college and high school graduation credit through the successful completion of college courses. Additionally, there are a significant number of examples across the state of specific programs whereby high school students are given opportunities to earn college credit through either Early College High School models or collaborative partnerships between high schools and colleges or universities.

Postsecondary Enrollment Data	SY11 PSEO Stds	SY11 Total HS Enroll	SY10 PSEO Stds	SY10 Total HS Enroll
Total of PSEO Enrollment	**14,861**	*591,641*	**14,142**	*599,662*
Percentage of PSEO Enrollment	**2.5%**	--	**2.4%**	--

- **Advanced Placement (AP):** Traditionally, AP courses do not include a significant number of students of color or students in poverty. In fact, many of the schools that these students attend have a majority of white students in AP classes, thus creating a segregated learning environment and one that is counterintuitive to access and equity. Through Ohio's RttT grant, ODE is taking steps to change this disparate treatment by making this a focus, including developing a series of strategies to increase the number of under-represented students in AP courses and to provide the necessary supports to these students in their schools. Through a partnership with the College Board, ODE will provide training, support and funding to schools with fewer than three AP courses, to increase both the AP course offerings as well as the number of teachers trained to teach AP.

  Another component of Ohio's RttT grant is to identify achievement gaps related to AP participation in traditionally high-performing school districts and charter schools. Too often, students of color and those living in poverty who attends high-performing schools fall between the cracks because their low achievement is hidden in the midst of outstanding scores by their age mates. Small grants will be provided to 25 schools to analyze the health of their AP program and identify the types of students engaged in these courses. As a result of this analysis, each school will develop an action plan to eradicate any inequities of opportunities and access that exist. ODE will monitor this work to ensure that progress is being made.

  Additionally, Ohio law mandates that the eTech Ohio Commissioners develop and implement interactive distance learning courses including, at minimum, two AP courses. The online component of AP will engage 500 students.

  Below is current data on AP that shows how ODE's efforts to support increased participation in AP classes and higher education efforts will benefit its students.

AP Enrollment Data	SY11 AP Stds	SY11 Total HS Enroll	SY10 AP Stds	SY10 Total HS Enroll
Total of AP Enrollment	**151,147**	*591,641*	**226,294**	*599,662*
Percentage of AP Enrollment	**25.5%**	--	**37.7%**	--

Attachment 13 provides an overview of transition data on students in Grade 8-9 retention, ACT and SAT average scores, PSEO and AP enrollment. In 2009, OBR introduced the statewide AP

Policy, which requires all public institutions of higher education (PIOHE) to adopt the state policy for awarding AP credit.

- Scores of a 3 or higher will provide credit at any PIOHE in Ohio and must count toward graduation and general education requirements when the course to which the AP credit is applied fulfills a requirement at the receiving institution.
- Institutions should strongly advise students when a score of a 4 is needed for success in a second course in a highly dependent sequence of courses in a STEM area.
- A score of a 3 or higher on an AP exam in a foreign language will provide credit for at least the first year of the foreign language at any PIOHE.
- Credits earned via AP exams are transferable within PIOHE in Ohio, according to the state's transfer policy.

- **Career-Technical and Higher Education Integration:** Ohio's Carl D. Perkins Plan calls for all high school career-technical programs to convert to programs of study that include the following:
  - Ohio's core graduation requirements (based on the CCSS by 2014);
  - Seamless technical curriculum that connects secondary and postsecondary coursework; and
  - Opportunity for credit articulation between secondary schools and institutions of higher education (IHE).

Currently, articulation in Ohio is largely bilateral and therefore lacks consistency across the state. Many students never access articulated credit because of poor communication and/or the complexities of accessing it. Some agreements are structured deliberately to benefit students only if they enroll in a particular college or program after high school and may not reflect a level of rigor appropriate to the granting of college credit. Statewide articulation, on the other hand, sets widely accepted expectations of appropriate rigor, recognizes the mobility of the student by making the credit guaranteed at any public state institution and makes the availability of the credit and the steps to receive it fully and widely transparent.

In 2008, Ohio began creating and implementing its Career-Technical and Higher Education integration effort. This effort reflects full collaboration of secondary and postsecondary faculties toward producing college- and career-ready high school graduates in career-technical areas. It is expected to be completed by 2013, and is based on the following principles:

- Teaching the right content identified by business and industry as essential for employee success;
- Integrating CCSS and Ohio science standards with technical course content;
- Offering technical programs of study that seamlessly connect secondary and postsecondary coursework;
- Supporting teachers in becoming experts in content and project-based learning; and
- Inquiry-based pedagogy.

Additionally, Ohio's Perkins Plan supports the development of valid and reliable third-party technical assessments for all high school career-technical programs that meet longevity and enrollment minimums. The development of these assessments will be done by both secondary and postsecondary faculties contributing to item writing and validation. Furthermore, since the assessments focus on content that overlaps secondary and postsecondary curricula, the results are intended to be used as the documentation of learning necessary to validate credit articulation between high schools and IHEs.

In support of expanding articulation, six articulation service centers will receive grants in 2013 and 2014 to support connecting high schools and IHEs with bilateral credit articulation agreements. These centers also are charged to collect and report bilateral agreement data so it can be

aggregated at the state level to inform the establishment of statewide articulation agreements.

Integration of Standards into Teacher and Principal Preparation Programs
OBR establishes procedures to ensure the quality of all educator preparation programs that lead to licensure in Ohio. OBR will review its program standards and approval process and require that all programs provide evidence that they reflect the rigor of the CCSS. Educator preparation programs, mathematics, English and science departments will collaborate to provide high-quality content so teachers are prepared to teach to college-ready standards. OBR also is working with institutions of higher education to create professional development opportunities and degree programs that can lead to dual credentialing. This may include receiving a secondary education teaching license and qualifying the individual to teach a college course. These programs will feature both pedagogy and advanced content in English, mathematics, science and foreign language, thus enabling teachers to teach college-level courses and increasing the rigor of all courses taught by the teacher.

All of Ohio's teacher education programs will participate in the Educator Preparation Quality Metrics Report. The metrics report identifies key measures of quality of educator preparation programs, including performance on licensure exams, Value-Added growth metrics, teacher performance assessment, employer surveys, partnerships with high-need schools, etc.

Leveraging Existing Assessments and Planned New Approaches
ODE is in the process of transitioning the existing Ohio Achievement Assessments (OAA) and the Ohio Graduation Tests (OGT) to incorporate the newly revised standards including the Common Core in ELA and mathematics and the state revised standards in science and social studies. Work will be completed in spring 2012 on aligning the current item banks to the revised standards. This alignment work includes review by ODE and vendor (American Institutes for Research (AIR) content experts as well as a final review by Ohio educators. In addition to this work, all future item development includes only items that are aligned to the revised standards and plans are being made for field-testing these items with technology by 2013-2014, in preparation for the PARCC tests for mathematics and ELA, as well as the state-specific assessments for science and social studies.

Plans also are being made to adjust the test blueprints for the 2013-2014 OAA and OGT to align to content that appears in both the old and the revised standards so that students in schools transitioning to the new standards are tested appropriately. ODE also provides K-2 Diagnostic Assessments in mathematics and ELA (reading and writing) and will finalize the revision and alignment of the current diagnostics to the revised standards this spring (2012). The revised diagnostic assessments will be available to schools in fall 2012, in time for the beginning of the 2012-2013 school year.

High-quality early learning and development experiences serve as a critical foundation for all learning. ODE funds high-quality experiences through state and federally funded preschool. Ohio's state-funded preschool program, the Early Childhood Education entitlement program, serves children ages 3 and 4 from low-income families in 204 public districts, educational service centers and joint vocational schools. In addition, preschool children with disabilities are served in Ohio's public districts in center-based settings or through itinerant teacher-service delivery options. The preschool programs are required to use research-based and comprehensive curricula that are aligned to the preK content standards and to use curriculum-embedded assessments to support young children's learning in the classroom. This foundation of high-quality experience at the preschool level is aligned to children's experiences as they enter kindergarten, where teachers in the early elementary grades will align their curricula with the CCSS and Ohio's revised academic standards and be supported through professional development efforts to support formative instruction through RttT funding.

Through Ohio's Race to the Top Early Learning Challenge Grant (RttT-ELC), Ohio will expand its preK content standards to include all domains of readiness and will develop, in collaboration with Maryland, new

PreK and kindergarten formative assessments to be aligned with the new standards. The RttT-ELC and Race to the Top funding will be used to expand the Kindergarten Readiness Assessment-Literacy (KRA-L) to include all domains of readiness, including language and literacy, cognition, social-emotional development, approaches to learning, and physical well-being and motor development. The new formative assessments and new Kindergarten Entry Assessment will serve as key milestones for our state's new assessment system being developed through PARCC in Grades 3 to 12. Ohio and Maryland are both PARCC states and the development of these new PreK and Kindergarten assessments will be linked to the new statewide assessments Grades 3-12. Professional development will be provided to PreK and Kindergarten teachers to support their use of the assessments and districts will be encouraged to use this critical early childhood assessment information to target needed interventions and services for all children, particularly children with high needs. Results also will be used by policy-makers, state and local stakeholders and decision-makers to provide an overall picture of Kindergarten-readiness at the state and district levels. The new assessments will be in place by fall of 2014.

In addition to modifications to existing assessments described above, Ohio is implementing two pilot initiatives on performance-based assessments and formative assessments.

- **Performance-based Assessment:** Through RttT funding, Ohio is continuing the Ohio Performance Assessment Pilot Project (OPAPP) by adding additional cohorts of schools to pilot these performance assessments in the four subjects of ELA, mathematics, science and social studies. The OPAPP project utilizes a "task dyad" system comprised of two types of tasks. The first is a "learning task," which is a longer performance task that incorporates multiple learning objectives and allows the student the opportunity to learn. This is followed by a shorter "assessment task," which is aligned to an aspect of the learning task. We expect this work to support the work of the PARCC consortium assessment model with the "learning task," supporting the diagnostic and mid-year components of PARCC, which are not part of the summative score. The "assessment task" will be aligned to the performance-based task component, which is part of the summative score in the PARCC model. This work allows Ohio teachers in the pilot program to have experience in all phases of performance assessment including development, implementation and scoring of the performance assessment items.

- **Formative Assessment:** Formative assessment is a continuous instructional process used by teachers as part of a balanced assessment system to obtain evidence of student understanding. The evidence provides feedback to teachers and students, enabling informed decision-making, constructive changes to instruction and learning that deepens student knowledge and understanding. The Formative Assessment Middle School (FAMS) was piloted in the fall of 2011. Teachers will receive a deep understanding of how to effectively use and develop strong formative assessment strategies aligned to the newly adopted CCSS in English language arts and mathematics. During the pilot project, portfolios of formative assessment strategies and practices will be developed and made available on the Instructional Improvement System.

  It is expected that the experience and lessons learned by Ohio educators and teachers with formative assessment techniques and performance-based assessments will be applied in their classrooms to better prepare their students for the next generation of assessments aligned to college- and career-ready standards. It is intended that the new assessments in place by 2014-2015 will be better aligned to determine a student's college- and career-ready status in a timely way. Thus teachers and students will be able to plan more effectively for instruction and appropriate assessments to keep a student on track for college- and career-ready outcomes throughout the students' matriculation.

Other Activities in the Transition Plan

Through RttT funds, a series of focus group meetings will take place in the five RttT regions over a three-year period to create a seamless transition between high school and higher education. Within the focus groups, high school teachers and higher education professionals will conduct gap analyses between high school course sequences and expectations of students in first-year, non-remedial, credit-bearing courses. Resources also will be developed to support this alignment. Focus groups will begin in the fall 2011.

OBR has revised the College Readiness Expectations, including a strong alignment to the more rigorous CCSS standards. Ohio also is implementing a high school and higher education alignment initiative which encourages high school and higher education institutions to form regional consortia partnerships to:

- Align high school course requirements with higher education placement expectations in English and mathematics to reduce remediation rates;
- Align teacher preparation programs to the Common Core and State Revised Standards; and
- Provide ongoing data exchange through the consortia partnership to promote greater student mobility and college success.

More information about the High School-Higher Education Alignment Project can be found at the following link:
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1887&ContentID=112628

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement

	later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	standards to the Department for peer review. (Attachment 7)

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☒ The SEA only includes student achievement on Reading/Language Arts and Mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to Reading/Language Arts and Mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

COLLEGE AND CAREER READINESS FOR ALL

The objective of Ohio's K-12 education system is college- and career-readiness for all students. To reach this ambitious objective, Ohio will make enhancements to its current differentiated recognition, accountability, and support systems. These enhancements will be aligned to Ohio's adoption and implementation of the Common Core State Standards (CCSS) in English Language Arts and Mathematics and revised Science and Social Studies standards. By joining the Partnership for Assessment of Readiness of College and Careers (PARCC), Ohio is well positioned to adopt a new accountability system that will provide both formative and summative data, accurately measure the performance of LEAs, schools, administrators, teachers and students and ensure that an appropriate system of supports, rewards and consequences is implemented.

To ensure college- and career-readiness for all, Ohio must create awareness and a sense of urgency in its LEAs, schools, teachers, administrators and citizens. The new accountability system must ensure that what is communicated is consistent and validates the inferences made about the effectiveness of Ohio's LEAs, schools, administrators and teachers. Ohio's new accountability system will create a higher level of certainty that LEAs and schools which are classified as low-performing are, in fact, those for which the SEA and all stakeholders should have the greatest level of concern. Conversely, the system will ensure that those LEAs and schools deemed high-performing are demonstrating the strongest levels of performance against college- and career-ready benchmarks. Ohio believes that by effectively communicating with its stakeholders and asking them to participate and partner with their LEAs and schools to create a climate of higher expectations, student achievement will increase. Ohio's students will leave the K-12 system ready for college or career, without remediation, and have the academic, employability and technical skills to be successful.

Ohio's new accountability, support and differentiated recognition system will be a culmination of Ohio's previous effective and innovative initiatives, such as its Differentiated Accountability federal pilot, its growth/value-added accountability measure, and its innovative reforms included in its Race to the Top scope of work. These bold reforms and enhancements proposed in this waiver will put Ohio's K-12 education system one step closer to reaching its goal of college- and career-readiness, without remediation, for all.

Ohio's Revised Accountability System[1]

Ohio's current accountability system is semi-unified; the state provides its LEAs (and schools) a designation (Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency) based on both the state components and the federally required AYP. What makes the system problematic (and not completely unified) is that nearly all of the consequences and interventions for an LEA stem from their performance on AYP and not on overall performance. The elements of AYP provide critical information and will continue to be a part of Ohio's system Ohio will change the conversation from what is wrong with the accountability system, to making the necessary improvements to teaching, leading and learning to ensure college- and career-readiness. Ohio's proposal will create a unified accountability system.

Given the vision for a revised accountability system for Ohio, a transition plan is required. Ohio is proposing to fully implement a high-quality, clearly defined accountability system in August, 2013. The Ohio Department of Education will continue to work with respective members of the General Assembly, the Governor's Office, the State Board of Education, and the Accountability Taskforce to confirm the accountability system that will be presented for legislative action in Ohio, unless otherwise directed by law.

Pursuant to Ohio Revised Code Section 3302.021:

[1] Ohio uses LEA to identify its traditional school districts (and all schools within districts) as well as community (charter) schools.

"(E)(1) There is hereby established the Ohio accountability task force. The task force shall consist of the following thirteen members:

(a) The chairpersons and ranking minority members of the house of representatives and senate standing committees primarily responsible for education legislation, who shall be nonvoting members;

(b) One representative of the governor's office, appointed by the governor;

(c) The superintendent of public instruction, or the superintendent's designee;

(d) One representative of teacher employee organizations formed pursuant to Chapter 4117. of the Revised Code, appointed by the speaker of the house of representatives;

(e) One representative of school district boards of education, appointed by the president of the senate;

(f) One school district superintendent, appointed by the speaker of the house of representatives;

(g) One representative of business, appointed by the president of the senate;

(h) One representative of a nonprofit organization led by the Ohio business community, appointed by the governor;

(i) One school building principal, appointed by the president of the senate;

(j) A member of the state board of education, appointed by the speaker of the house of representatives.

(2) The task force shall do all of the following:

(a) Examine the implementation of the value-added progress dimension by the department, including the system described in division (B) of this section, the reporting of performance data to school districts and buildings, and the provision of professional development on the interpretation of the data to classroom teachers and administrators;

(b) Periodically review any fees for data analysis and reporting paid by the department pursuant to division (C) of this section and determine if the fees are appropriate based upon the level of services provided;

(c) Periodically report to the department and the state board on all issues related to the school district and building accountability system established under this chapter;

(d) …make recommendations to improve the school district and building accountability system established under this chapter. The task force shall adopt recommendations by a majority vote of its members. Copies of the recommendations shall be provided to the state board, the governor, the speaker of the house of representatives, and the president of the senate.

(e) Determine starting dates for the implementation of the value-added progress dimension and its incorporation into school district and building report cards and performance ratings."

Based upon research to date, ODE has included a high-quality and clearly defined proposed A-F letter grade accountability system within this flexibility request. This proposed system will be utilized as a foundation for the work that will continue as outlined below via the Accountability Taskforce in Ohio.

Using assessment results from the 2010-11 school year, ODE will generate and release simulated letter grades for traditional and community schools in Ohio based upon the framework outlined herein. Public feedback will be solicited and shared with the General Assembly, the Governor, the State Board of Education, and the Accountability Taskforce to have direct influence on the final A-F accountability system that is recommended for adoption.

A bill will be introduced that supports a framework aligned to the legislative recommendations. This bill will be considered by the House and/or Senate through each chamber's Education Committees. Through these committees, interested stakeholders will have another opportunity to testify on the Local Report Card framework proposed.

Upon adoption by the General Assembly and signature by the Governor of the final high-quality and clearly defined accountability system for Ohio, ODE will generate a public release of simulated data illustrating the A-F accountability system for Ohio's traditional and community schools.

Lastly, ODE will adjust any necessary administrative rules through the State Board of Education to permit implementation of the new Local Report Card in August, 2013.

The following table summarized the proposed transition for Ohio's A-F accountability system:

ACTIVITY	DATE
Public release of simulated A-F data for LEAs based upon the proposed A-F parameters included in this flexibility request	By the end of June 2012
Solicitation and review of public commentary on the proposed A-F report card data	July and August 2012
Definition of and Legislative Recommendations to the General Assembly and Governor on Ohio's A-F Accountability System by the Accountability Taskforce	No later than September 15, 2012
Approval of legislation for Ohio's A-F Accountability System by the Ohio General Assembly and Governor	No later than January 1, 2013
Public release of simulated A-F letter grades for LEAs based upon final legislation adopted	By January 31, 2013
Modifications to Ohio Administrative Rules through State Board of Education	By June 30, 2013
Full Implementation of a high-quality and clearly defined A-F Accountability System in Ohio	August 2013

Ohio's new system will:

- Create a new accountability system based on three major components which will count equally: Achievement, Growth, and Gap Closure.
    - Ohio's Achievement Component will consist of Ohio's current Performance Index measure;
    - Ohio's Growth Component will consist of Ohio's current Value-Added measure and a proposed new Graduation Rate measure; and
    - Ohio's Gap Closure Component which will include most of the key factors of AYP,

including new, ambitious but achievable AMO targets for each of the ten federally recognized subgroups, and rewards and recognition within the accountability system for meeting, or consequences for failure to meet the AMOs.

- Assign letter grades (*A, B, C, D, F*) to each component based on each component's achievement percentage; and
- Consider, after further study and stakeholder engagement, increasing the sensitivity of the Letter Grade system through the addition of pluses and minuses to each measure, if feasible and appropriate; and
- Average the applicable percentages of each component to determine an overall grade (*A, B, C, D, F*); and
- Assign an overall letter grade to all LEAs and schools with at least two components; and
- Eliminate Ohio's current Performance Indicators measure.
- Eliminate AYP and replace it with the Gap Closure Component.
- Report college- and career-ready data and the performance of students identified as gifted.

Taken together, changes to Ohio's current measures and the addition of new measures will allow the state to support every school where educators struggle to meet the needs of all students. These measures will focus LEA, school, administrator and teacher efforts on subgroups that have persistent achievement gaps and create a system that ensures all students are college- and career-ready. Ohio has always embraced continuous improvement. If these proposed changes do not have the intended outcome for Ohio's students and schools, appropriate modifications will continue to be made to guarantee results for students. Ohio's proposal requires Ohio legislative action and ESEA Waiver approval. The simulated distributions throughout this proposal are based on a set of preliminary business rules. These business rules may be modified based on legislative action and stakeholder feedback.

Tables 1a, 1b, and 1c show a comparison of the current LEA (districts and community schools) distributions to the proposed letter-grade ratings and the new overall LEA Letter-Grade rating simulations.

Table 1a: Local Report Card Designations with Traditional Public School District Distributions and Proposed Letter-Grade Ratings Simulations

Current Designation	Distribution of District 2011 Actual Ratings	New Overall Letter-Grade	Distribution of District Simulated Grades*
Excellent With Distinction	86	A, A-	31
Excellent	266		
Effective	215	B+, B, B-	266
Continuous Improvement	36	C+, C, C-	181
Academic Watch	6	D+, D, D-	79
Academic Emergency	0	F	52

*Note: The count is based on 609 districts that received a 2010-2011 local report card rating and had at least 1 data component (out of 3 possible).

Table 1b: Local Report Card Designations with Traditional Public School Distributions and Proposed Letter-Grade Ratings Simulations

Current Designation	Distribution of Traditional Public School 2011 Actual Ratings	New Overall Letter-Grade	Distribution of Traditional Public School Simulated Grades*
Excellent With Distinction	311	A, A-	606
Excellent	1,427		
Effective	801	B+, B, B-	819
Continuous Improvement	341	C+, C, C-	667
Academic Watch	146	D+, D, D-	411
Academic Emergency	88	F	611

*Note: The count is based on 3,114 traditional public schools that received a 2010-2011 local report card rating and had least 1 data component (out of 3 possible).

Table 1c: Local Report Card Designations with Community School Distributions and Proposed Letter-Grade Ratings Simulations

Current Designation	Distribution of Community Schools and Dayton Regional STEM 2011 Actual Ratings	New Overall Letter-Grade	Distribution of Community Schools and Dayton Regional STEM Simulated Grades*
Excellent With Distinction	5	A, A-	13
Excellent	25		
Effective	40	B+, B, B-	33
Continuous Improvement	97	C+, C, C-	26
Academic Watch	57	D+, D, D-	51
Academic Emergency	71	F	172

*Note: The count is based on 295 community schools and Dayton Regional STEM that received a 2010-2011 local report card rating and had at least 1 data component (out of 3 possible).

Description of New Components and Changes to Ohio's Accountability System

New Letter-Grade Ratings to Increase Transparency: Ohio will use letter grades (*A*, *B*, *C*, *D*, and *F*) for its three components: Achievement (comprised of Performance Index); Growth (comprised of Value-Added and Graduation Rate Gap); and Gap Closure. An overall cumulative letter grade designation will be assigned to each LEA or school based upon the three (if applicable) equal components.

Table 2 on the next page describes the scales and criteria for cumulative letter grade determinations. Ohio will assign an overall letter grade to each LEA and school by averaging the applicable percentages of each of the three components (Achievement, Growth, and Gap Closure) to determine an overall grade (*A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F)*. See Table 3 below.

For example, Anytown School District received an Achievement Percentage of 75%, a Growth component of 78.5%, and a Gap Closure component of 75%. These three percentages are summed and divided by three for an overall average percentage of 76.16%, which equals a *C*.

Table 2: Overall Cumulative Letter Grade Designations

Average Grade Points Earned	Overall Letter Grade	Districts Based on 2011 Data*		Traditional Public Schools Based on 2011 Data*		Community Schools and Dayton Regional STEM Based on 2011 Data*	
		Count	Percentage	Count	Percentage	Count	Percentage
94 - 100	A	3	0.5%	348	11.2%	5	1.7%
90 - 93.9	A-	28	4.6%	258	8.3%	8	2.7%
87 - 89.9	B+	48	7.9%	237	7.6%	10	3.4%
84 - 86.9	B	85	14.0%	274	8.8%	10	3.4%
80 - 83.9	B-	133	21.8%	308	9.9%	13	4.4%
77 - 79.9	C+	75	12.3%	246	7.9%	5	1.7%
74 - 76.9	C	52	8.5%	233	7.5%	5	1.7%
70 - 73.9	C-	54	8.9%	188	6.0%	16	5.4%
67 - 69.9	D+	28	4.6%	142	4.6%	14	4.7%
64 - 66.9	D	23	3.8%	120	3.9%	18	6.1%
60 - 63.9	D-	28	4.6%	149	4.8%	19	6.4%
0 - 59.9	F	52	8.5%	611	19.6%	172	58.3%
	Total	609	100%	3114	100%	295	100%

*Note: Only districts and schools that received a 2011 Local Report Card (LRC) rating and had at least 1 data components (out of 3 possible) were included in the analysis. Simulation data indicates approximately 200 schools would not have a sufficient number of tested students to receive at least one measure and would not be assigned an overall letter grade. Consistent with current practice, these schools will be identified as "Not Rated" and receive a local report card containing any available data.

Ohio's New Achievement Component (Performance Index): One of the three components of Ohio's new accountability system is an Achievement Component. Ohio's current Performance Index measure will comprise the new Achievement Component of the accountability system. This measure rewards the achievement of every student, not just those who score proficient or higher. LEAs and schools earn points based on how well each student performs on all tested subjects in Grades 3-8 and the Grade 10 OGTs. All tests have five performance levels – advanced, accelerated, proficient, basic and limited. The percentage of students scoring at each performance level is calculated and then multiplied by the point value assigned to that performance level (Advanced=1.2; Accelerated=1.1; Proficient=1.0; Basic=0.6; Limited=0.3). The structure of this computation creates incentives for LEAs to focus on moving all students to higher categories of performance. Untested students are included in the calculation and are assigned a value of 0 points. Letter-grades will be assigned to the Performance Index measure in accordance with Table 4 below. Once Ohio's CCSS assessments are in use, Ohio will adjust the Performance Index measure calculation to correspond to the levels of performance on those assessments, and may move from five to three performance levels (as required by Ohio legislation) when more information is available for the PARCC assessments. The Performance Index will be calculated by dividing the number of points earned by the maximum points available (120 points).

For example, Anytown School District had a Performance Index of 90. The calculation would be (90/120) x 100% = 75%.

Table 3 includes the new criteria for the Performance Index conversion to letter grades. Table 3 also indicates, based on 2011 data, the number and percentage of traditional public school districts, traditional public schools, and community schools receiving each letter grade.

Table 3: Achievement Component (Performance Index) Letter Grade Criteria and Letter Grade Designations Results from 2011 Data

Performance Index Letter Grade	Performance Index Percentage	Districts Based on 2011 Data*		Traditional Public Schools Based on 2011 Data*		Community Schools and Dayton Regional STEM Based on 2011 Data*	
		Count	Percentage	Count	Percentage	Count	Percentage
A	108 to 120 (90% - 100%)	21	3.4%	201	6.5%	2	0.7%
B	96 to 107 (80% - 89.9%)	433	71.1%	1802	57.9%	31	10.5%
C	84 to 95 (70% - 79.9%)	139	22.8%	724	23.2%	65	22.0%
D	72 to 83 (60% - 69.9%)	15	2.5%	254	8.2%	102	34.6%
F	<72 (<60%)	1	0.2%	133	4.3%	95	32.2%
	Total	609	100%	3114	100%	295	100%

*Note: Only districts and schools that received a 2011 Local Report Card (LRC) rating were included in the analysis.

Ohio's New Growth Component

Ohio's current Value-Added measure and the new Graduation Rate Gap measure will comprise the Growth Component. The sum of the Value-Added percentage earned and the Graduation Rate Gap percentage earned (both described below) divided by two will determine the Growth Component percentage. See Table 4.

For example, Anytown School District earned a Value-Added percentage of 70% and a Graduation Rate Gap of 87% for a Growth Component percentage of 78.5% [(70% + 87%)/2 = 78.5%].

If an LEA does not have a Value-Added percentage score or a Graduation Rate Gap percentage score, then the Growth Component will equal 100% of the measure calculated.

Table 4: Ohio's New Growth Component Distribution by Traditional Public School Districts, Traditional Public Schools and Community Schools Based on 2011 Data.

Growth Component Letter Grade	Growth Component Percentage	Districts Based on 2011 Data*		Traditional Public Schools Based on 2011 Data*		Community Schools and Dayton Regional STEM Based on 2011 Data*	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	184	30.2%	955	31.8%	43	16.9%
B	80% - 89.9%	326	53.5%	432	14.4%	39	15.4%
C	70% - 79.9%	64	10.5%	919	30.6%	76	29.9%
D	60% - 69.9%	20	3.3%	512	17.1%	26	10.2%
F	<60%	15	2.5%	184	6.1%	70	27.6%
	Total	609	100%	3,002	100%	254	100%

*Note: The count is based on district and schools that received a 2011 local report card rating and had at least one of the two possible growth measures. The analysis reflects 112 traditional public schools and 41 community schools that did not have sufficient data to receive a letter grade.

Value-Added Measure: While performance scores demonstrate a student's level of proficiency, Value-Added measures the effects of schools on their students' growth. It is calculated only for schools with students in any Grades 4-8. Ohio, using the SAS® at EVAAS® model computes for these schools and LEAs a Value-Added measure in English language arts and mathematics and reports whether the expected growth has been met (a year's growth in a year's time), exceeded (more than a year's growth in a year's time) or not met (less than a year's growth in a year's time). Ohio will retain the SAS® at EVAAS® model for its Value-Added measure in its new accountability system. These LEAs and schools will be assigned a score for two consecutive years of data[2] (See Table 5). The Value-Added score for the previous year is weighted at 40% and the Value-Added score for the current year is weighted at 60%. In situations where only the current year percentage is available, it will be weighted at 100%. In addition, Table 6 includes the number and percentage of traditional public school districts, traditional public schools, and community schools receiving each letter grade based on 2011 data.

A Value-Added score of above expected growth is awarded 100 points. A Value-Added score meeting expected growth is awarded 75 points. A Value-Added score of below expected growth is awarded 50 points.

[2] New schools or schools with only one year's worth of data will be assigned a current year score valued at 100% of the Value-Added calculation.

Table 5: Value-Added Calculation

Value-Added Prior Year	Value-Added Current Year	Points Prior Year (x 0.40)	Points Current Year (x 0.60)	Score (x 100%)
Above Expected Growth	Above Expected Growth	100	100	100%
Above Expected Growth	Meeting Expected Growth	100	75	85%
Above Expected Growth	Below Expected Growth	100	50	70%
Meeting Expected Growth	Above Expected Growth	75	100	90%
Meeting Expected Growth	Meeting Expected Growth	75	75	75%
Meeting Expected Growth	Below Expected Growth	75	50	60%
Below Expected Growth	Above Expected Growth	50	100	80%
Below Expected Growth	Meeting Expected Growth	50	75	65%
Below Expected Growth	Below Expected Growth	50	50	50%

Table 6: Value-Added Letter Grade (Percentage) Criteria and Letter Grade (Percentage) Designations from 2011 Data

Previous Year (2010)	Current Year (2011)	Value-Added Performance Measure Score	Value-Added Performance Letter Grade	Districts Based on 2011 Data			Traditional Public Schools Based on 2011 Data			Community Schools and Dayton Regional STEM Based on 2011 Data		
				Count		Percentage	Count		Percentage	Count		Percentage
Above Expected Growth	Above Expected Growth	100	A	40	120	19.7%	173	475	19.7%	11	35	17.6%
No 2010 Data	Above Expected Growth	100		0			4			8		
Meeting Expected Growth	Above Expected Growth	90		80			298			16		
Above Expected Growth	Meeting Expected Growth	85	B	71	99	16.3%	263	339	14.0%	29	37	18.6%
Below Expected Growth	Above Expected Growth	80		28			76			8		
Meeting Expected Growth	Meeting Expected Growth	75	C	185	208	34.2%	850	922	38.2%	63	89	44.7%
No 2010 Data	Meeting Expected Growth	75		0			15			16		
Above Expected Growth	Below Expected Growth	70		23			57			10		
Below Expected Growth	Meeting Expected Growth	65	D	80	145	23.8%	281	517	21.4%	16	28	14.1%
Meeting Expected Growth	Below Expected Growth	60		65			236			12		
No 2010 Data	Below Expected Growth	50	F	0	37	6.1%	10	160	6.6%	7	10	5.0%
Below Expected Growth	Below Expected Growth	50		37			150			3		
			Total	609		100.0%	2413		100.0%	199		100.0%

Note: Only districts and schools that received a 2011 LRC rating and had Value-Added data results were included in the analysis. The value-added analysis reflects 701 traditional public schools, 96 community schools and Dayton Regional STEM that did not have Value-Added data.

For example, Anytown School District has above Value-Added growth during the 2010-11 school year which earns 100 points. During the 2011-12 school year, Anytown School District has below Value-Added growth and earns 50 points. Anytown School District will earn a Value-Added score of 70 (100 x 0.40 + 50 x 0.60 = 70). Therefore, Anytown School District earns 70% as an overall Value-Added Growth Score (70 points x 100%).

Ohio's New Graduation Rate Gap Measure:
Ohio's new Graduation Rate Gap measure will be based on the four-year adjusted-cohort graduation rate calculation.

The Graduation Rate Gap measure will be determined on each subgroup having 30 students or more. The calculation for the Graduation Rate Gap will be as follows:

- If the Graduation Rate, for the current year, for the subgroup is greater than or equal to the AMO, then 100 points will be awarded.
- If the percent increase for Graduation Rate, for the current year, for the subgroup is greater than the gap, then 100 points are assigned.
- If the Graduation Rate, for the current year, for the subgroup is less than the AMO, but greater than the subgroup's previous year Graduation Rate, then the points awarded will be determined based on the following calculation: [(current year Graduation Rate – previous year Graduation Rate)/ (AMO-current year Graduation Rate) x 100 points].
- If the Graduation Rate, for the current year, for the subgroup is less than the AMO, and also less than the previous year Graduation Rate, then 0 points will be awarded.
- The Graduation Rate Gap is the sum of all of the Graduation Rates for all the evaluated subgroups for each LEA or school divided by the total number of subgroups multiplied by 100%.

An example for Anytown School District Graduation Rate Gap is described in section 2.B. of this application.

Table 7: Graduation Rate Gap Performance for Traditional School Districts, Traditional Public Schools and Community Schools Based on 2011 Data

Graduation Rate Gap Letter Grade	Graduation Rate Gap Percentage	Districts Based on 2011 Data*		Traditional Public Schools Based on 2011 Data*		Community Schools and Dayton Regional STEM Based on 2011 Data*	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	510	84.3%	575	80.8%	12	14.8%
B	80% - 89.9%	28	4.6%	36	5.1%	2	2.5%
C	70% - 79.9%	24	4.0%	27	3.8%	0	0.0%
D	60% - 69.9%	25	4.1%	24	3.4%	0	0.0%
F	<60%	17	2.8%	50	7.0%	67	82.7%
	Total	604	100%	712	100%	81	100%

*Note: The count is based on districts and schools that received a 2011 local report card rating and had at least one graduation rate subgroup with 30 or more students in 2011 and 2010. Three districts and four traditional public schools were demoted from an A to B due to having a subgroup with a graduation rate below 70%. No community schools were demoted due to subgroups with a graduation rate below 70%. The analysis reflects five districts, 2,402 traditional public schools, 214 community schools and Dayton Regional STEM that did not have at least one graduation rate subgroup in 2011 and 2010.

Ohio's New Gap Closure Component

A key enhancement over AYP is that the evaluation will not only include whether AMOs were achieved, but how they were achieved. The Gap Closure Component will be determined on each ESEA subgroup having 30 students or more for the Reading and Mathematics assessments. The calculation for the Gap Closure Component will be as follows:

- If the score, for the current year, for the ESEA subgroup on the assessment is greater than or equal to the AMO, then 100 points will be awarded.
- If the percent increase, for the current year, for the ESEA subgroup on the assessment is greater

than the gap, then 100 points are assigned.

- If the score, for the current year, for the ESEA subgroup on the assessment is less than the AMO, but greater than the ESEA subgroup's previous year score on the assessment, then the points awarded will be determined based on the following calculation: [(current year score – previous year score)/ (AMO-current year score) x 100 points].
- If the score, for the current year, for the ESEA subgroup on the assessment is less than the AMO, and also less than the previous year score, then 0 points will be awarded.
- The Gap Closure score is the sum of all of the scores for all the evaluated ESEA subgroups for each LEA or school divided by the total number of ESEA subgroups assessed for Reading and Mathematics and multiplied by 100%.

Table 8: Gap Closure Distribution for Traditional Public School Districts, Traditional Public Schools and Community Schools Based on 2011 Data

Gap Closure Component Letter Grade	Gap Closure Percentage	Districts* Based on 2011 Data		Traditional Public Schools** Based on 2011 Data		Community Schools*** and Dayton Regional STEM Based on 2011 Data	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	33	5.4%	922	29.9%	32	16.3%
B	80% - 89.9%	128	21.0%	473	15.4%	6	3.1%
C	70% - 79.9%	133	21.8%	297	9.6%	4	2.0%
D	60% - 69.9%	97	15.9%	294	9.5%	8	4.1%
F	<60%	218	35.8%	1093	35.5%	146	74.5%
	Total	609	100%	3079	100%	196	100%

*Note: The count of districts is based on 609 school districts that received a 2011 local report card rating. No districts were demoted due to participation rates below 95%. No districts were demoted due to attendance rates below 93%. Twenty-five districts were demoted from an A to a B due to having a subgroup with a D or F letter grade.

**Note: The count of traditional public schools is based on 3,079 schools that received a 2011 local report card rating and had at least one subgroup with 30 students in 2011 and 2010. Thirty-five schools did not receive a letter grade due to subgroup size. Twenty-five schools were demoted one letter grade due to participation rates below 95%. Twenty-one schools were demoted due to attendance rates below 93%. Eighty-five schools were demoted from an A to B due to having a subgroup with a D or F letter grade.

***Note: The count of community schools and Dayton Regional STEM is based on 197 schools that received a 2011 local report card rating and had at least one subgroup with 30 students in 2011 and 2010. Ninety-nine schools did not receive a letter grade due to subgroup size. Fifteen community schools were demoted one letter grade due to participation rates below 95%. Nine community schools were demoted one letter grade due to attendance rates below 93%. No community schools were demoted from an A to B due to having a subgroup with a D or F letter grade.

Additional Performance Measures

In addition to the three performance measure grades and an overall cumulative letter grade, Local Report Cards for LEAs and schools will report the following information on or by 2014-2015:

"Are You Ready?" Measure: While many students in Ohio are meeting the current standards of proficiency, Ohio is aware its standards are not fully college- and career-ready or internationally

benchmarked. For this reason, Ohio chose to participate in the development of, and ultimately adopted, the CCSS in English language arts and mathematics. By 2014-2015, Ohio will have new college- and career-ready, internationally benchmarked standards and PARCC assessments.

To help LEAs, schools, administrators, teachers and other interested stakeholders transition to these higher standards, Ohio is creating and will report a "transition" indicator as part of its accountability system in 2011-2012, 2012-2013 and 2013-2014. Ohio projects that students that achieve Accelerated or Advanced on its current assessments will be "college- and career-ready" on the new, more rigorous PARCC assessments. By reporting the projection, Ohio hopes to create a sense of urgency about the need to improve teaching and learning to ensure students are college- and career-ready as measured by rigorous standards and assessments that will be operational by 2014-2015.

New Indicators on Gifted Performance: In December 2011, the State Board of Education of Ohio, in compliance with state law, adopted a resolution to create a report card indicator reflecting services to and performance of students identified as gifted. By no later than September 1, 2012, downloadable gifted performance data will be available. By December 31, 2012, gifted data from the 2011-2012 school year will be reviewed and analyzed to develop a draft gifted dashboard (a Web-based report). No later than September 1, 2013, a gifted education dashboard will be developed and presented with initial benchmarks and a timetable for reviewing and resetting the benchmarks and the dashboard will be available on the SEA's website. For 2012-2013 and 2013-2014, a gifted performance indicator will be reported for information purposes only on the Local Report Card. The indicator will include three components: percentage of students that have been identified as gifted; the percentage of students receiving gifted services; and the performance of identified students in mathematics and reading on statewide tests. By December 31, 2013, the gifted performance indicator will be reviewed and revised to include measures of student achievement growth of students identified as gifted and other relevant measures from the gifted education dashboard (superior cognitive and specific academic areas). In 2014-2015, the gifted performance indicator will be incorporated into the LEA and school ratings. These indicators will be included for the first time on the 2012-2013 Local Report Card for information purposes.

Measures of a Rigorous Curriculum: Ohio currently reports on its interactive Local Report Card measures of a rigorous curriculum. This information provides the public a detailed picture of items that correlate with preparedness for college and career. Such items include the ACT and SAT mean scores, the number of students participating in Advanced Placement courses and completion of the Ohio Core. Beginning in 2014-2015, Ohio's students will be required to complete the Ohio Core for admission to most state-supported four-year universities. The Ohio Core establishes rigorous high school graduation expectations designed to prepare students to meet the demands of the knowledge-based economy and prepare them to be college- and career-ready. The goal of the Ohio Core is to strengthen the link between high school graduation and college entry and reduce remediation at the college level. As data improves for items such as college enrollment, retention rates and career placement, Ohio will report these items on Local Report Cards.

New Rankings Based on Academic and Fiscal Performance: By 2013, Ohio will publish a list of LEAs ranked by Performance Index Score and fiscal performance. The top 10 percent of schools ranked by student performance and fiscal performance will be publically recognized and rewarded.

Non-Academic Measures: Ohio recognizes that most of its accountability system is tied to academic performance. While academic measures are critical, there are other important skills that Ohio's students will need to be college- and career-ready. Students must possess communication skills (listening, verbal, and written), analytical and research skills, problem-solving and multi-tasking abilities, multicultural sensitivity and awareness, and teamwork. Ohio's accountability system needs to be robust and comprehensive enough to incorporate measures of these skills. Ohio will incorporate measures into its

accountability system for public reporting when reliable means for measuring 21st century skills become available.

Support – Proposed Modifications
In Ohio's new unified system, the level of autonomy, support and interventions an LEA will receive will be determined based on their overall performance on all five measures in the accountability system and not one measure, as is the case currently. The new methodology is fully described in Principle 2F of this application. Ohio will maintain its three levels of progressively intensive supports (Low, Medium and High) and will add a fourth level of support (Independent) for all other LEAs. Those LEAs in Independent Support status will be expected to demonstrate continuous improvement, will receive maximum autonomy and minimum oversight by the SEA, and will have access to all school improvement tools developed by the SEA. LEAs and schools, including identified *Priority* and *Focus* schools with the most needs, will receive intensive and timely support. (See Principles 2D and 2E).

Differentiated Recognition – Proposed Modifications
Under Ohio's proposed letter grade system of accountability, LEAs and schools that earn high grades, especially an *A* on each of the three components, will know their achievements are significant. Both LEAs and their communities will consider an *A* as recognition for their efforts. In addition, Ohio will modify and enhance its recognition and support for *Reward* schools as described in greater detail under Principle 2C. Ohio will maintain the five recognition programs already in place to identify and reward high performance. The state will add new recognition programs including the *Governor's Effective and Efficient Schools Recognition* program and the *Schools of Honor* program. The *Governor's Effective and Efficient Schools Recognition* program will recognize LEAs for academic achievement and financially efficient operations. Ohio's *Schools of Honor* program will recognize both schools that are high performing and high progress, as measured by the state's Performance Index, Achievement Gap measure, and, in the case of high schools, Graduation Rate Gap measure.

Implementation Plan (Pending Legislative Approval)
Ohio intends to implement all components of its new accountability, support and interventions system in conjunction with the new college and career assessments scheduled to be complete in 2014-2015. Table 9 lists the components of the system and the timeline for implementation. Many components of Ohio's current accountability system have been embedded in Ohio law. Thus, implementation of the modifications to current measures and implementation of new measures will be done in conjunction with legislative approval and at the beginning of the corresponding school year.

In 2011-2012, Ohio will hold steady the 2010-2011 AYP goals and continue with the current accountability system, including Ohio's system of Differentiated Accountability system. The proposed revisions to the accountability system will be implemented beginning with the 2012-2013 local report card. All other components of this waiver including *Reward* schools, *Focus* Schools, *Alert* Schools, and *Priority* Schools will be implemented beginning 2011-12.

Table 9: Implementation Plan*

Proposed Accountability, Support or Intervention	2011-12	2012-13	2013-14	2014-15
"Are You Ready?" indicator	**X**			
Hold steady the 2010-2011 AYP goals for 2011-2012 school year.	**X**			
New AMOs and graduation rate target for subgroups established		**X**		
Letter-grades for **3** Local Report Card Measures and Overall Grade designation		**X***		
Priority and Focus schools identified and provided with meaningful interventions	**X**			
Implement the identification of Reward schools based on AYP in place of the letter grades associated with the new accountability system.	X			
College and Career indicators included in Local Report Card		**X**		
Gifted indicator fully incorporated				**X**
CCSS ELA and Mathematics Implemented				**X**
State Revised Social Studies and Science (proposed)				**X**
Hold steady the current Differentiated Accountability System	**X**			
New support and intervention structure fully implemented in the new differentiated accountability system (High, Medium, Low and Independent Support Status)		**X**		

*Note: Date of implementation is dependent upon, waiver approval, legislative action and timing of technical requirements to permit the transition of the report card from ratings to letter grades.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least Reading/language arts and Mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

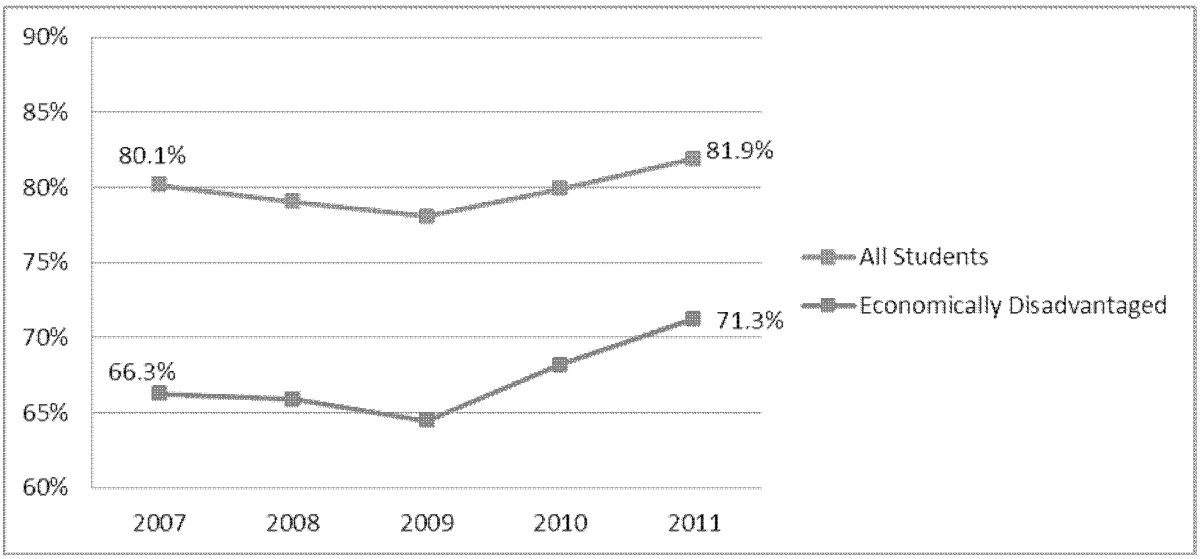
Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010□ 2011 school year in Reading/language arts and Mathematics for the "all students" group and all subgroups. (Attachment 8)

VISUALIZING OHIO'S READING AND MATHEMATICS ACHIEVEMENT GAPS

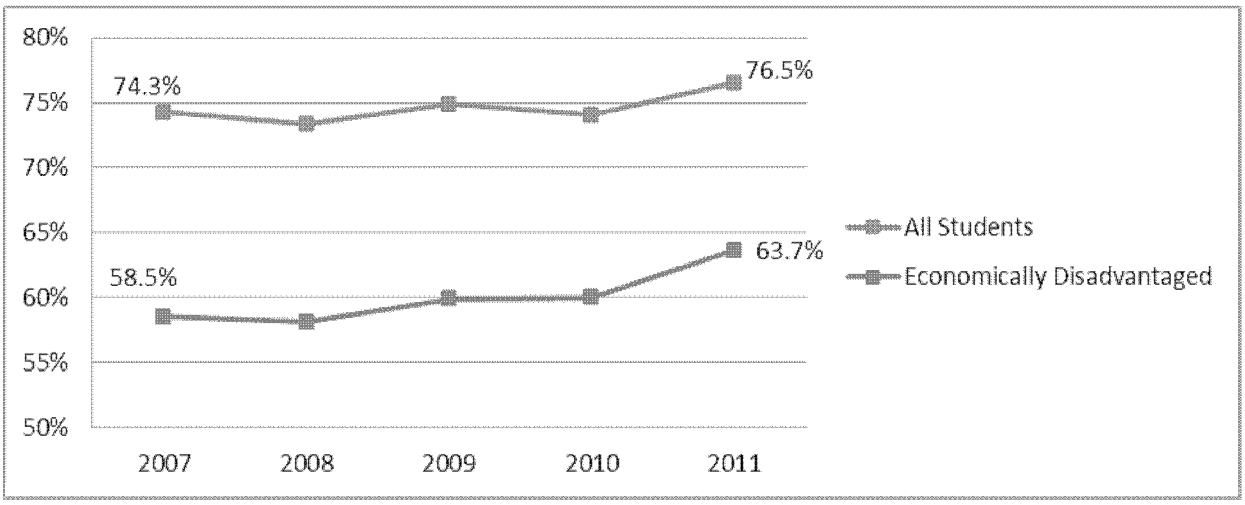
Economically Disadvantaged

Ohio's track record relative to addressing achievement gaps is mixed. Ohio has seen some improvement with Economically Disadvantaged subgroups Ohio Achievement Assessment (OAA) in reading and mathematics and the Ohio Graduation Test (OGT) performance data. In addition, the reading gap between Ohio's *All Students* group and Ohio's Economically Disadvantaged subgroup has decreased from 13.9 percentage points in 2007 to 10.6 percentage points in 2011. During this same period, the Economically Disadvantaged gap in mathematics performance *decreased* from 15.8 percentage points to 12.8 percentage points. Although the gap is decreasing, it remains too large.

Graphic 1: Ohio's Percent Proficient and Above on Reading OAA and OGT, by Economic Disadvantage Status



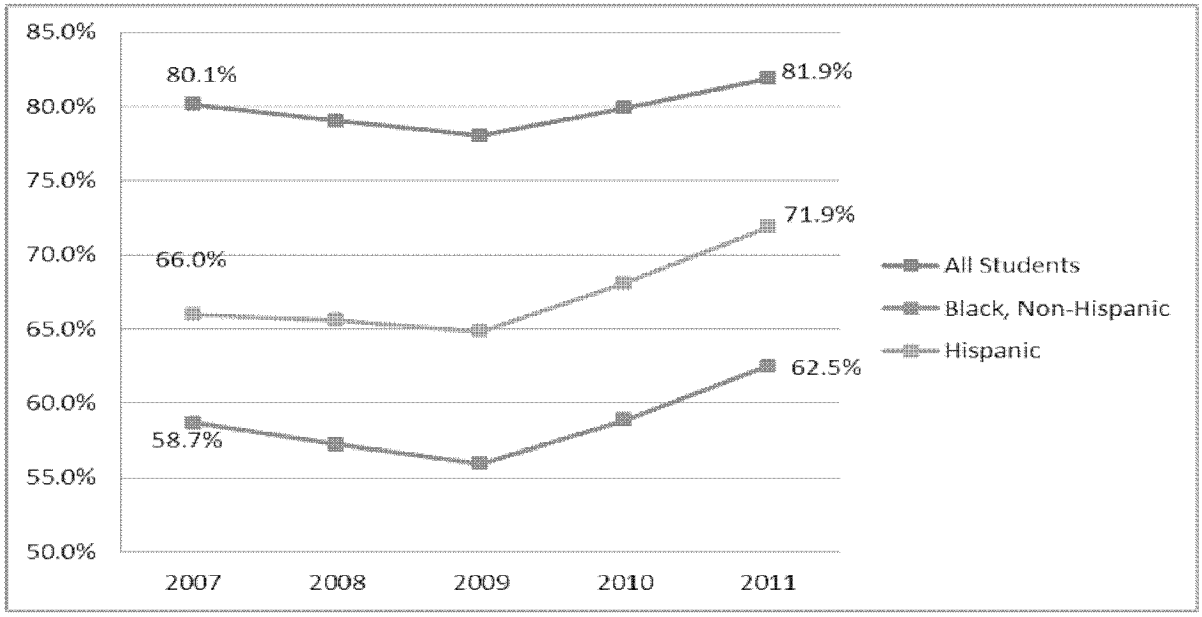
Graphic 2: Ohio's Percent Proficient and Above on Mathematics OAA and OGT, by Economic Disadvantage Status



Race/Ethnicity

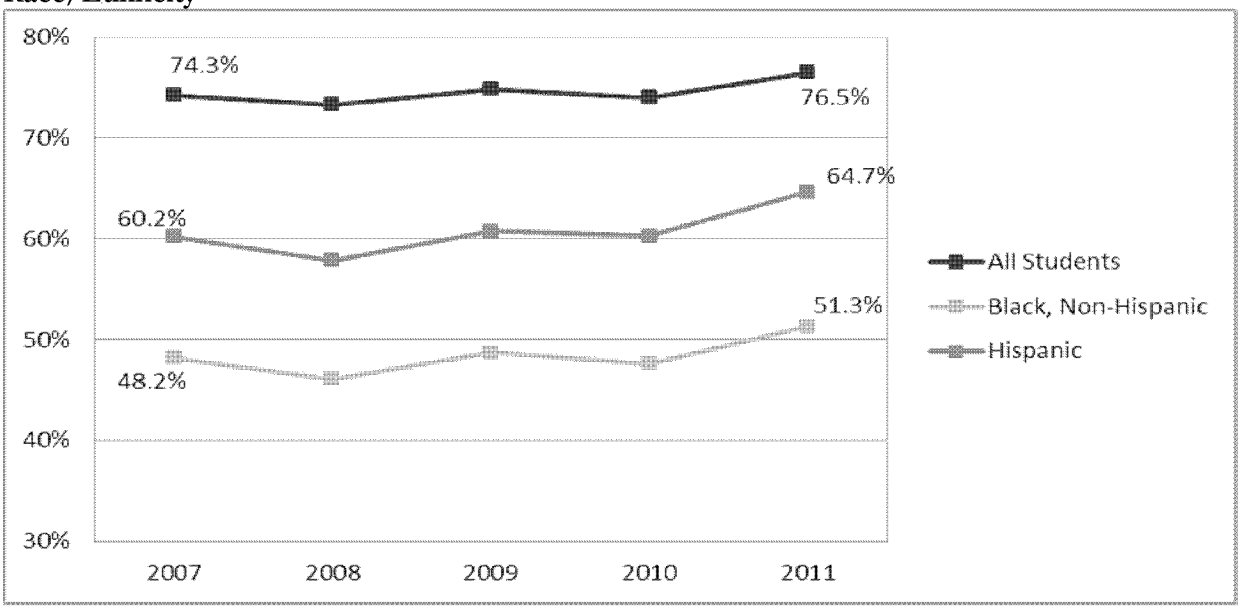
Ohio's data on the racial gaps in the OAA and OGT reading performance tell a similar story. The *All Students*/Black non-Hispanic gap on Ohio's reading assessments has decreased since 2007, from 21.5 percentage points in 2007 to 19.4 percentage points in 2011. Likewise, the *All Students*/Hispanic Reading gap has decreased from 14.2 percentage points in 2007 to 10 percentage points in 2011. These percentage point decreases are certainly a step in the right direction; however, Ohio needs to increase the rate of change.

Graphic 3: Ohio's Percent Proficient and Above on Reading OAAs and OGT, by Race/Ethnicity



Between 2007 and 2011, performance on Ohio's mathematics assessments improved for the *All Students* subgroup, the Black subgroup and the Hispanic subgroup. Although the gaps for these subgroups decreased slightly during this time period, like with reading, the rate of gap closure is not sufficient.

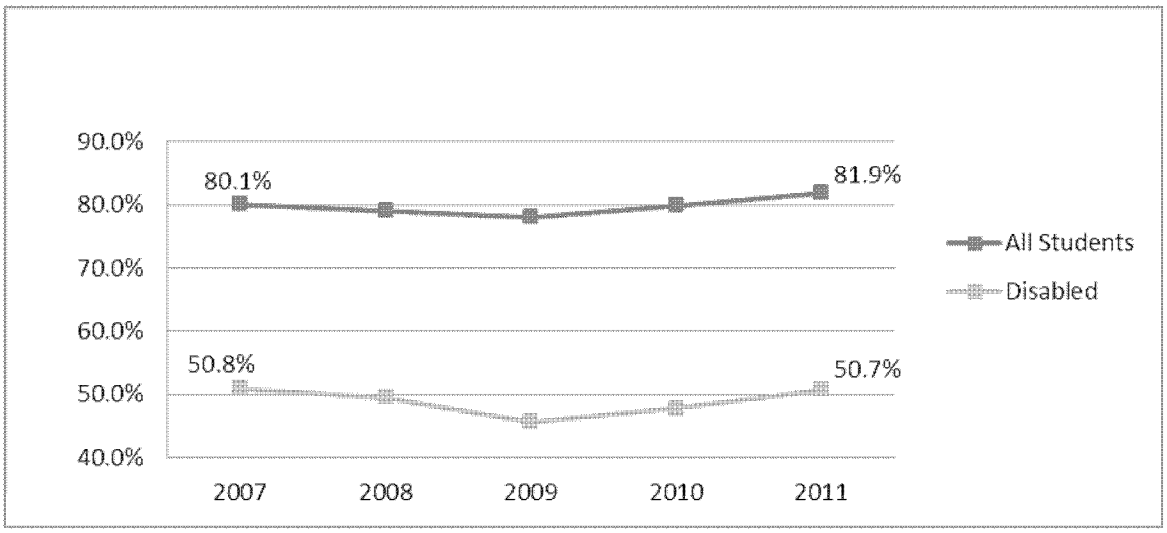
Graphic 4: Ohio's Percent Proficient and Above on Mathematics OAAs and OGT, by Race/Ethnicity



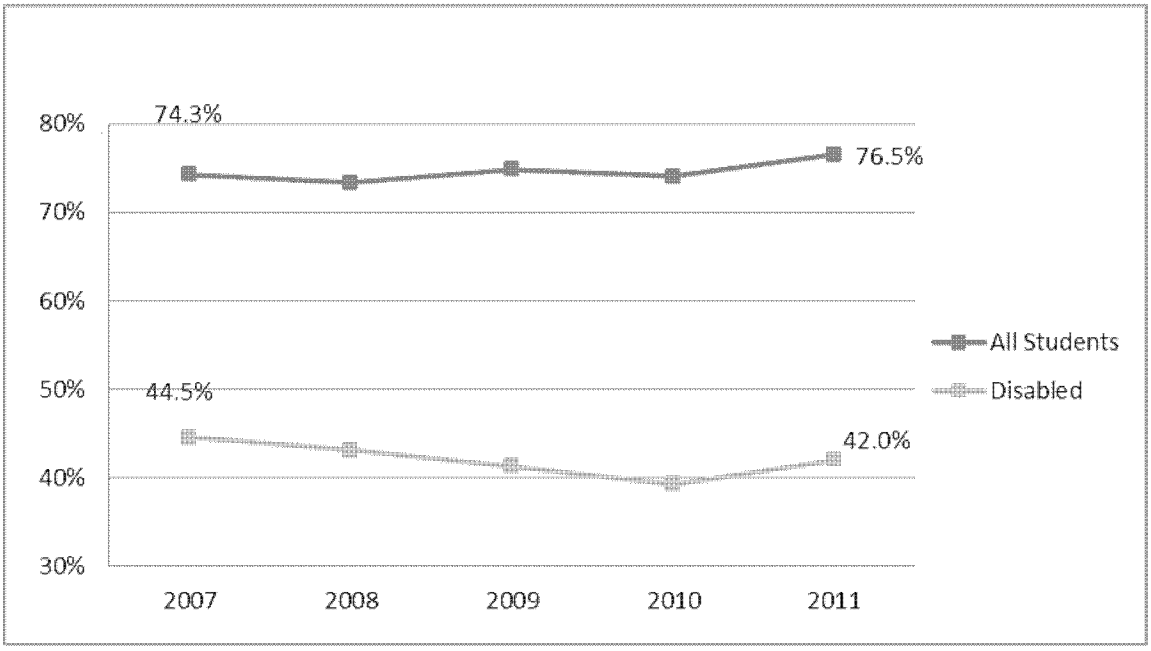
Students with Disabilities

Ohio's disability gap has increased in both reading and mathematics since 2007. In Reading, the disability gap increased from 29.3 percentage points in 2007 to 31.2 percentage points in 2011. In mathematics, during the same time period, the disability gap increased from 29.8 percentage points to 34.5 percentage points. This is obviously unacceptable.

Graphic 5: Ohio's Percent Proficient and Above on Reading OAAs and OGTs, by Disability Status



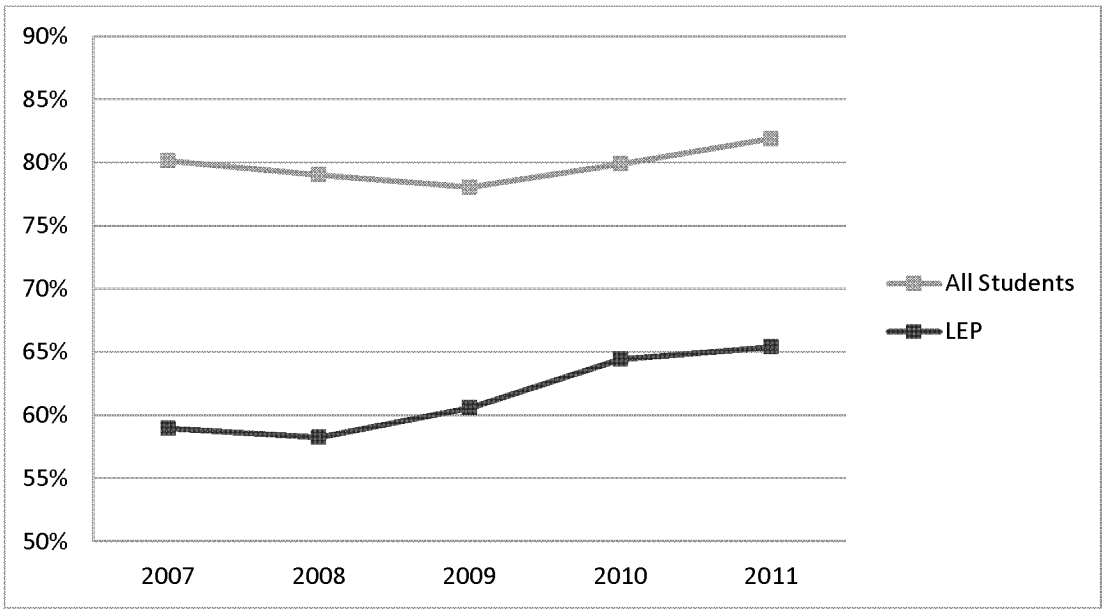
Graphic 6: Ohio's Percent At Least Proficient on Mathematics OAAs and OGTs, by Disability Status



English Language Learners

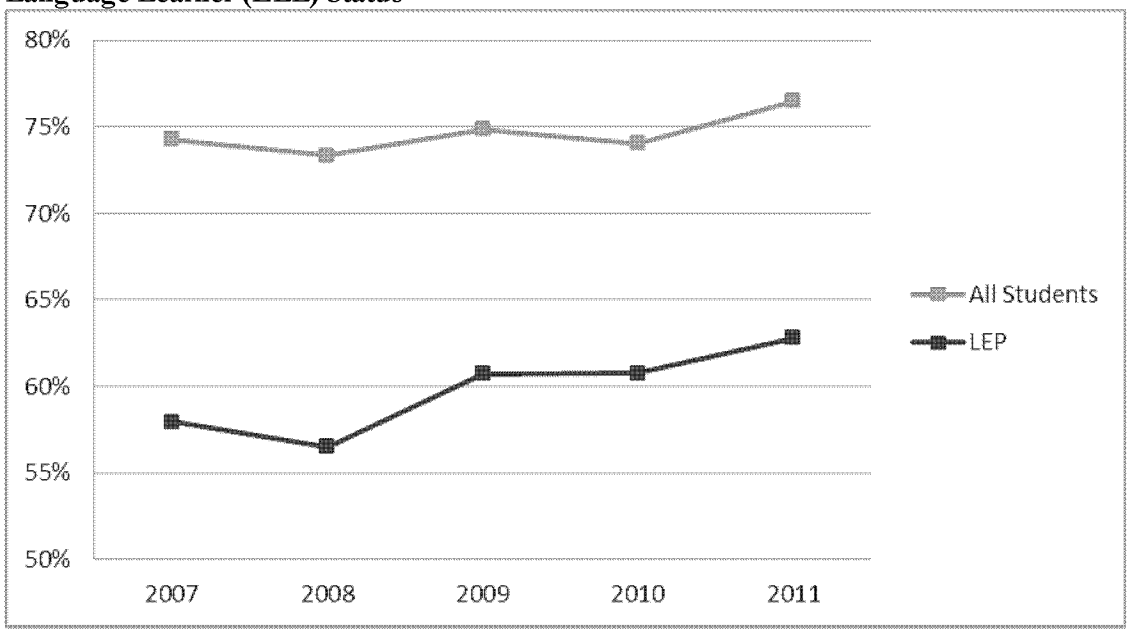
Over the last five years, Ohio's English Language Learner (ELL) students have shown progress on Ohio's reading assessments, increasing their proficiency rates from 59 percent in 2007 to 65.4 percent in 2011. In addition, the gap between Ohio's *All Students* and ELL subgroups has decreased. Between 2007 and 2011, the gap between the *All Students* subgroup and the ELL subgroup decreased from 21.1 percentage points to 16.5 percentage points. While there has been progress, it is not sufficient.

Graphic 7: Ohio's Percent Proficient and Above on Reading OAAs and OGT, by English Language Learner (ELL) Status



During this same five-year time period, Ohio's ELL students also have shown progress on Ohio's mathematics assessments, although the rate of change is slightly slower than that seen on the reading assessments. In 2007, 66.3 percent of Ohio's ELL students scored at least proficient on their mathematics assessment, while 71.3 percent did so in 2011. Over this five-year time period, the gap between Ohio's *All Students* and ELL subgroups decreased from 16.3 percentage points to 13.7 percentage points. While Ohio has made progress in closing ELL achievement gaps, improvement is needed.

Graphic 8: Ohio's Percent at Least Proficient on Mathematics OAAs and OGT, by English Language Learner (ELL) Status



OHIO'S NEW GAP CLOSURE COMPONENT

Ohio's achievement gaps are not closing fast enough. Struggling students, particularly racial and ethnic minorities and students with disabilities are underachieving. Ohio will implement a new, innovative component, using the components of AYP, to create a sense of urgency about the goal of ensuring all students are college- and career-ready. Ohio's new Gap Closure Component will embed and enhance most of the components of AYP. Specifically, Ohio will continue to disaggregate and evaluate the proficiency rate of ten student subgroups in reading and mathematics. Progress on reaching the statewide goal of cutting the proficiency gap in half by 2018 will be evaluated for all LEAs, schools and subgroups using the percentage of students who are at least proficient on state assessments in reading and mathematics for Grades 3-8 and 10.

A key enhancement over AYP is that the evaluation will not only include whether AMOs were achieved, but how they were achieved. The Gap Closure component will be determined on each subgroup having 30 students or more for the Reading and Mathematics assessments. The calculation for the Gap Closure component will be as follows:

- If the score, for the current year, for the subgroup on the assessment is greater than or equal to the AMO, then 100 points will be awarded.
- If the percent increase, for the current year, for the subgroup on the assessment is greater than the gap, then 100 points are assigned.
- If the score, for the current year, for the subgroup on the assessment is less than the AMO, but greater than the subgroup's previous year score on the assessment, then the points awarded will be determined based on the following calculation: [(current year score – previous year score)/ (AMO-current year score) x 100 points].
- If the score, for the current year, for the subgroup on the assessment is less than the AMO, and also

less than the previous year score, then 0 points will be awarded.

- The Gap Closure score is the sum of all of the scores for all the evaluated subgroups for each LEA or school divided by the total number of subgroups assessed for Reading and Mathematics and multiplied by 100%.

Methodology for Setting Ambitious, But Achievable AMOs in Reading and Mathematics

The new process for computing the state-level AMO targets over the next six years in Reading and Mathematics will include:

1. Determine the percentage of students in the state *All Students* subgroup who were not proficient in the 2010-2011 school year (Column 2). This forms the baseline for further computations;

2. Divide that percentage by 2 (Column 3);

3. Determine the 2017-2018 goal by adding the number in Column 3 to the percentage proficient in 2010-2011 (Column 1);

4. Compute annual incremental increases in performance targets by dividing the number in Column 3 by 6.

The baseline data and computed AMOs in reading and mathematics for each of the next six academic years are shown in Table 11. Each subgroup's performance will be evaluated against the statewide *All Students* AMO. The AMOs will be applied to all subgroups with at least 30 students.

In 2011-12, Ohio will hold steady the 2010-2011 AYP goals for Reading and Mathematics as approved under *Ohio's current* Accountability Workbook. The new AMOs will begin with the 2012-13 school year.

Table 10: 2010-2011 AYP Annual Measurable Objectives

Grade Band	Grade	Reading	Mathematics
Elementary	Grade 3	82.7%	76.4%
	Grade 4	81.0%	80.3%
	Grade 5	81.0%	69.8%
Middle	Grade 6	85.5%	73.1%
	Grade 7	81.2%	68.4%
	Grade 8	84.3%	68.5%
High	Grade 10	83.1%	76.0%

Table 11: Proposed AMO Goals – Option C*

	Baseline				New AYP Reading Goals					
Subject	**2010-2011****	Percent Not Proficient	1/2 of Not Proficient	Not Proficient Reduction/6	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Reading	**81.9**	18.1%	9.1%	1.5%	83.4%	84.9%	86.4%	87.9%	89.4%	90.9%
Mathematics	**76.5**	23.5%	11.8%	2.0%	78.5%	80.5%	82.5%	84.5%	86.5%	88.5%

*Note: These AMOs are based on Ohio's current assessments. As Ohio transitions to new assessments in 2014-2015, the AMOs will be adjusted based on the new, more rigorous assessments to ensure the progress LEAs are making in closing achievement gaps is properly measured.

**Note: Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the state *All Students* group who are not proficient within six years. Annual equal increments were rounded from 1.51 to 1.5 for Reading and 1.96 to 2.0 for mathematics for ease of reference. Subgroup baseline 2010-2011 percent proficient statistics include all students counted at the state level in grades 3-8 & 10 for each subject.

Table 12: Gap Closure Component Distribution for Traditional Public School Districts, Traditional Public Schools and Community Schools Based on 2011 Data

Gap Closure Component Letter Grade	Gap Closure Percentage	Districts* Based on 2011 Data		Traditional Public Schools** Based on 2011 Data		Community Schools*** and Dayton Regional STEM Based on 2011 Data	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	33	5.4%	922	29.9%	32	16.3%
B	80% - 89.9%	128	21.0%	473	15.4%	6	3.1%
C	70% - 79.9%	133	21.8%	297	9.6%	4	2.0%
D	60% - 69.9%	97	15.9%	294	9.5%	8	4.1%
F	<60%	218	35.8%	1093	35.5%	146	74.5%
	Total	609	100%	3079	100%	196	100%

*Note: The count of districts is based on 609 school districts that received a 2011 local report card rating. No districts were demoted due to participation rates below 95%. No districts were demoted due to attendance rates below 93%. Twenty-five districts were demoted from an A to a B due to having a subgroup with a D or F letter grade.

**Note: The count of traditional public schools is based on 3,079 schools that received a 2011 local report card rating and had at least one subgroup with 30 students in 2011 and 2010. Thirty-five schools did not receive a letter grade due to subgroup size. Twenty-five schools were demoted one letter grade due to participation rates below 95%. Twenty-one schools were demoted due to attendance rates below 93%. Eighty-five schools were demoted from an A to B due to having a subgroup with a D or F letter grade.

***Note: The count of community schools and Dayton Regional STEM is based on 197 schools that received a 2011 local report card rating and had at least one subgroup with 30 students in 2011 and 2010. Ninety-nine schools did not receive a letter grade due to subgroup size. Fifteen community schools were demoted one letter grade due to participation rates below 95%. Nine community schools were demoted one letter grade due to attendance rates below 93%. No community schools were demoted from an A to B due to having a subgroup with a D or F letter grade.

Table 13: Gap Closure Component - Subgroup Reading Performance

Reading Subgroup Letter Grade	Reading Subgroup Percentage	District Subgroups Based on 2011 Data*		Traditional Public School Subgroups Based on 2011 Data*		Community School and Dayton Regional STEM Subgroups Based on 2011 Data*	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	1696	54.6%	6,256	55.8%	168	25.4%
B	80% - 89.9%	33	1.1%	94	0.8%	8	1.2%
C	70% - 79.9%	36	1.2%	123	1.1%	11	1.7%
D	60% - 69.9%	55	1.8%	153	1.4%	20	3.0%
F	<60%	1286	41.4%	4584	40.9%	454	68.7%
	Total	3,106	100%	11,210	100%	661	100%

*Note: The count of subgroups is based on all ten federally recognized subgroups with at least 30 students in 2011 and 2010.

Table 14: Gap Closure Component - Subgroup Mathematics Performance

Math Subgroup Letter Grade	Math Subgroup Percentage	District Subgroups Based on 2011 Data*		Traditional Public School Subgroups Based on 2011 Data*		Community School and Dayton Regional STEM Subgroups Based on 2011 Data*	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	1645	52.9%	6,170	55.0%	136	20.6%
B	80% - 89.9%	38	1.2%	103	0.9%	13	2.0%
C	70% - 79.9%	43	1.4%	125	1.1%	7	1.1%
D	60% - 69.9%	41	1.3%	151	1.3%	13	2.0%
F	<60%	1340	43.1%	4,662	41.6%	491	74.4%
	Total	3,107	100%	11,211	100%	660	100%

*Note: The count of subgroups is based on all ten federally recognized subgroups with at least 30 students in 2011 and 2010.

Test Participation and Attendance

Test participation on state assessments will remain a priority in the revised system. As is currently expected under NCLB, all LEAs, schools and subgroups will be expected to assess at least 95 percent of their students on the state assessments. Any LEA or school with less than a 95 percent participation rate for any subgroup in Reading or Mathematics automatically will be demoted one letter grade on the final Gap Closure component.

Student attendance will also remain a priority in the revised system. Currently, the state attendance target for all LEAs and schools is 93%. Any LEA or school with less than 93% attendance rate will automatically be demoted on the Gap Closure grade by one letter grade. LEAs or schools may be demoted due to attendance, participation, or subgroup performance below the excepted threshold only once. There will not be multiple demotions. Final Gap Closure grade may only be demoted once even if an LEA or school fails to meet the threshold for more than one of the three targets.

For example, Anytown School District has a test participation rate of 95%, an attendance rate of 92.5% and its Student's with Disabilities subgroup percentage proficient is below the expected target. Anytown School District has failed to meet the target on two measures (attendance and subgroup performance). Anytown's final Gap Closure grade will be demoted one letter grade.

An LEA cannot earn a final letter grade of *A* on the Gap Closure Component if any of their evaluated subgroups earn 69.9% or below. This provision is both a reward and a consequence. Only those LEAs where all subgroups are meeting the AMOs will be recognized with the letter grade *A*, as these LEAs and schools are addressing the achievement of all students and preparing students to be college-and career-ready. Conversely, Ohio is sending a clear message that *all* achievement gaps must be addressed, even if the gap is "only one subgroup."

In the example in Table 15 below, the traditional public school district received a preliminary letter grade of *B* (88.6%) on the Achievement Component for Reading and a preliminary letter grade of *A* (91.4%) on the Achievement Component for Mathematics. However, since the LEA's Students with Disabilities subgroup earned a 68% for Reading, the final Gap Closure Component percentage will be decreased by 10 percentage points and yield a letter grade of B (80.0%).

Table 15: Gap Closure Component Example

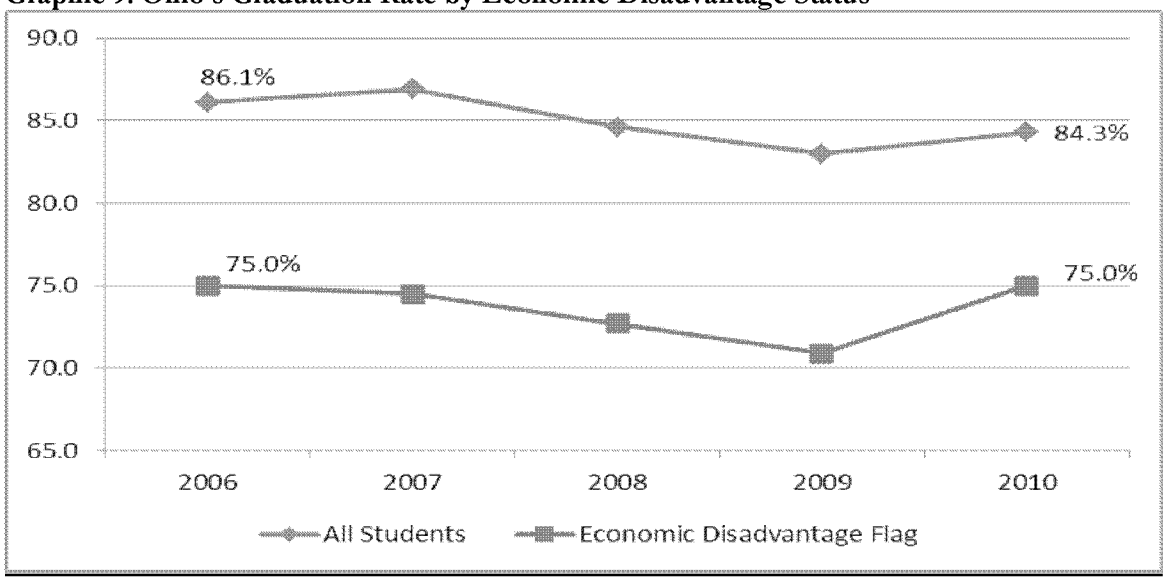
Student Subgroups	Subgroup Percentage	Subgroup Letter Grade	Overall Letter Grade
Reading Proficiency Component		**Preliminary Subgroup Grade = 88.6% B**	**Preliminary overall letter grade (88.6% + 91.4%)/2 = 90.0% A**
All Students	94%		
American Indian/Alaskan Native	NC, < 30 students		
Asian/Pacific Islander	NC, <30 Students		
Black, non-Hispanic	92%		
Hispanic	NC, <30 Students		
Multiracial	NC, <30 Students		
White, non-Hispanic	96%		
Economically Disadvantaged	93%		
Students with Disabilities	68%		
Limited English Proficiency	NC, <30 Students		
Average Reading Percentage:	**88.6%**		
Math Proficiency Component		**Preliminary Grade = 91.4% A**	**Final overall letter grade = 80.0% B**
All Students	92%		
American Indian/Alaskan Native	NC, <30 Students		
Asian/Pacific Islander	NC, <30 Students		
Black, non-Hispanic	94%		
Hispanic	NC, <30 Students		
Multiracial	NC, <30 Students		
White, non-Hispanic	92%		
Economically Disadvantaged	94%		
Students with Disabilities	85%		
Limited English Proficiency	NC, <30 Students		
Average Math Percentage:	**91.4%**		
Overall Achievement Gap Measure Percentage:	**90.0%**		

VISUALIZING OHIO'S GRADUATION RATE GAPS

Economically Disadvantaged

Ohio has seen some improvement in Economically Disadvantaged students' graduation rates over the last five years. The graduation rate gap between Ohio's *All Students* subgroup and Ohio's Economically Disadvantaged subgroup has decreased from 11.1 percentage points in the 2005-2006 rates to 9.3 percentage points in the 2009-2010 rates. Although the gap is decreasing, it remains too large.

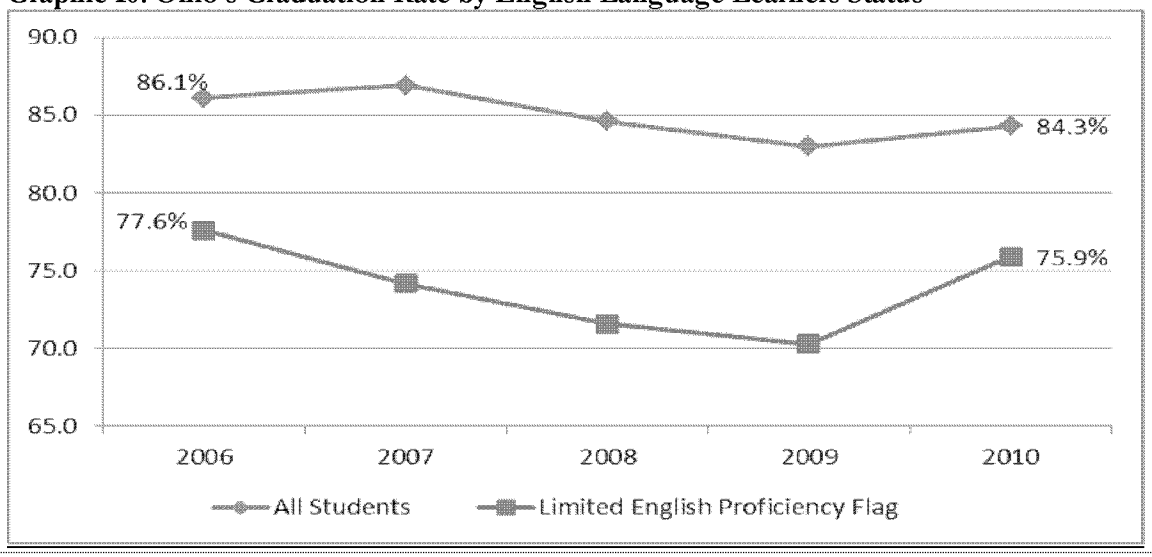
Graphic 9: Ohio's Graduation Rate by Economic Disadvantage Status



English Language Learners

Ohio's English Language Learners subgroup gap has remained almost unchanged from 8.5 percentage points in the 2005-2006 rates to 8.4 percentage points in the 2009-2010 rates. Additional work is necessary because a gap persists.

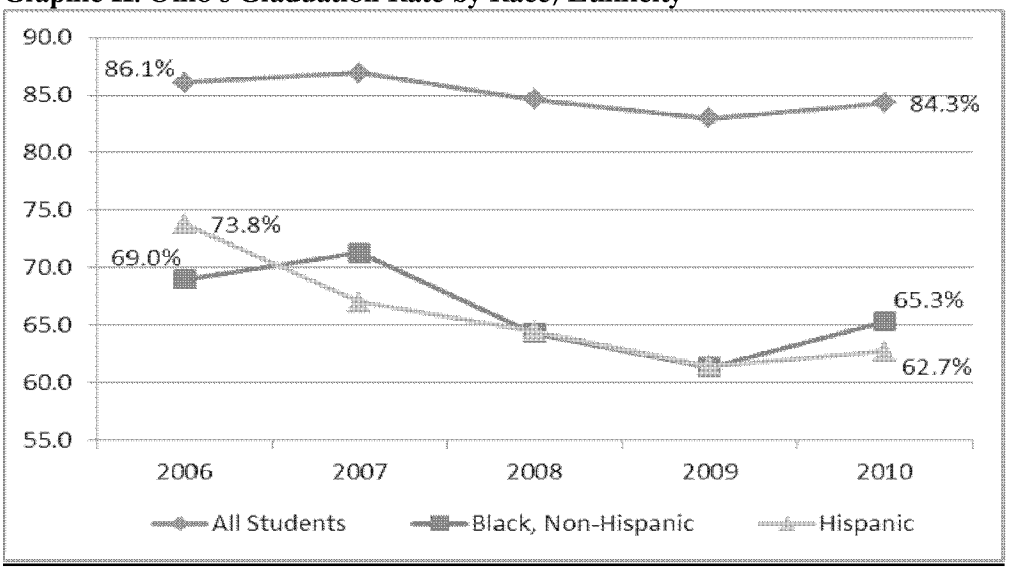
Graphic 10: Ohio's Graduation Rate by English Language Learners Status



Race/Ethnicity

Between 2006 and 2010, the graduation rate gaps between Ohio's *All Students* subgroup and Ohio's Black and Hispanic subgroups have increased. The Black subgroup gap has increased from 17.1 percentage points in 2005-2006 to 19.0 percentage points in the 2009-2010 rates. The Hispanic subgroup gap has increased from 12.3 percentage points in the 2005-2006 rates to 21.6 percentage points in the 2009-2010 rates. This is unacceptable.

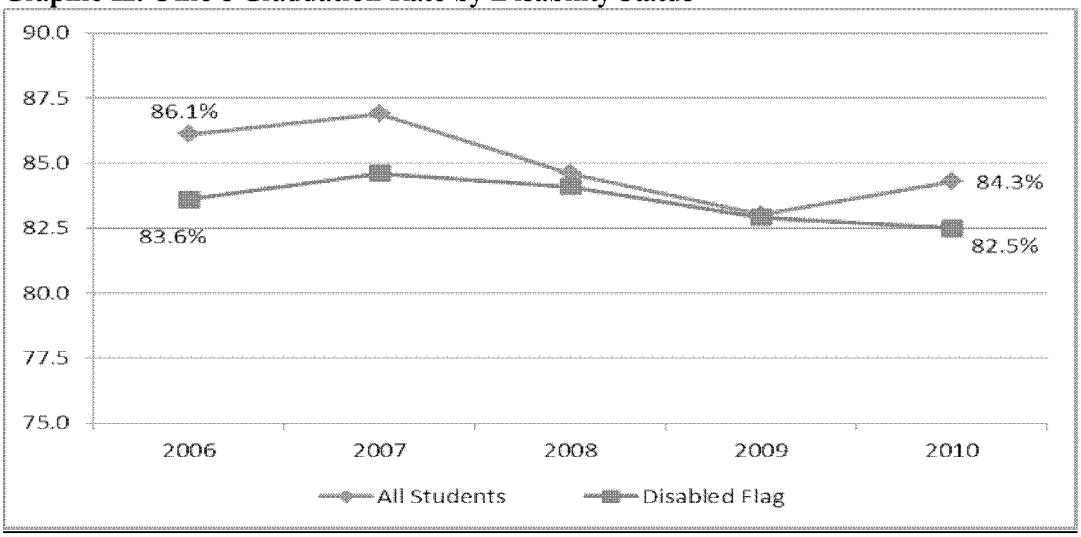
Graphic 11: Ohio's Graduation Rate by Race/Ethnicity



Students with Disabilities

Ohio's Disability subgroup gap has decreased slightly from 2.5 percentage points in the 2005-2006 rates to 1.8 percentage points in the 2009-2010 rates. While this gap is small, Ohio remains committed to eliminating achievement gaps.

Graphic 12: Ohio's Graduation Rate by Disability Status



Historical graduation rate data is based on Ohio's Estimated Cohort Graduation Rate methodology (calculated by dividing the number of graduates by the number of graduates plus the number of dropouts). The new, Four-Year Adjusted-Cohort Graduate Rate was available for the first time on the 2011 Local Report Card. While historical data is not available using the new graduation rate methodology, the 2009-2010 Four-Year Adjusted-Cohort data illustrates even larger gaps between the subgroups and the *All Students* rate than the previous calculations.

Table 16: Comparison of Former and Current Graduation Rate Gaps

	2009-10 Estimated Cohort Graduation Rate		**2009-10 Four-Year Adjusted-Cohort Graduation Rate**	
	Rate	**Gap**	**Rate**	**Gap**
All Students	84.3%		78.0%	
Disabled	82.5%	1.8%	64.6%	13.4%
Disadvantaged	75.0%	9.3%	63.1%	14.9%
LEP/ELL	75.9%	8.4%	56.8%	21.2%
Black, Non-Hispanic	65.3%	19.0%	56.0%	22.0%
Hispanic	62.7%	21.6%	59.9%	18.1%

OHIO'S NEW GRADUATION RATE GAP MEASURE

Ensuring that every student graduates college-and-career ready is the goal of Ohio's K-12 system. Ohio's new Graduation Rate Gap measure will place considerably more weight on performance towards this goal by emphasizing the closing of persistent graduation gaps between subgroups of students in Ohio, particularly racial and ethnic minorities and students with disabilities. This new component of the accountability system will measure the performance of all ten federally recognized subgroups against ambitious, but achievable, graduation rate targets.

Methodology for Setting Federal Graduation Rate Targets

The federally mandated four-year adjusted-cohort graduation rates were first available on LEA and school 2010-2011 Local Report Cards for information purposes only. Ohio also reported graduation rate percentages for major subgroups of students on its 2010-11 Local Report Card, including: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Multi-Racial; White, non-Hispanic; Students with Disabilities, limited English proficient students; and economically disadvantaged students. As will be proposed in its February 2012 accountability workbook amendments, Ohio will use the new four- and five-year adjusted-cohort graduation rate for accountability purposes to evaluate state and federal goals on the 2011-2012 report card. Ohio will also use the five-year cohort rate to encourage LEAs to continue to educate those students who do not graduate in four years.

To establish the federal target, Ohio evaluated 2009-2010 Four-Year-Adjusted-Cohort Graduation Rates for all schools with at least 30 students in the cohort. Using this data, the initial target for 2011-2012 was set at the 20th percentile. Starting with the 2012-2013 Local Report Card, Ohio will increase the target incrementally to reach the goal of 90 percent by the 2018-2019 school year.

Table 17: Proposed Graduation Rate Goals

Baseline				New Graduation Goals							
2010-2011*	Goal	Difference	Not Proficient Reduction/7	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
73.6	90%	16.40%	2.30%	73.60%	75.90%	78.20%	80.50%	82.80%	85.10%	87.40%	90.00%

*Note: Set targets in annual equal increments toward a goal of 90% by 2018-2019. Annual equal increments were rounded from 2.34 to 2.3 for ease of reference. Subgroup baseline set using the Four-Year Adjusted-Cohort Graduation Rate from the 2010-2011 report card data (2009-2010 cohort).

Ohio's New Graduation Rate Gap Measure

Ohio's new Graduation Rate Gap measure will be based on the four-year adjusted-cohort graduation rate calculation. The Graduation Rate Gap measure will be determined on each subgroup having 30 students or more. The calculation for the Graduation Rate Gap will be as follows:

- If the Graduation Rate, for the current year, for the subgroup is greater than or equal to the AMO, then 100 points will be awarded.
- If the percent increase, for the current year, for the subgroup for Graduation Rate is greater than the gap, then 100 points are assigned.
- If the Graduation Rate, for the current year, for the subgroup is less than the AMO, but greater than the subgroup's previous year Graduation Rate, then the points awarded will be determined based on the following calculation: [(current year Graduation Rate – previous year Graduation Rate)/ (AMO-current year Graduation Rate) x 100 points].
- If the Graduation Rate, for the current year, for the subgroup is less than the AMO, and also less than the previous year Graduation Rate, then 0 points will be awarded.
- The Graduation Rate Gap Measure is the sum of all of the Graduation Rates for all the evaluated subgroups for each LEA or school divided by the total number of subgroups multiplied by 100%.

Table 18: Graduation Rate Gap Performance for Traditional School Districts, Traditional Public Schools and Community Schools Based on 2011 Data

Graduation Rate Gap Letter Grade	Graduation Rate Gap Percentage	Districts Based on 2011 Data*		Traditional Public Schools Based on 2011 Data*		Community Schools and Dayton Regional STEM Based on 2011 Data*	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	510	84.3%	575	80.8%	12	14.8%
B	80% - 89.9%	28	4.6%	36	5.1%	2	2.5%
C	70% - 79.9%	24	4.0%	27	3.8%	0	0.0%
D	60% - 69.9%	25	4.1%	24	3.4%	0	0.0%
F	<60%	17	2.8%	50	7.0%	67	82.7%
	Total	604	100%	712	100%	81	100%

*Note: The count is based on districts and schools that received a 2011 local report card rating and had at least one graduation rate subgroup with 30 or more students in 2011 and 2010. Three districts and four traditional public schools were demoted from an A to B due to having a subgroup with a graduation rate below 70%. No community schools were demoted due to subgroups with a graduation rate below 70%. The analysis reflects five districts, 2,402 traditional public schools, 214 community schools and Dayton Regional STEM that did not have at least one graduation rate subgroup in 2011 and 2010.

Table 19: Graduation Rate Gap Measure Subgroup Performance

Graduation Rate Gap Subgroup Letter Grade	Graduation Rate Gap Subgroup Percentage	District Subgroups Based on 2011 Data*		Traditional Public School Subgroups Based on 2011 Data*		Community School and Dayton Regional STEM Subgroups Based on 2011 Data	
		Count	Percentage	Count	Percentage	Count	Percentage
A	90% - 100%	1617	90.8%	1846	86.9%	29	11.6%
B	80% - 89.9%	3	0.2%	12	0.6%	2	0.8%
C	70% - 79.9%	9	0.5%	10	0.5%	0	0.0%
D	60% - 69.9%	6	0.3%	10	0.5%	2	0.8%
F	<60%	145	8.1%	246	11.6%	217	86.8%
	Total	1,780	100%	2,124	100%	250	100%

*Note: The count of subgroups is based on all ten federally recognized subgroups with at least 30 students in 2011 and 2010.

An LEA cannot earn a final letter grade of *A* on the Graduation Rate Gap Measure if any of their evaluated subgroups earn below a 70.0%. This provision is both a reward and a consequence. Only those LEAs where all subgroups are meeting the federal annual target will be recognized with the letter grade *A*, as these LEAs and schools are addressing the graduation rate of all students and preparing students to be college-and career-ready. Conversely, Ohio is sending a clear message that *all* graduation rate gaps must be addressed, even if the gap is "only one subgroup."

In the example in Table 20 below, the traditional public school district received a preliminary letter grade of *A* on the Graduation Rate Gap Measure based on the average applicable subgroup percentages. However,

since the LEA's Students with Disabilities subgroup earned a 68%, the final Graduation Rate Gap Measure percentage will be decreased by 10 percentage points and yield a letter grade of *B* (81.1%).

Table 20: Graduation Rate Gap Measure Example

Student Subgroups	Subgroup Percentage	Overall Letter Grade
All Students	96%	**Preliminary overall letter grade = 91.1%** **A**
American Indian/Alaskan Native	NC, <30 Students	
Asian/Pacific Islander	NC, <30 Students	
Black, non-Hispanic	95%	
Hispanic	NC, <30 Students	
Multiracial	96%	
White, non-Hispanic	98%	
Economically Disadvantaged	94%	**Final overall letter grade = 81.1%**
Students with Disabilities	68%	**B**
Limited English Proficiency	NC, <30 Students	
Overall Graduation Rate Gap Percentage:	**91.1%**	

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

OHIO'S CURRENT REWARDS AND RECOGNITIONS

Ohio has multiple state recognition programs for schools and LEAs based on the state accountability system. The State Board of Education recognizes LEAs and schools for achieving its highest ratings (296 LEAs and 1,580 schools in 2010-2011). LEAs and schools that make significant progress and move up to a higher designation also are recognized by the State Board of Education (128 LEAs and 797 schools in 2010-2011). The State Board of Education recognizes LEAs and schools that achieve above-expected growth in student achievement as measured by Value-Added (163 LEAs and 616 schools in 2010-2011). High schools that gain 10 points or more on the Performance Index score over two years also are recognized by the State Board of Education (11 high schools in 2010-2011). State recognitions include certificates for display in school buildings, banners for LEAs or schools, recognition from individual State Board of Education members and the State Superintendent, and recognition at statewide events.

Schools of Promise

In addition to the recognitions based on the accountability system, Ohio has recognized *Schools of Promise* for more than a decade. The State Superintendent's *Schools of Promise* program recognizes schools demonstrating high achievement in reading and mathematics for all groups of students, despite the fact that 40 percent or more of these students come from low-income backgrounds. Students in these schools met or exceeded the state standard of 75 percent passage in both reading and mathematics in all tested grades for the 2010-2011 school year. Not only did the *All Students* group achieve this 75 percent state standard, so did Economically Disadvantaged and all racial/ethnic subgroups. In addition, the school must have met AYP for all student groups and achieved a graduation rate (high schools only) of at least 85 percent. The 122 *Schools of Promise* identified in 2010-2011 outperformed schools statewide when comparing the number of indicators met in the state accountability system. Ohio's proposed *Reward* schools recognition system included within this waiver request builds upon, and is aligned with, the *Schools of Promise* and Ohio's current accountability-based recognition programs.

Ohio's Proposed Rewards and Recognitions System

With this waiver request, Ohio will further focus and strengthen its system of recognizing schools, identifying *Reward* schools for sustaining high achievement and substantial progress while serving a significant number of economically disadvantaged students. For both *High Progress* and *High Performing Reward* schools, Ohio is implementing a threshold of 40 percent or more student eligibility for free or reduced priced meals, a threshold consistent with the *National Blue Ribbon* awards for "high poverty" schools. In order to include all schools meeting these criteria, Ohio proposes a system that includes not only Title I schools, but also Title I-eligible schools. The identification of *Reward* schools and reporting in the Local Report Card will begin in 2011-2012. By rewarding worthy schools, Ohio hopes to motivate schools that are not making progress, infuse more energy into those that are making gains and create exemplars for others to model.

Ohio's Schools of Honor

Ohio's proposed *High Performing Schools of Honor* methodology will build upon Ohio's *Schools of Promise* program by identifying Title I and Title I-eligible schools that have a higher level of achievement than *Schools of Promise* and also have sustained that level of achievement for five years. Schools identified as *Schools of Promise* now will have a higher award for which to strive. (See table below for a comparison of *Schools of Promise* and *High Performing Schools of Honor*.) *High Performing Schools of Honor* are Title I and Title I-eligible, schools with 40 percent or more of students eligible for free and reduced-price meals, and score in

the top 10 percent of schools for a combined reading and mathematics proficiency with no subgroup performance below the state standard of 75 percent. *High Performing Schools of Honor* schools also must have met or exceeded the Ohio Value-Added measure in the most recent year and have an Achievement and Graduation Gap measure grade of *A* and at least an Overall Grade of *B*. While *Schools of Promise* criteria only consider ethnic and economic subgroups, the criteria for identifying *High Performing Schools of Honor Reward* schools includes performance of students with disabilities and English language learners. In addition to the above criteria, high schools identified as *High Performing Schools of Honor* also must meet or exceed the state-prescribed benchmark of a 90 percent graduation rate (5 percentage points higher than the criteria for *Schools of Promise*). These schools are truly remarkable and are examples of how all students are able to succeed when provided with a high-quality education. The schools identified by Ohio's selected methodology will represent an elite group that will have sustained the highest levels of student achievement despite the negative and pervasive impacts of poverty.

The proposed *High Progress Schools of Honor* will reward Title I and Title I-eligible schools that not only are improving, but are in the top 10 percent of schools, as ranked by *gains* in student achievement in reading and mathematics over five years. *High Progress Schools of Honor* will add a new dimension to Ohio's system of recognition by recognizing significant gains in student performance. *High Progress Schools of Honor* are Title I and Title I-eligible schools with 40 percent or more of student eligibility for free and reduced-price meals with a five-year combined reading and mathematics proficiency *gains* ranked in the top 10 percent. For high schools, schools are among the Title I and Title I-eligible schools in Ohio making the *most progress* in increasing graduation rates. These schools also have met or exceeded measures of growth as indicated by the Ohio Value-Added measure for the three most recent years. Finally, *High Progress Schools of Honor* recognition is aligned with Ohio's new accountability system, requiring each school to have a current Local Report Card overall grade no lower than a *C* and an Achievement Gap grade no lower than a *B*. This requirement will be adjusted to align with Ohio's new letter grade rating system in 2012. Ohio's *High Progress Schools of Honor* will be making truly exceptional improvement. These schools will be making the most significant and sustained improvement in student performance despite high levels of poverty. In 2011-12, Ohio will implement the identification of *Reward* schools based on local report card rating. *Reward* schools must have a rating of Effective or higher on the Local Report Card.

With an increased cadre of schools recognized for high performance and high progress, Ohio will have much to celebrate and an invaluable resource in *Reward* schools as model sites that show the way to improvement for other schools.

Table 21: Criteria for High Performing and High Progress Schools

Recognition	Poverty Level of School	Title 1 Status	Tested Grade Levels	Student Achievement All Students	Student Achievement For Subgroups	Student Subgroups Included	Graduation Rate For All Students	Value-Added For All Students	Local Report Card Grade
Schools of Promise	40% +	NA	3 - 8, 10 - 11	75% proficient in most recent tested year (reading and mathematics in each tested grade)	75% Proficient or better (reading and mathematics in each tested grade) Applies to subgroups with 5 or more students	ED, Race	85%	Meets or Exceeds Value-Added Measure	NA
High Performing Schools of Honor Reward Schools	40% +	Title 1 and Title 1 eligible	3 - 8, 10	90% or better average proficiency over a five year period (reading and mathematics combined proficiency in all tested grades)	75% Proficient or better (reading and mathematics combined proficiency in all tested grades for most recent year) Applies to subgroups with 30 or more students	ED, Race, SWD, ELL	> = 90% five year grad rate	Meets or Exceeds Value-Added Measure in most recent year	School must have an *A* for Achievement Gap measure and overall grade must be *A* or *B* *2011-12 only, Must be rated Effective or higher*
High Progress Schools of Honor Reward Schools	40% +	Title 1 and Title 1 eligible	3 - 8, 10	Highest gains in reading and mathematics combined proficiency in all tested grades across a five-year period (Schools with 30 or more students each of the five years)	NA	NA	Highest gains in graduation rate over five years	Meets or Exceeds Value-Added Measure for three years	School must *A* or *B* grade for Achievement Gap measure and overall grade must be no lower than *C* *2011-12 only, Must be rated Effective or higher*

2.C.ii Provide the SEA's list of reward schools in Table 2.

Please see Attachment 9.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Recognitions and Rewards

Ohio will celebrate the successes of the highest performing and progressing schools and expand the current state system of public recognition and awards beginning in September 2012. Ohio recognizes the significance and difficulty of effectively reaching the lowest-performing students and raising and sustaining student achievement. Ohio's *Reward* schools and *Schools of Promise* demonstrate that achievement gaps can be eliminated and that all students can master Ohio's challenging academic standards. The accomplishments of *Reward* schools will be celebrated and recognized in the following ways:

1. Publication on the SEA website and newspapers;
2. Certificates;
3. Banners;
4. News releases; and
5. Recognition at state conferences and events.

In addition, as part of Ohio's new accountability system, proposed Ohio law (Ohio's Mid-Biennium Review [SB 316]), states that the SEA will pay each LEA that receives an overall academic performance grade of *A* an amount equal to $17.00 times the LEA's current year formula Average Daily Membership (which represents an LEAs student enrollment).

Exemplars

Both high-performing and high-progress *Reward* schools, along with *Schools of Promise*, will be identified as exemplars for others to model. Case studies and model practices from these schools will be collected and shared on the SEA Web site. Exemplars from *Ohio's Schools of Promise* served as a foundation for the creation of Ohio's School Improvement Diagnostic Review in the past. Further exemplars gleaned from Ohio's *Reward* schools will continue to inform and expand the examples of effective practices as resources for other Ohio schools. Ohio's regional State Support Teams will make available a list of the highest-performing schools, case studies and model practices in each region for access by lower-performing schools in the same region. In this way, high-performing schools will be able to serve as exemplars.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

OHIO'S METHODOLOGY FOR IDENTIFYING PRIORITY SCHOOLS

Method for Determining ESEA Waiver – Priority Schools
2010-2011 School Year

Step 1: Determining the Pool and Calculating the Percentages

Ohio's pool[3] of schools receiving Tile I funding in FY2011 is 2,297 schools. Five percent of 2,297 is 114.85; when rounded, this equates to at least 115 schools that must be identified as priority.

Step 2: Identify lowest-performing schools based on SIG methodology

In determining the lowest achieving schools, SIG requires that states look at two factors – 1) the school's current performance in reading and mathematics, and 2) the school's progress on reading and mathematics over a number of years. SIG permits states to determine the "number of years" – Ohio has selected five years as its timeframe for measuring progress. In addition, states have the discretion to determine how they will weight these two factors when coming up with a "single" performance score. To obtain a measure of each school's current performance, the SEA combined each school's most recent performance (2010-2011 school year) in reading and mathematics (Grades 3 through 10) into a single weighted-average percent proficient for that building. To measure each school's progress over time, Ohio created a single weighted-average percent proficient for reading and mathematics over the most recent five-year period (2007-2011). Each school year (i.e., 2007, 2008, 2009, 2010 and 2011) carries the same weight for the five-year average.

Each school's current performance and its measure of progress over time were weighted equally at 50 percent and combined into a single measure – "combined percent proficiency." This single number for each school was used to rank all eligible schools in each category (e.g., Title 1-served schools in School Improvement or Title 1-eligible secondary schools). Using the rank, the SEA then identified the lowest achieving 5 percent of schools.

In addition to the lowest achieving 5 percent, SIG requires states to include secondary schools with graduation rates less than 60 percent over a number of years in their list of "persistently lowest achieving schools." Ohio has selected five years as its timeframe, which covers school years 2006-2010. The most recent graduation rate data available in Ohio was for the 2009-2010 school year. To obtain a measure of the school's graduation rate over a number of years, the SEA combined the numerator and denominator over the five-year time period to calculate a "combined graduation rate." This number was used to identify schools with a graduation rate less than 60 percent.

Identifying Ohio's Persistently Lowest Achieving Schools
Based on the SIG methodology, the SEA identified the lowest achieving 5 percent in each category of schools – Title 1-served schools (Tier I) and Title 1-eligible secondary schools (Tier 2).

Tier 1 Schools - Ohio included all Title I schools, regardless of school improvement status, in its Tier 1 pool of schools. A total of 2,297 schools are eligible for Tier I (FY2011). Five percent of 2,297 is 114.85; when rounded, this equates to 115 schools that must be identified as Tier I schools.

Using Ohio's ranking of the "combined percent proficiency" measure, the lowest 5 percent of the schools on the list are automatically put into the category of "persistently lowest achieving schools." Ohio ranked Title I schools on their "combined percent proficiency" measure and identified the 115 lowest performing schools.

In addition to the lowest achieving 5 percent, SIG requires states to include secondary schools with combined graduation rates less than 60 percent over a number of years in their list of "persistently lowest achieving schools." Moving beyond the lowest performing 5 percent, there were 27 Title I secondary schools with a "combined graduation rate" less than 60 percent. The SEA added these schools with the 115 lowest 5 percent to arrive at a total of 142 schools on Ohio's list of "Persistently Lowest Achieving Tier 1 Schools."

Tier 2 Schools – Ohio included all Title I-eligible secondary schools that did not receive Title I funding in its Tier 2 pool. A total of 254 schools are eligible for Tier 2. Five percent of 254 is 12.7; when rounded this equates to 13 schools that must be identified for the Tier 2 list.

Using Ohio's ranking of the "combined percent proficiency" measure, the lowest 5 percent of the schools on the list are automatically put into the category of "persistently lowest achieving schools." The SEA ranked Title I schools on their "combined percent proficiency" measure and identified the 13 lowest performing schools.

In addition to the lowest achieving 5 percent, SIG requires states to include secondary schools with a combined graduation rates less than 60 percent over a number of years in their list of "persistently lowest achieving schools." Moving beyond the lowest performing 5 percent, there was one Title I-eligible secondary school with a "combined graduation rate" less than 60 percent. Ohio added this single school to the 13 lowest 5 percent to arrive at a total of 14 schools on Ohio's list of "Persistently Lowest Achieving Tier 2 Schools."

Step 3: Identify schools using SIG funds to implement a school intervention model
A list of Tier I and Tier II schools receiving SIG funds to implement a school intervention model was established.
Cohort 1 (FY2009 SIG Application) – 35 Tier I/Tier II schools received SIG funds
Cohort 2 (FY2010 SIG Application) – 45 Tier I/Tier II schools received SIG funds

A total of 80 Tier I and Tier II schools were awarded SIG funds in Cohort 1 and 2 application rounds. Of these schools, 79 remain open in the 2011-2012 school year. The vast majority (66/79) of the SIG-funded schools are already identified as *Priority* schools via the PLA lists. Moving beyond the Tier 1 and 2 lists of "Persistently Lowest Achieving Schools," 13 additional schools are automatically identified as *Priority* schools due to their SIG funding status.

Priority School Summary

FY2011 Priority School Summary Table	
Total Title I FY11 participating schools	2,297
5% Priority School requirement	115
Count of total priority schools identified	162
Tier I Eligible Schools (all Title I participating schools)	2,297
Count of Tier I lowest achieving five percent	115
Count of Tier I schools with a graduation rate less than 60 percent	20
Count of Tier I SIG funded schools not already identified	5
Total Tier I priority schools	140
Tier 2 Eligible Schools (Title I eligible secondary schools)	254
Count of Tier 2 lowest achieving five percent	13
Count of Tier 2 schools with a graduation rate less than 60 percent	1
Count of Tier 2 SIG funded schools not already identified	8
Total Tier 2 priority schools	22

Even though all Title I or Title I eligible secondary schools were included in the "pool" of eligible schools, the following schools were excluded when determining the lowest performing schools: schools with less than 2 years of proficiency or graduation rate data, schools with a five-year combined denominator of 30 for proficiency or graduation rate data, and dropout recovery schools.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Ohio has identified and proposes to implement interventions to close the achievement gaps and increase student achievement in *Priority* schools. Ohio proposes to allow *Priority* schools that are SIG-funded to select one of four intervention models (Closure, Restart, Transformation, or Turnaround). *Priority* schools that do not receive SIG funding have the option to select a fifth model, the Ohio Improvement Process (OIP) Selected Intervention and Turnaround Principles Model. Whichever model is selected, all components of the selected model must be implemented with fidelity.

Priority schools will be required to implement Extended Learning Opportunities. Ohio has a process for reviewing and approving external providers. Ohio's process is designed to identify high-quality partners with experience and expertise applicable to the needs of the school, including specific needs of the students being served. This process is explained further in section 2.G. of this proposal.

Priority Schools

Ohio will notify all LEAs and schools that have been identified as *Priority* schools by September 2012. All LEA designees and school principals will be required to attend an orientation technical assistance session during the fall of 2012. The purpose of the technical assistance session is to introduce the turnaround principles and process in order for the schools and LEAs to select one of five intervention models required for implementation. After the technical assistance session in the fall, individual assistance will be provided to all schools as needed to ensure fidelity of required implementation of the turnaround principles. The leadership will be provided by the transformation specialists in the Office of School Turnaround with assistance from the State System of Support team in Ohio's educational service center regions. Following a year of training and planning (August 2012 – June 2013), the State System of Support teams will assist the schools on implementing the turnaround strategies of the selected intervention model.

By July 2013, funding as available will be awarded to eligible *Priority* schools following a competitive grant review process initiated in April, 2013. The Office of School Turnaround Transformation Specialists will work closely with funded schools to support and progress monitor the implementation of the selected intervention model.
After July 2013, Non-funded *Priority* schools will be required to implement the intervention model and turnaround principles by September 1, 2013. Each non funded school will receive assistance from the State System of Support team with oversight and guidance by the Office of School Turnaround Transformation Specialists.

Support for all Priority Schools

- All *Priority* schools will be required to attend technical assistance on a quarterly basis each year conducted by the Office of School Turnaround.

- All *Priority* schools will receive a Diagnostic Review during the first year of identification as a *Priority* school. Each school will develop a work plan using the data analysis and root causes from the review for implementing the recommendations from the Diagnostic Review. After the plan is implemented a follow up will be conducted quarterly or at regular intervals with a minimum of three times annually to assess improvement in identified areas.

- Individual technical assistance will be provided as needed to all *Priority* schools by either Transformation Specialists from the Office of School Turnaround or State System of Support team. The goal is to drive the chosen turnaround principles and strategies of the school and LEA plans to accelerate improvements in instruction and student achievement.

- *Priority* schools will review and integrate innovation models and CCSSO's sponsored Next Generation principles into the selected intervention model to accelerate student achievement. Ohio is currently using the following innovation models: Avid, New Tech, STEM, Early College, International Studies (Asia Society) and other proven models.

- Transformation Specialists from the Office of School Turnaround will provide weekly site visits for funded *Priority* schools and prepare reports following each visit. In addition, they provide coaching and assist with job-embedded professional development, data analysis and assistance around all components of the selected intervention model.

- The State System of Support team in Ohio will provide individual technical assistance for non-funded *Priority* schools.

- Ohio will identify model partnership zones in each region from the currently funded FY9, FY10, and FY11 schools to demonstrate the success of a more strategic approach to turnaround. Each region will partner

with Innovation Zones to embed and continue innovation strategies in the turnaround work.

- *Priority* schools will be provided a list of approved external providers to assist with the implementation of turnaround principles.

Monitoring Priority Schools

During implementation of the intervention models each school will complete monitoring tools as identified for each intervention model including Assurance Designation; Leading Indicators and Lagging Indicators; Reporting Metrics; Monitoring reports for each quarter; Collection and analysis of external providers; Collection and analysis of extended learning time; Collection and analysis of job- embedded professional development; Collection and analysis of work plan from Diagnostic Review Recommendations; Alignment of instructional strategies with the student formative assessment data and common core standards; Fidelity of implementation of all components of the selected intervention model within the Ohio Improvement Process (see Attachment 14) framework and fiscal review.

Monitoring tools Ohio will use include Indistar, Ohio's Implementation Management and Monitoring tool, Education Department Data Facts, and other custom forms. In addition to school completion of the monitoring tools, a minimum of one annual site visit will be conducted to validate the completed school monitoring reports from the Office of School Turnaround Transformation Specialists and the State System of Support.

For a minimum of three years, each *Priority* school is required to fully and completely implement each of the components of the selected intervention model. The components of each of the Turnaround Models are listed below.

Table 22: Requirements of SIG-Funded Priority School Turnaround Models

Model	Requirements for Priority Schools
Turnaround	• Replace the principal • Use locally adopted "turnaround competencies" to review and select staff (rehire no more than 50 percent of existing staff) • Implement strategies to recruit, place and train staff. Prevent ineffective teachers from transferring to *Priority* schools and retain only those in the *Priority* school determined to be effective • Implement new evaluation system that's developed with staff and uses student growth as a significant factor • Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment • Select and implement an instructional model based upon research, student needs and aligned with the state-adopted Common Core State Standards • Provide job-embedded PD designed to build capacity and support staff • Ensure continuous use of data to inform and differentiate instruction • Redesign the school day, week or year to include additional time for student learning and teacher collaboration • Partner and provide social-emotional and community-oriented services and supports • Adopt a new governance structure to report to a "turnaround office" in the LEA or SEA • Grant flexibility to the school leader in the areas of scheduling, staff, curriculum and budget
Transformation	• Replace the principal • Implement new evaluation system developed with staff and which uses student growth as a significant factor

	• Identify and reward staff who are increasing student outcomes; Provide support to staff that are struggling with the possibility of removal for those who continue to be ineffective • Implement strategies to recruit, place and train staff. Prevent ineffective teachers from transferring to *Priority* schools and retain only those in the *Priority* school determined to be effective • Select and implement an instructional model based upon research, student needs and aligned with the state-adopted Common Core State Standards • Redesign the school day, week or year to include additional time for student learning and teacher collaboration • Provide job-embedded PD designed to build capacity and support staff • Ensure continuous use of data to inform and differentiate instruction • Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment • Provide increased learning time • Partner and provide social-emotional and community-oriented services and supports • Grant flexibility to the school leader in the areas of scheduling, staff and curriculum

Restart	• Convert or close and reopen a school under a:
	  • Charter school operator
	  • Charter management organization
	  • Education management organization
	• Follow all components of the transformation model except replacement of the principal

Closure	• An LEA closes a school and enrolls its students in schools that are higher achieving

Table 23: Requirements of the Non-SIG-Funded Priority Schools

Ohio's Intervention and Improvement Model	• Replace principal or demonstrate to the SEA that the current principal has a proven track record in improving achievement and has the ability to lead the turnaround effort • Implement strategies to recruit, place and train staff • Prevent ineffective teachers from transferring to *Priority* schools and retain only those in the *Priority* school determined to be effective • Implement new evaluation system developed with staff and which uses student growth as a significant factor • Select and implement an instructional model based upon research, student needs and aligned with the state-adopted Common Core State Standards • Provide job-embedded PD designed to build capacity and support staff • Ensure continuous use of data to inform and differentiate instruction • Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment • Partner to provide social-emotional and community-oriented services and supports • Grant flexibility to the school leader in the areas of scheduling, staff, curriculum and budget

2.D.iii.b Describe the steps that Ohio will take to ensure meaningful consequences for priority schools that do not make progress after full implementation of intervention.

At the end of the three year implementation period, each *Priority* school failing to meet AMOs or to implement the selected intervention model components with fidelity (as indicated by the monitoring tool) will be placed on probationary status. The probationary status will require each school to select and implement one of the following interventions: change the current intervention model; implement the restart model; or close the school and redistribute the students to a higher performing school. Providing for a two year probationary status allows the school a full five years to turnaround with fidelity.

For LEAs that fail to close achievement gaps, Ohio has several provisions in place to intervene after five years.

Academic Distress Commission: Currently, Ohio law also authorizes the State Superintendent of Education to create an Academic Distress Commission for LEAs that continue to be persistently low-achieving.

Parent Takeover Pilot Project: Schools ranked in the lowest 5% state wide by performance index score for three consecutive years are subject to parent takeover if 50% of the parents of the students in an applicable school sign a petition requesting certain reforms, such as reopening the school as a conversion community school and replacing at least 70% of the school's personnel.

Teacher Retesting: Teachers of core subjects (reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography) in schools ranked in the lowest 10 % must retake a licensure test for their subject area or its equivalent as determined by the SEA. The scores of these tests can be used in employment decisions, though they cannot be the only criteria.

Sponsor Ranking: Community (charter) school sponsors that rank in the lowest 20% of sponsors cannot sponsor additional community schools. The ranking is based on the aggregate capitalized performance index score of their sponsored community schools.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Ohio's timeline includes the following assumptions:

- Ohio has already begun to implement meaningful interventions in many of its existing *Priority* schools. Ohio has 85 schools that have been awarded SIG grants since the 2010-2011 school year:
  - 34 of these schools (Cohort 1) have been implementing either the turnaround or transformation model since 2010-2011.
  - Six schools are Tier 3 and have been implementing their school improvement strategies since 2010-2011.
  - 45 additional schools (Cohort 2) began implementing the turnaround or transformation model (one school is implementing the restart model) during the 2011-2012 school year.
- All Ohio's SIG-funded schools will be designated as *Priority* schools.
- Ohio will integrate and align the additional 77 schools that will qualify as *Priority* schools and be eligible for SIG funding through the competitive grant process.
  - Each of these schools will be eligible to compete for SIG funding if available.
  - Ohio will identify these schools based on the data from the 2011-2012 Local Report Card released in September, 2012.
  - These schools will be notified in September of their status as *Priority* schools and all school principals and LEAs will be required to attend an orientation technical assistance

session during the fall of 2012. The purpose of the technical assistance session is to introduce the turnaround principles and process in order for the schools and LEAs to select one of five intervention models required for implementation.
  - After the technical assistance in the fall of 2012, individual assistance will be provided to all LEAs and schools as needed to ensure understanding of the requirements for implementation of the turnaround principles.
  - Leadership will be provided by the transformation specialists in the Office of School Turnaround with assistance from Ohio's State System of Support.
  - Following a year of training (September 2012 – June 2013), the State System of Support Team will guide the schools and LEAs as they plan to implement the turnaround strategies of the selected intervention model.

- In March 2013, ODE will provide technical assistance to eligible schools and open the funding application period. Applications (which must include a plan to implement the meaningful interventions) will be due on or about May 1, 2013.
- By July 1, 2013, schools will be notified if funds have been awarded and whether their plans to implement the turnaround principles are approved.
- Non-funded *Priority* schools will be required to identify the final intervention model in turnaround principles for implementation (including Ohio's Intervention and Improvement Model) by September 1, 2013.
- Each non-funded school will receive assistance from the State System of Support Team with oversight and support from the Office of School Turnaround transformation specialists during the three year implementation period.
- Transformation Specialists from the Office of School Turnaround will continue to support and monitor the funded *Priority* schools.
- In September and October 2013, Ohio will provide orientation to school principals and LEA designees. If all the schools in a LEA are not awarded SIG funds (1003(g)), SIG-awarded schools may distribute some funds to other identified *Priority* schools within the LEA consistent with waiver area 10 which allows SIG funds to be used in non-funded SIG schools.

Table 24: SIG Cohorts Served 2011-12 to 2014-15

Cohort	2011-12	2012-13	2013-14	2014-15
Cohort 1 (34 schools)	Year 2 Implementation	Year 3 Implementation	Continued monitoring through Indistar	Continued monitoring through Indistar
Cohort 2 (45 schools)	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Continued monitoring through Indistar
Additional Priority schools (83 schools)		Year 1 Research and planning	Year 2 Implementation	Year 3 Implementation
Cohort 3 (funding for identified schools through competitive process)		Year 1 Research and planning	Year 2 Implementation	Year 3 Implementation

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Ohio will generate and publicly release the list of *Priority* schools using the methodology included in this request in August 2012, reflecting the most current data available from the 2011-2012 report card. The SEA will not update the *Priority* list until August 2015 in order to provide non-SIG-funded P*riority* schools the appropriate length of time to implement interventions.

Schools may exit the *Priority* school status by improving their proficiency and graduation rates such that they are no longer identified in the bottom 5 percent of combined reading and mathematics proficiency, or less than 60 percent graduation rate over time, using the *Priority* school methodology included in this submission.

The Gap Closure component and the Graduation Rate measure will be used to evaluate the performance of all subgroups against the AMO goals. Therefore, these measures have been included in the exit criteria for *Priority* schools. In addition to improving proficiency and graduation rates as describe above, these schools will also need to earn and maintain, for two consecutive years, a letter grade of *B* or higher on the Gap Closure component and the Graduation Rate Gap measure, as applicable. Simulation data indicate 96% of schools identified on the Priority list would receive a grade less than B on at least one of these measures. In order to exit the Priority school list, simulation data indicate 1% of schools identified as Priority schools would need to increase one grade (C to B), 2% of schools would need to increase two grades (D to B), and 93% would need to increase three grades (F to B). If a school exits *Priority* status after beginning implementation of one of the intervention models, the school must continue implementation of the intervention model until the model has been in place for at least three years. The SEA will monitor the progress of schools that exit *Priority* status and evaluate the capacity of the LEA to implement the chosen model/interventions for five years from the date of identification as a *Priority* School to ensure these schools do not regress back into *Priority* status.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

OHIO'S METHODOLOGY FOR IDENTIFYING FOCUS SCHOOLS

Ohio's *Focus* school identification methodology identifies schools that have the greatest student achievement gaps and are failing to decrease those gaps.

Based on the information and guidance provided by the U.S. Department of Education, the following methodology has been developed to identify schools that have the greatest student achievement and graduation rate gaps and lack progress in decreasing those gaps over a number of years.

Step 1: Determining the pool and calculating the percentages

Ohio's pool of schools receiving Tile I funding in FY2011 is 2,297 schools. Ten percent of 2,297 is 229.7; when rounded, this equates to 230 schools that must be identified as *Focus* schools.

Step 2: Identify schools that have a subgroup or subgroups with low achievement

To identify schools that have a subgroup or subgroups with low achievement, Ohio looked at two factors – 1) the "school-to-state" gap between the school subgroup's current performance in reading and mathematics and the state-level *All Students* subgroup, and 2) the school subgroup's progress on reading and mathematics over a number of years. Ohio has selected three years as its timeframe for measuring progress.

To obtain a measure of current performance, Ohio combined each school's most recent performance (2010-2011 school year) in reading and mathematics (Grades 3 through 10) into a single weighted-average percent at least proficient for each subgroup with 30 or more tested students. The school subgroup performance was then compared against the state *All Students* subgroup data. School subgroups were then rank-ordered based on the calculated subgroup gap.

To measure each school's progress over time, Ohio compared the school subgroups' combined performance in reading and mathematics (Grades 3-10) in 2010-2011 to the same measure in 2008-2009. Any subgroup demonstrating less progress than the state *All Students* group was identified as not making enough progress. The progress analysis was only measured if a subgroup had at least 30 tested students in both years.

To be identified as a *Focus* school, a school must have at least one subgroup 1) with a calculated school-to-state gap at the 85th* percentile or greater, and 2) identified as not making enough progress compared to the state subgroup three-year proficiency change.

*Note: If the 85th percentile does not yield the federally required 10% of Title I schools, then the percentile value will be adjusted.

Step 3: Identify schools that have a subgroup or subgroups with a low graduation rate

To identify schools that have a subgroup or subgroups with a low graduation rate, Ohio looked at two factors – 1) the gap between the school subgroups' current graduation rate and state *All Students* subgroups' graduation rate, and 2) improvement in the school subgroups' graduation rate over a number of years. Ohio has selected three years as its timeframe for measuring progress. In order to be included in the analysis, school subgroups must have had a student count of at least 30 students.

To obtain a measure of current graduation rate performance, Ohio used the most recent graduation rate data available[4] (2009-2010). The school subgroup performance was then compared against the *All Students* state subgroup data. School subgroups were then rank-ordered within the subgroup, based on the calculated subgroup gap.

To measure each school's progress over time, Ohio compared the subgroup's 2009-2010 and 2007-2008 graduation rates. Any subgroup demonstrating less progress than the state was identified as not making enough progress. During this three-year time period, Ohio's *All Student* graduate rate declined from 84.6 percent (2007-2008) to 84.3 percent (2009-2010). Since the state *All Student* subgroup demonstrated negative growth, the "0" was used as the cut-point to identify school subgroups not making enough progress compared to the state.

Table 25: Subgroup Proficiency and Graduation 85th Percentile Gaps

School Subgroup, N>=30	School-to-State Proficiency Gap 85th Percentile	State's 3 Year Change in Proficiency	School-to-State Graduation Rate Gap 85th Percentile	State's 3 Year Change in Graduation Rate
American Indian/Alaska Native	NC*	2.7%	NC*	0.0%
Asian/Pacific Islander	33.7%	2.7%	NC*	0.0%
Black, non-Hispanic	36.7%	2.7%	34.7%	0.0%
Students with Disabilities	49.1%	2.7%	24.9%	0.0%
Economically Disadvantaged	25.4%	2.7%	27.1%	0.0%
Hispanic	28.4%	2.7%	44.8%	0.0%
English Language Learners	35.0%	2.7%	NC*	0.0%
Multiracial	22.4%	2.7%	NC*	0.0%
White, non-Hispanic	21.0%	2.7%	34.3%	0.0%

*Note: Not enough school subgroups with identified gaps to calculate the 85th percentile.

To be identified as a *Focus* school, a school must have at least one subgroup 1) with a calculated school-to-state graduation gap at the 85th* percentile or greater[5], and 2) identified as not making enough progress compared to the state. [i]

*Note: If the 85th percentile does not yield the federally required 10% of Title I schools, then the percentile value will be adjusted.

[4]The 2009-2010 graduation data used in the analysis was based on Ohio's Estimated Cohort Graduation Rate (calculated by dividing the number of graduates by the number of graduates plus the number of dropouts). The new, federally mandated Four-Year Adjusted-Cohort Graduation Rate will be used to identify focus schools once three years of graduation rate data is available using this methodology (e.g. 2012-2013 Local Report Card).

[5] The 85th percentile for proficiency and graduation was calculated based on all schools, regardless of Title I status. Dropout recovery schools were excluded from the percentile analysis and focus school selection process. This type of school pertains mainly to community schools that serve over-age, under-credited students who have dropped out of high school.

FY2011 Focus School Summary Table	
Total Title I FY11 participating schools	2,297
10% focus school requirement (Title I eligible and served)	230
Count of Title I focus schools identified	248
Count of total focus schools identified (Title I eligible and served, and non-Title I).	283

Because Ohio will not implement a new rigorous Accountability System for the 2011-12 school year, Ohio will identify and serve more than the required ten percent of total Title I participating schools (10% of 2,297 = 230 schools). Ohio will identify and serve 248 Title I schools. For the 2012-13 school year, Ohio will identify and serve an additional 35 non-Title I schools designated as *Alert Schools*. The additional 35 non-Title I schools will be required to implement the Ohio Improvement Process and other interventions as identified in 2.G.ii. This will result in Ohio identifying and serving a total of 283 schools in the 2012-13 school year.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Ohio's primary intervention for addressing achievement gaps in LEAs and schools is The Ohio Improvement Process. This process is a systemic and systematic process to focus LEAs and schools on identifying improvement areas based upon student data. The process creates a framework for vertical and horizontal collaboration to empower LEA and school teams through the continuous improvement process. Through a unified regional infrastructure, LEAs and their schools are provided with high-quality training and support targeted to address the achievement of students for whom schools struggle to meet learning needs. The Ohio Improvement Process has been a requirement for LEAs in High and Medium Support. As such, LEAs are familiar with the Ohio Improvement Process which will shorten the time necessary for their *Focus* Schools to fully understand and implement the process during the first semester of the 2012 – 2013 school year.

Focus schools and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and regional State Support Team as selected by the SEA. Within 60 days of official designation, *Focus* Schools will be required to complete the Ohio Improvement Process Implementation Rubric with their Building Leadership Team and a member of the State System of Support. The State Support Team will use state-level data sources to help LEAs identify the specific needs that contributed to the identification of the LEAs' *Focus* schools. Examples of state-level data sources include: school level School Improvement Diagnostic Review Reports, Ohio Improvement Process Implementation Rubric, review and monitoring data, regional/state sub group gap LEA and school comparison charts, building formative assessment data and building Local Report Card Data.

In addition to the Implementation Rubric building teams will revise their 2011 – 2012 building improvement plan to include goals that are directly developed from the state level sources of data as well as building formative assessment data. The plan with the Ohio Improvement Process as the framework for implementation will be monitored monthly through the Building Leadership Team meetings. The plan will be a fluid one that will be refined with formative assessment data to meet the needs of the students and insure growth for all students.

Focus schools will receive technical assistance based on the needs identified by the multiple data sources targeted to raising student performance of the lowest-performing subgroups. Monitoring by the State Support Team, working in cooperation with LEA administrators will include onsite and desktop support and technical assistance to insure the building improvement plan is implemented with fidelity. As needed, the monitoring process will assess the school's fidelity of implementation of the OIP process by tracking the Building Leadership Team's use of formative assessment data to design appropriate instructional strategies. Monitoring student-growth data will be part of the State Support Team and LEA monitoring. This monitoring will continue until the school exits *Focus* status.

Within the Ohio Improvement Process, the Teacher Based Teams will be responsible for making instructional strategy decisions based on a variety of data sources. A tiered system of support is expected within the Teacher Based Team work to meet the needs of all student subgroups, most notably, Students with Disabilities and English Language Learners as well as for students that are gifted. For students with disabilities, the Individual Education Plan will be the cornerstone for instructional decision making as it applies to each IDEA identified student. Formative Assessment data tied to IEP goals and based in the

Common Core Curriculum will be incorporated into the design and implementation of instruction and assessment to enable students eligible for Special Education services to fully access a system of tiered instruction and non-academic supports. (RTI) This approach will assist educators in providing appropriate levels of intervention. Our English Language Learners are assessed each year using the Ohio Test for English Language Acquisition. That data in addition to formative assessment data for the ELL student will be used to choose from a variety of educational approaches, based on best theory and practices that meet the needs of a Focus School's ELL population. Ohio LEAs can choose from the following models: bilingual education, immersion approach, pull-out English as a Second Language Classes, In –class or inclusion instruction, individual tutoring. Ohio offers statewide conferences, regional-level workshops as well as LEA–level training for administrators and teachers to develop and update staff. Sheltered Instruction Observation Protocol has been used to train regular education teachers who work with ELL students in their classrooms. Teacher based Team progress will be monitored by the State System of Support through the monthly Building Leadership team meetings using the Ohio Implementation Rubric, formative assessment data of students, benchmarking student growth and achievement.

State Support Team monitoring will selectively check the school's implementation of LEA-selected improvement initiatives targeted at raising student achievement of students who are furthest behind. For example, if a LEA improvement plan requires schools to improve the performance of students with disabilities' performance on state assessments, the regional State Support Team would look for evidence of the Building Leadership Team using student data to design instruction that meets the identified needs of students' Individualized Education Plans. The State Support Team, in collaboration with the SEA's Office for Exceptional Children (OEC), will look for collaborative efforts between the general education and special education teachers. This could be demonstrated by collaboration during Teacher-Based Teams and in the classroom. The State Support Team and the OEC will monitor the results of the implementation which will result in increased student achievement for students with disabilities. Table 29 in section 2.F. illustrates Ohio's system of differentiated interventions and supports for LEAs and Identified Focus schools.

Below are sample scenarios that illustrate interventions that LEAs may select to address the needs of students in their *Focus* schools:

- An LEA may institute quarterly short-cycle assessments to provide additional data to assess the effectiveness of the instructional practices. Then school district leadership team and the teacher teams will analyze the data and adjust classroom strategies to meet the needs of all learners. Professional development requirements are identified and school leaders and teachers work together studying what works in classrooms. The intervention provides a place and time for teacher growth and improvement for both teachers and students. Title I instructional coaches who work with teachers and students are a key component of the professional development and team discussion. The intervention would be appropriate for elementary, middle and high schools.

- An LEA may implement a tiered system of support focused on system-level strategies derived from district-level team progress monitoring. The intensity of supports is based on data from the LEA and schools and other required diagnostic tools, screenings, and progress monitoring. All data sources drive the instructional decision-making throughout the process. The system of support is monitored by incorporating technology as an instructional tool and part of a data collection system.

- An LEA provides school-based services to address the social, emotional, and health needs identified from the attendance, discipline, and other non-academic data. The *Focus* School analyzes their data and jointly with the parents and community addresses the developmental needs of their students. In addition, a goal is added to the school improvement plan which identifies intervention strategies that are monitored quarterly progress. School improvement teams will

include the school nurse, counselors and community agencies that meet on a regular basis to address the challenges outlined in the action plan. Student will receive routine and preventative support and care from district and community personnel. The process will increase student performance by addressing the issues in their student's life outside the school context that are affecting their ability to learn. Teachers should have students in their classes ready to learn and can maximize student on-task time. The intervention would be appropriate for elementary schools and may be tailored for middle and high school improvement plans.

- A *Focus* School will receive a School Improvement Diagnostic Review to provide a "deep-dive" analysis into the following practices: Alignment with Standards, Instructional Practice, System of Leadership, Data-Driven Decisions, Environment and Climate, and professional Development. The school leadership team will refine and refocus the school improvement plan to reflect the result of the diagnostic review report. The analysis and report allows the school team to go deeper into the improvement work in a specific area. The State Support Team and the LEA central office will assist the school team as they implement research based practices and the identified professional development. Progress will be monitored and strategies revised the school implements the focused action steps. This approach will assist educators on analysis and how to go deeper into the work so achievement is accelerated with the goal of exiting *Focus* school status. The intervention would be appropriate for elementary, middle and high schools.

- A *Focus* School (elementary, middle, or high school), in the LEA may contract with one or more external provider(s) to add support and capacity to the school and LEA in implementing the selected interventions (see section 2G for an example of providers). Potential programs and partners listed in 2G could provide professional development or technical assistance to the school. Assistance can be provided by community organizations or another school or district that has demonstrated success in serving the *Focus* school population.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Ohio will generate and release its first list of *Focus* schools using the methodology included in this request in September 2012, reflecting the most current data available from the 2011-2012 Local Report Card.

A list of *Focus* schools will be publicly released ~~each~~ every three years based on the most recent report card data. A school may meet its AMO targets but still be classified as a *Focus* school if subgroup gaps remain among the highest relative to other school subgroups in the state. This will allow the SEA to direct resources to the schools contributing to the achievement gap in the state, even if they are meeting their AMO targets. To move off of the *Focus* school list, schools will need to demonstrate improvement in the subgroup(s) in which they were originally identified. Improvement will be defined as subgroup(s) no longer identified with proficiency or graduation school-to-state gaps at the 85th percentile or greater, or the school's progress in closing the identified gap is equal to or greater than the state's rate of closure of the same identified subgroup achievement gap or graduation gap compared to the state "All Students" group.

The Gap Closure Component and Graduation Rate Gap measures evaluate the performance of all subgroups against the AMO goals. Therefore, these measures have been included in the exit criteria for *Focus* schools. In addition to not being identified using the *Focus* school methodology, the school will also need to earn and maintain for two consecutive years a letter grade of *B* or higher on the Gap Closure Component and the Graduation Rate Gap measure as applicable. Simulation data indicate 97% of schools identified on the Focus list would receive a grade less than B on at least one of these measures. In order to

exit the Focus school list, simulation data indicate 3% of schools identified as Focus schools would need to increase one grade (C to B), 2% of schools would need to increase two grades (D to B), and 92% would need to increase three grades (F to B).

If a school has failed to make progress in the achievement of the subgroup or subgroups of students which led to its identification on the initial *Focus* school list, it will remain on Focus school status and automatically be included in the next *Focus* list identified by the SEA. For example, if a school was originally included on the *Focus* school list because of the gap in achievement between Students with Disabilities subgroup and the state's All Students group, and made no progress in closing the gap and/or the gap percentage remained in the 85th percentile ranking, then the school would remain a *Focus* school for an additional three years. In addition, schools remaining in *Focus* school status after the initial identification must submit their gap-closing plan to the SEA for review and approval.

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TABLE 2: REWARD, PRIORITY AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

(Please see Attachment 9)

Total # of Reward Schools: 82
Total # of Priority Schools: 162
Total # of Focus Schools: 283
Total # of Title I schools in the State: 2297
Total # of Title I-participating high schools in the State with graduation rates less than 60%: 20

Key:

Reward School Criteria:	**Focus School Criteria:**
A. Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the *All Students* group **D.** Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

THE OHIO MODEL OF DIFFERENTIATED RECOGNITIONS, SUPPORTS AND INTERVENTIONS

Accountability for student achievement under NCLB has been the key driver of focused educational change in Ohio. After 10 years of NCLB implementation and three years of Ohio's Differentiated Accountability Model implementation, Ohio can point to a number of tangible improvements that have been achieved. However, more can be done. With three years of lessons learned, the updated proposed Ohio Model of Differentiated Recognitions, Supports and Interventions will help Ohio accelerate support and better target resources, technical assistance and interventions to the LEAs and schools that need the most assistance.

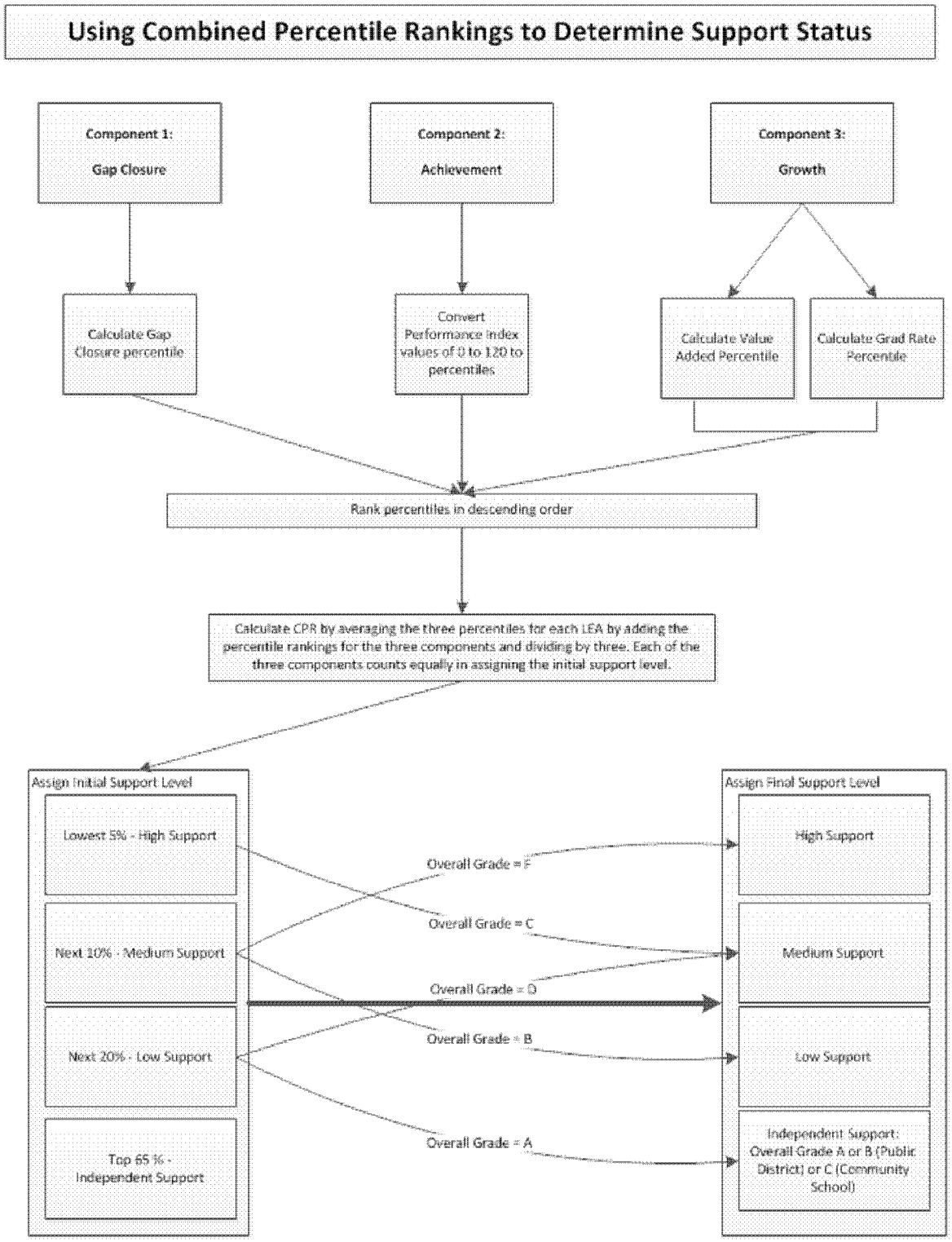
Ohio will create a completely unified system of accountability, supports, interventions and recognition. By doing so, Ohio will minimize confusion for school administrators and teachers, and incentivize LEAs to focus on making necessary improvements in instruction and supports. As schools demonstrate that they are successfully moving all students to college- and career-readiness, the SEA will reward these efforts by granting LEAs more autonomy and less intervention and monitoring. Conversely, those LEAs that demonstrate, through their performance data, that they are not meeting the needs of all students, will receive increased monitoring and intervention from the SEA. The intensity of monitoring and interventions will match the severity of the need to improve.

Ohio's new Differentiated Recognitions, Supports and Interventions Model will be based on Ohio's new accountability system. Rather than basing Differentiated Accountability status on AYP alone, Ohio has chosen to use multiple measures within its accountability system to determine the support status of an LEA. A Combined Percentile Ranking (CPR), which is illustrated in Graphic 13, will be computed using three components measuring academic achievement: the State Indicators, the Performance Index, and all federally recognized and measurable subgroup AMOs. For each of these measures, percentile rankings will be created and then combined into an overall CPR for all LEAs.-Each of these components will count for one-third of the total CPR. Once the CPR is calculated, the LEA will be assigned an initial support level. The initial support level of High, Medium, Low, or Independent Support can then be modified by the overall letter grade an LEA receives as illustrated in Graphic 13. Regardless of the initial CPR of an LEA, LEAs with an overall grade of *F* will be in High Support status. All LEAs with an overall grade of *D* will be at least in Medium Support status. All LEAs with an overall grade of *A* will be assigned to Independent Support status.

Initially, the lowest five percent of LEAs as determined by the CPR will be identified for High Support. LEAs identified as High Support status by the CPR that have an overall letter grade of *C* or above on their Local Report Card will be placed in Medium Support status. The next 6 to 15 percent of LEAs will be assigned to Medium Support. LEAs in Medium Support as determined by the CPR that has an overall grade of *B* or above will move to Low Support. LEAs initially identified in Medium Support with an overall grade of *F* will move to High Support status. Low Support will be assigned to LEAs in the 16 to 35 percentile of schools. LEAs in Low Support status as determined by the CPR that have an overall grade of *A* will move to Independent Support status. LEAs initially designated at Low Support with an overall grade of *D* will be moved to Medium Support status. The highest 65 percent of LEAs will be assigned to Independent Support

status. The assignment of LEAs to Support status levels is displayed in Table 26. This procedure for ranking LEAs will be conducted for community (Charter) schools and traditional public school LEAs separately. In this way, the lowest 35 percent of both traditional public LEAs and community schools will receive differentiated levels of intervention and supports. The assignment of community schools to Support status levels is displayed in Table 27. In summary, regardless of a LEA's CPR, LEAs with an overall grade of *F* will be in High Support status. All LEAs with an overall grade of *D* will be at least in Medium Support status. All LEAs with an overall grade of *A* will be assigned to Independent Support status.

Graphic 13: Combined Percentile Rankings Methodology



LEAs with an overall grade of **F** will be in High Support status. All LEAs with an overall grade of **D** will be at least in Medium Support status. All LEAs with an overall grade of **A** will be assigned to Independent Support status.

Table 26: Traditional Public School District Designation in Differentiated System of Accountability, Supports and Interventions

Percent of Districts Based on CPR (Number of Districts)	Overall District Grade	Final Support Status	Number of Districts Moved Due to Local Report Card (LRC) Overall Grade Adjustment	Number of Districts in Status
Top 65% (386 Districts)	A,B	Independent	333	388 Total Districts **Independent Support**
	C	Low	52	
	D	Medium	1	
Next 20% (128 Districts)	A	Independent	2	
	B,C	Low	121	133 Total Districts **Low Support**
	D	Medium	5	
Next 10% (64 Districts)	B	Low	12	
	C,D	Medium	52	76 Total Districts **Medium Support**
	F	High	0	
Lowest 5% (31 Districts)	C	Medium	19	
	D, F	High	11	12 Total Districts **High Support**

Table 27: Community School Designation in Differentiated System of Accountability, Supports and Interventions

Percent of Community Schools Based on CPR (Number of Community Schools)	Overall Community School Grade	Final Support Status	Number of Community Schools Moved Due to Local Report Card (LRC) Overall Grade Adjustment	Number of Community Schools in Status
Top 65% (192 Community Schools)	A,B,C	Independent	158	**158** Total Community Schools in **Independent Support**
	D	Medium	30	
	F	High	4	
Next 20% (59 Community Schools)	A	Independent	0	
	B,C	Low	31	**31** Total Community Schools in **Low Support**
	D	Medium	19	
	F	High	9	
Next 10% (29 Community Schools)	B	Low	0	
	C,D	Medium	11	60 Total Community Schools in **Medium Support**
	F	High	18	
Lowest 5% (15 Community Schools)	C	Medium	0	
	D, F	High	15	46 Total Community Schools in **High Support**

In the example cited in section 2.B., that LEA would be placed in Independent Support status given their (assumed) Combined Percentile Ranking score of 45 percent and an overall grade of *B*. The LEA would still need to submit an improvement plan to the SEA indicating how it will address the needs of Students with Disabilities because it received a *C* grade for that student subgroup. The LEA could take advantage of all the supports and interventions resources available to all LEAs in Low, Medium or High Support status to assist their improvement efforts.

Table 28: Number of Focus and Priority Schools

LEA DA Status	District Focus School Count	Community School Focus School Count	District Priority School Count	Community School Priority School Count
High	77	0	49	9
Medium	136	3	55	13
Low	30	5	0	24
Independent	15	16	1	6
Total	258	24	105	52

2.F.i LEVELS OF INTERVENTION AND SUPPORT

Ohio's Model for Differentiated Support, Monitoring, and Technical Assistance

Ohio has developed a model of differentiated support, monitoring and technical assistance to provide early, and systemic assistance to LEAs. Much like the Response to Intervention, Ohio's model provides comprehensive supports to all LEAs and more targeted and intensive supports, monitoring and technical assistance to LEAs that are at-risk or, or are currently low achieving.

Ohio provides a selection of tools and interventions to support LEAs that are assigned to Low, Medium and High Intervention Supports status. These tools include: the Decision Framework; the School Improvement Diagnostic Review; a Needs Assessment; the Ohio Leadership Advisory Council (OLAC) Team Leadership Self Assessments; and the OIP implementation rubric. Each of these tools may be used to inform their improvement plans. Ohio's interventions are outlined in Table 29.

Ohio's intervention and support framework begins with the assumption that real and lasting change requires change across the education system, beginning at the LEA level. Therefore, Ohio directs resources and support to LEAs to support LEA efforts to improve the buildings within the LEA. Ohio is making more resources available for LEAs to direct at those buildings that are not meeting AMOs, including Title I buildings not identified as *Priority* or *Focus* schools. These resources include availing the LEA of State Support Team assistance for up to 1,420 hours (depending on LEA support status) per year for on-site intensive support for buildings not meeting AMOs.

Independent Support Status

LEAs in Independent Support status will be granted the highest level of freedom and minimum amount of oversight from the SEA. In this way, these highest-achieving LEAs will be incentivized by having the highest level of freedom for self-direction and innovation. Ongoing continuous improvement and improving student achievement is expected of LEAs as a result of their local control and freedom to implement innovation. These LEAs will be required to complete and submit a focused improvement plan to the state through the new "One Plan" system.

Low Intervention Support Status

LEAs designated as Low Intervention Support status must use Ohio's Decision Framework, and the School Improvement Diagnostic Review self-assessment (beginning in 2013) to complete an LEA and school-level Needs Assessments to develop one focused plan for the LEA. They must institute and fully implement data-driven goals including professional development for teachers. Each school, including schools not identified as *Priority* or *Focus* schools and which are not meeting AMOs, must also develop an improvement plan

addressing what strategies the school will implement to meet AMOs in the immediate future. The SEA will monitor the LEA's plans and ensure that the LEA is monitoring the improvement plans of its schools, including those schools not identified as *Priority* and *Focus* schools that are Title I and not meeting AMOs. The SEA will ensure the LEA plans making progress towards implementing the OIP, including the LEA's progress toward meeting Ohio's AMOs identified in this flexibility request (see section 2B). LEAs with *Priority* and *Focus* Schools will be given preference for the Diagnostic Review.

Medium Intervention Support Status

LEAs must implement the same required strategies as Low Support, including ensuring that each school not identified as a *Priority* or *Focus* school and which are not meeting AMOs, develop an improvement plan addressing strategies the school will implement to meet AMOs in the immediate future. The SEA will monitor the LEA's plans and ensure that the LEA is monitoring the improvement plans of its schools, including those schools not identified as *Priority* and *Focus* schools that are Title I and not meeting AMOs. The SEA will ensure the LEA plan is making progress towards implementing the OIP, including the LEA's progress toward meeting Ohio's AMOs identified in this flexibility request (see section 2B). Beyond the strategies required for Low Support LEAs, Medium Support LEAs will be required to address school safety, discipline and non-academic barriers to learning in their LEA and School Improvement plans. Medium Support LEAs will also have a range of interventions and supports such as the Diagnostic Review from which to select.

High Intervention Support Status

LEAs designated as High Support must implement the same interventions as Low and Medium Support, but must also participate in an on-site review by the State Diagnostic Team as selected by the state. The LEA will also receive follow-up monitoring during the first year by the State System of Support state-level staff. High Support LEAs will select from several options for interventions such as replacing all or most of the building staff (which may include the principal) or extending the school year or school day for the building. Each school not identified as a *Priority* or *Focus* school and which are not meeting AMOs, must develop an improvement plan addressing strategies the school will implement to meet AMOs in the immediate future. The SEA will monitor the LEA's plans and ensure that the LEA is monitoring the improvement plans of its schools, including those schools not identified as Priority and Focus schools that are Title I and not meeting AMOs. The SEA will ensure the LEA is making progress towards implementing the OIP, including the LEA's progress toward meeting Ohio's AMOs identified in this flexibility request (see section 2B).

Table 29: Ohio's System of Differentiated Interventions and Supports for LEAs, Identified Focus Schools and Alert Schools

Interventions and Supports	Low Support LEA	Medium Support LEA	High Support District	Focus School (Regardless of LEA support status)	Alert School (2012-13 only)
Use the Decision Framework to create LEA and building needs assessments to develop one focused plan for the LEA. Institute and fully implement data driven goals (including subgroup performance data) to form one focused plan including PD for teachers and technical assistance by State Support Team or Educational Service Center.	Required	Required	Required	Required	Required
Direct Title I funds to interventions including: expanded learning time, job embedded professional development, and other school specific needs as identified through the intervention models and/or School Improvement Plans.	Required	Required	Required	Required	NA
Establish a District Leadership Team (DLT), Building Leadership Teams (BLT) and Teacher Based Teams (TBT) in accordance with the Ohio Improvement Process.	Required	Required	Required	Required	Required
Implement quarterly, short cycle formative assessments to provide data to assess the effectiveness of instructional practices.	Required	Required	Required	Required	Required
Conduct a School Improvement Diagnostic Review with the State Diagnostic Team.	Optional	Optional	Required	Required	NA
Implement School Improvement Model (SIG models or Ohio's Intervention and Improvement Model). Interventions are included in School Improvement Plan.	Optional	Optional	Optional	Optional	NA
Receive desk-top monitoring of plan and OIP implementation by the State Support Team using the Ohio Improvement Process Implementation Review.	Required	Required	Required	Required	Required
Receive on-site and distance monitoring by the State Support Team as determined by the SEA with required annual interventions.	Required	Required	Required	Required	NA
Distribute as needed across buildings according to data driven goals 720 hours of on-site support from State Support Team per year per LEA (Attention to *Focus* schools).	Optional	Required	Optional	Required	NA
Distribute as needed across buildings according to data driven goals 1,420 hours of on-site support from State Support Team per year per LEA (Attention to *Focus* schools).	Optional	Optional	Required	Required	Optional
School Improvement Diagnostic Review Self-Assessment	Optional	Optional	Optional	Optional	NA
LEP/ELL Improvement Plan*	Required	Required	Required	Required	Optional
Instructional Improvement System (IIS)*	Required	Required	Required	Required	Optional
Strategies for Diverse Learners*	Required	Required	Required	Required	Optional

Ohio remains committed to very high standards and will implement all programming with fidelity to further enhance student achievement and progress. To this end, for priority, focus, and alert schools specifically, ODE will ensure quality of programming and implementation via a rigorous annual review of the plans developed to earn approval for implementation, direct support for plan improvement, as required, followed thereafter with progress monitoring and documentation protocols. Such is critical to guarantee that schools are developing, implementing, and progress monitoring quality improvements necessary for Ohio's students.

2.F.ii Targeted Support, Monitoring, and Technical Assistance for LEAs

Ohio's intervention and support framework begins with the assumption that real and lasting change requires change across the education system, beginning at the LEA level. Therefore, Ohio directs resources and support to LEAs to support LEA efforts to improve the buildings within the LEA. Ohio is making more resources available for LEAs to direct at those buildings that are not meeting AMOs, including Title I buildings not identified as *Priority* or *Focus* schools. (See section 2.F.i). The supports, monitoring and technical assistance described below are key components of Ohio's systemic approach to improving all of Ohio's LEAs and schools.

State Support Teams: Ohio's state support system includes State Support Teams divided into 16 regions across the state, led by specific points of contact (SPOCs) and special education points of contact (SPECs). Additionally facilitating the support of LEAs in the regions are early childhood and early literacy leads. These teams deliver and support professional development and technical assistance to identified LEAs focusing in the areas of the OIP, Special Education and Early Childhood. These teams use a connected set of tools to improve instructional practice and student performance on a continuing basis.

The Ohio Improvement Process Implementation Review (OIPIR): This monitoring system consists of desktop reviews (gap analysis), extended telephone reviews and onsite visits for LEAs to support their development and implementation of the OIP. The desk reviews serve as a method to identify professional development needs related to OIP implementation in the identified LEAs. State Support Teams develop their work plans with the LEAs in their region using this tool. SEA staff supports this process by collecting and analyzing the data of the support teams. Desktop audits are coordinated and aligned with the Diagnostic Review process, which is described later in this section.

Lau Resource Center: This center at the Ohio Department of Education provides monthly newsletters to ELL educators across Ohio providing updates on PD opportunities, resources, and information. Many LEAs serving ELL students have formed regional consortia. The Lau Resource Center supports the formation and sustainability of these consortia and provides updates and training. The Lau Center co-sponsors an annual conference with Ohio Teachers of English to Speakers of Other Languages, a professional organization. In addition, the Lau Center coordinates Ohio's ELL Advisory Committee who inform the state on issues, policy and resource development. Lau Center staff also work together with federal programs staff to select schools serving large populations of ELL students. Lau staff joins state review teams to review LEA program performance and to provide guidance for improvement of programming for ELL students.

LEP/ELL Improvement Plan: This plan helps LEAs analyze their student data and analyze their current strategies and look at ways of improving instruction for diverse learners. The data is Annual Measurable Achievement Objectives (AMAO) for ELL students. The Lau Center staff review the LEA plans and provide guidance for how to develop effective improvement plans.

Instructional Improvement System (IIS): This will provide timely information regarding student achievement, including ELL students and students with disabilities, to teachers, students, parents, and school administrators. The IIS will provide teachers with online access to electronic curriculum, resources, and tools that are aligned to the Common Core State Standards, and which teachers may use to differentiate instruction

based upon individual student needs. In addition to formative and summative assessments, the IIS will have data-analysis capabilities that will track the progress of each student and provide early warnings if individual students are not making expected progress in particular subject areas and/or if student attendance is low.

Strategies for Diverse Learners: To ensure that all students, including students with disabilities, students identified as gifted and English Language Learners are able to access the Common Core standards and demonstrate the mastery of the skills and knowledge embedded in these standards, the model curricula incorporates the Universal Design for Learning (UDL) framework. When teachers are aware of the background, needs and strengths of their students, and have an understanding of strategies and resources under, they can work together to help students in these diverse groups access Ohio's revised standards. Ohio will continue training educators over the next three years on how to transition from the old to the new academic content standards, as well as helping educators understand innovative and student-centered learning environments that support these new standards. The Office of Curriculum has created professional development for teachers on new Common Core State Standards and addressing the needs of diverse learners. State Support Team members will be trained in the strategies for reaching diverse learners so they can target the schools in their region to receive and implement this professional development. In addition, Ohio will continue targeting additional training to urban LEAs.

SEA Supports for Students With Disabilities: Across the state of Ohio, ODE supports SWDs through a variety of state initiatives which includes, but not limited to, a statewide system of support (SSOS), Ohio Center for Autism and Low Incidence (OCALI), and Ohio Leadership Advisory Council (OLAC) to help improve results for students with disabilities. The goal of the SSoS is to build the capacity of LEAs and related agencies to engage in inclusive, continuous and sustainable improvement in order to raise student achievement and close the achievement gap for SWD. The SSoS system is integral to implementing this goal. Progress toward meeting that goal will be measured by: progress of preschool children on school readiness indicators, reading and mathematics achievement for every student including all subgroups and improvement in LEA performance results (Adequate Yearly Progress (AYP), and the Local Report Card (LRC).

The Autism and Low Incidence Center: This center at OCALI provides a clearinghouse of information on research, resources and trends to address the autism and low-incidence challenges as presented by children with this particular need. The center offers a source for training, technical assistance, resources, and consultation to build program capacity and individual learning and growth for LEAs, teachers and parents.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and

iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Ohio has worked systematically to build capacity for LEAs and their schools to support continuous student achievement. Throughout this application, Ohio demonstrates its commitment to hold LEAs and schools accountable for student success while offering recognition and autonomy, as well as intensive interventions and supports. Ohio's commitment is multi-tiered and is not a "one size fits all" approach. Some LEAs are ready, willing and able to accept the support and capacity-building opportunities within the system. These LEAs take full advantage of the tools embedded in the Differentiated Recognitions, Interventions and Support Model. As explained in the previous section, Ohio's Model of Differentiated Recognitions, Interventions and Supports accelerates the direct targeting of resources, technical assistance and interventions to low-achieving schools and LEAs. LEAs and their schools move through the OIP together, using data to target improvement efforts by identifying their greatest needs and aligning work around a limited number of focused goals. Through a unified regional infrastructure of State Support Teams, LEAs and their schools are provided with high-quality training and support to meet their focused goals for improvement.

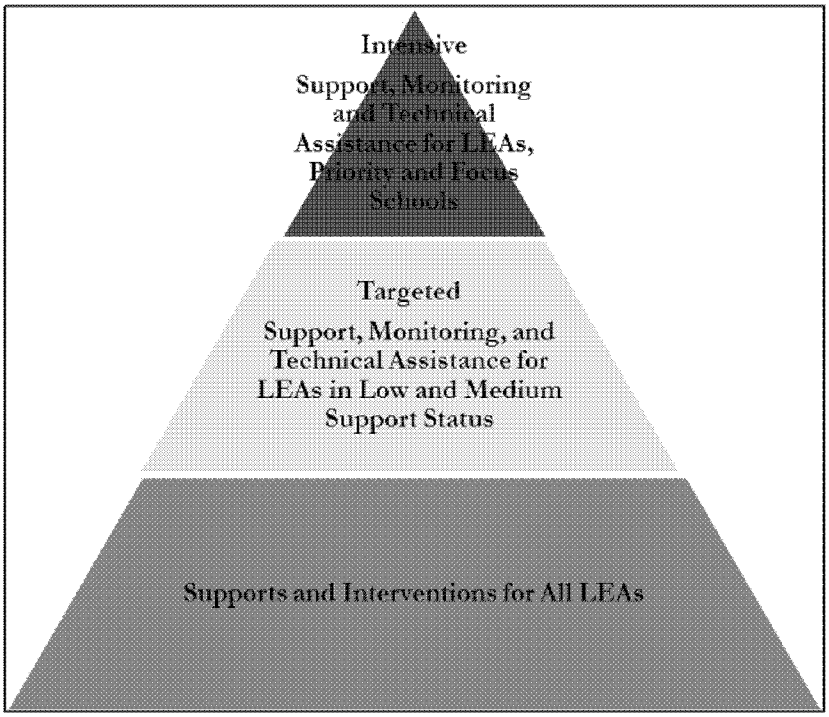
More Focused SEA Support for Ohio's Lowest Achieving Schools:

The SEA has realigned itself to better support Ohio's lowest-achieving schools. In July 2011, Ohio reorganized with the following objectives in mind: 1) align the SEA structure with full implementation of RttT; 2) fulfill current and new state and federal statutory duties; and 3) deliver support in the most effective and efficient manner possible, while striving to achieve improved outcomes. The Center for Accountability and Continuous Improvement was created as a part of this reorganization to support efforts of all LEAs to improve, especially low-achieving LEAs, to ensure the following characteristics are embedded within each school: strong instructional leadership; rigorous standards and instruction; data-driven decision-making; instruction designed for all student success; parent and community involvement; positive school culture; and coherent professional development.

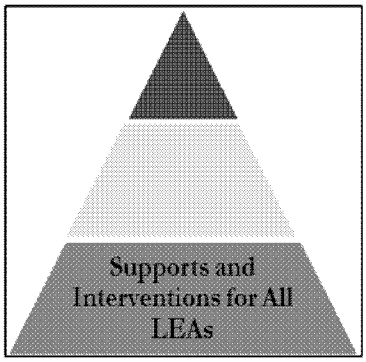
Ohio's Resources for Differentiated Support, Monitoring and Technical Assistance

Ohio has developed a cadre of resources for differentiated support, monitoring and technical assistance to provide early and systemic assistance to LEAs. Much like a *Response to Intervention* (RTI) model, Ohio's resources provide comprehensive supports to all LEAs, and more targeted and intensive supports, monitoring and technical assistance to LEAs that are at-risk or are currently low-achieving. The supports and interventions are funded through a combination of State general fund revenue, Federal Title Programs, IDEA and Race to the Top grants. The federal program waivers will allow Ohio the flexibility to utilize School Improvement 1003 (a) funds and other available federal funds in accordance with the requirements of those programs. Specifically 1003 (a) funds will support interventions required in *Priority* and Focus schools.

Graphic 14: Differentiated Supports and Interventions



Supports and Interventions for All LEAs



- Based on the experience and data in implementing the OIP over the past three years, Ohio has elected to allow a number of supports previously reserved for Medium Support LEAs and has made them available to LEAs in Low Support and even LEAs in the Independent Support status. This has been done to better support schools and help prevent them from progressing to higher levels of support need. The decision to increase support for all LEAs was made to accelerate progress toward higher student achievement levels. Ohio Improvement Process (OIP): The Ohio Improvement Process is a systemic and systematic process to focus LEAs and schools on identifying improvement areas based upon student data. The process creates a framework for vertical and horizontal collaboration to empower LEA and school teams through the continuous improvement process. Through a unified regional infrastructure, LEAs and their

schools are provided with high-quality training and support to meet their focused goals for improvement. State and Federal funds support the initiative.

- **Ohio's Value-Added system (LEA Value-Added Specialist):** Value-Added professional development tools are available without cost to Ohio K-12 public educators through Battelle for Kids. They are designed to build expertise in Ohio around: what is Value Added analysis; how to access, navigate and interpret diagnostic reports; how Value-Added fits into the context of accountability; and how to utilize Value-Added information for school improvement.

- **Ohio Leadership Advisory Council (OLAC):** Through a partnership with the Buckeye Association for School Administrators (BASA), Ohio has developed a comprehensive set of tools designed to develop shared leadership and build the capacity of future leaders aligned to the OIP. The tools include multiple conferences annually and a "living" website that offers a wealth of professional development opportunities to LEAs at no cost. The professional development is focused on the implementation of the OIP through the research-based leadership framework. The program is federally funded.

- **Ohio STEM Learning Network (OSLN):** This network is a subsidiary of Battelle Memorial Institute and sponsors seven "STEM Hubs" located throughout the state. These "Hubs" offer professional development to LEAs that are interested in infusing STEM principles into their schools. Hubs host regional networking opportunities to pair STEM demonstration sites with prospective STEM LEAs. Race to the Top and private foundation funds support this initiative.

- **Ohio Teacher Evaluation Framework (OTES):** Over the past decade, Ohio has made important education policy advances in its K-12 system, with a focus on standards and accountability. The State Board of Education has adopted standards for teachers, principals, superintendents, school business officials and treasurers, as well as professional development standards. In 2009, HB 1 directed the Ohio Educator Standards Board to recommend model evaluation systems for teachers and principals. The OTES was created in response to this mandate. H.B 153 mandates that the local board of education of each school district, in consultation with its teachers, adopt a standards-based teacher evaluation policy that conforms to the framework for the evaluation of teachers developed under ORC Section 3319.112. In addition, Ohio's RttT LEAs will implement teacher and principal evaluation systems that are aligned to the state model which was mandated by Ohio law. On Nov. 15, 2011, the State Board of Education (SBOE) adopted the OTES Framework.

- **Ohio Principal Evaluation Framework (OPES):** The Ohio Principal Evaluation System (OPES) is a standards-based integrated model designed to foster the professional growth of principals in knowledge, skills and practice. The framework provides tools for assessing and monitoring leadership performance, including both formative assessment and summative evaluation. Model components are: 1) Goal-Setting and Professional Growth Plan; 2) Communication and Professionalism; 3) Skills and Knowledge; and 4) Measures of Student Academic Growth. The model incorporates a performance rating rubric to determine an overall principal effectiveness rating. The State Board of Education adopted the OPES framework in 2009.

- **Academic Content Standards:** Ohio's Academic Content Standards describe the knowledge and skills that students should attain, often called the "what" of "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning and investigating, and important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. Each standard has benchmarks that are the specific components of the knowledge or skill identified by an academic content, performance or operational standard. Grade-

level indicators are what students should know and be able to do by the end of each grade level and serve as checkpoints to monitor progress toward the benchmarks.

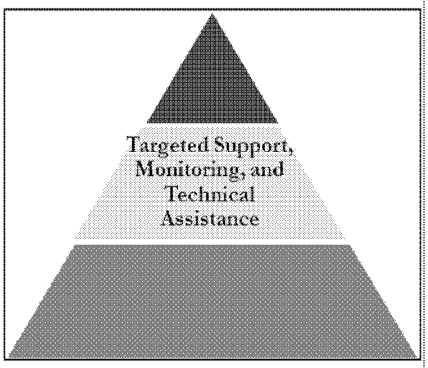
- **Adoption of Common Core State Standards:** As detailed in Principle Area 1, Ohio has adopted the Common Core State Standards. Ohio has also been selected to participate in Achieve Inc.'s Future Ready Project. This initiative's goals are to help create a favorable environment in which college- and career-ready policies continue to gain ground, and to keep college- and career-readiness on the radar screen of state leaders in a time of competing education priorities and tight budgets.

- "**One Plan":** The SEA is in the beginning stages of developing a single-source planning tool for LEAs. Ohio LEAs are required to create plans to address academic achievement, school improvement, professional development, Highly Qualified Teachers, use of technology, providing services to various populations (students with disabilities, ELL, etc.) and several others. Ohio is currently soliciting feedback from the LEAs to unify planning requirements to reduce the burden and consolidate duplicative components into a single planning tool. "One Plan" will promote the use of multiple resources to support Ohio's new accountability system implementation in 2014-2015.

- **New Tools for Data Analysis and Instructional Improvement:** Ohio proposes to streamline and consolidate the electronic tools available to LEAs for data analysis, instructional improvement and planning to ensure a cohesive and comprehensive system that reduces administrative burden and realizes efficiencies.
    - Data Tools Consolidation Project – This project will allow the state to streamline and integrate the multitude of data analysis tools provided by the state thereby eliminating duplication and provide a single Web portal for access.
    - Instructional Improvement System (IIS) – This project will implement an IIS that provides participating LEAs with a cohesive system that includes the following components: standards and curriculum, curriculum customization for differentiated instruction, interim assessments and data-analysis capabilities.
    - Single Application – This project will streamline and consolidate the various planning tools/applications that LEAs are currently required to submit into a cohesive system that minimizes duplicate data entry and submission.

2.G. ii. <u>Targeted Support, Monitoring, and Technical Assistance for LEAs(Alert Schools 2012-13 only)</u>

State Support Teams: Ohio's state support system includes State Support Teams divided into 16 regions across the state, led by specific points of contact (SPOCs) and special education points of contact (SPECs). Additionally facilitating the support of LEAs in the regions are early childhood and early literacy leads. These teams deliver and support professional development and technical assistance to identified LEAs focusing in the areas of the OIP, Special Education and Early Childhood. These teams use a connected set of tools to improve instructional practice and student performance on a continuing basis.



The Ohio Improvement Process Implementation Review (OIPIR): This monitoring system consists of desktop reviews (gap analysis), extended telephone reviews and onsite visits for LEAs to support their development and implementation of the OIP. The desk reviews serve as a method to identify professional development needs related to OIP implementation in the

identified LEAs. State Support Teams develop their work plans with the LEAs in their region using this tool. SEA staff supports this process by collecting and analyzing the data of the support teams. Desktop audits are coordinated and aligned with the Diagnostic Review process, which is described later in this section.

Lau Resource Center: This center at the Ohio Department of Education provides monthly newsletters to ELL educators across Ohio providing updates on PD opportunities, resources, and information. Many LEAs serving ELL students have formed regional consortia. The Lau Resource Center supports the formation and sustainability of these consortia and provides updates and training. The Lau Center co-sponsors an annual conference with Ohio Teachers of English to Speakers of Other Languages, a professional organization. In addition, the Lau Center coordinates Ohio's ELL Advisory Committee who inform the state on issues, policy and resource development. Lau Center staff also work together with federal programs staff to select schools serving large populations of ELL students. Lau staff joins state review teams to review LEA program performance and to provide guidance for improvement of programming for ELL students.

LEP/ELL Improvement Plan: This plan helps LEAs analyze their student data and analyze their current strategies and look at ways of improving instruction for diverse learners. The data is Annual Measurable Achievement Objectives (AMAO) for ELL students. The Lau Center staff review the LEA plans and provide guidance for how to develop effective improvement plans.

Instructional Improvement System (IIS): This will provide timely information regarding student achievement, including ELL students and students with disabilities, to teachers, students, parents, and school administrators. The IIS will provide teachers with online access to electronic curriculum, resources, and tools that are aligned to the Common Core State Standards, and which teachers may use to differentiate instruction based upon individual student needs. In addition to formative and summative assessments, the IIS will have data-analysis capabilities that will track the progress of each student and provide early warnings if individual students are not making expected progress in particular subject areas and/or if student attendance is low.

Strategies for Diverse Learners: To ensure that all students, including students with disabilities, students identified as gifted and English Language Learners are able to access the Common Core standards and demonstrate the mastery of the skills and knowledge embedded in these standards, the model curricula incorporates the Universal Design for Learning (UDL) framework. When teachers are aware of the background, needs and strengths of their students, and have an understanding of strategies and resources under, they can work together to help students in these diverse groups access Ohio's revised standards. Ohio will continue training educators over the next three years on how to transition from the old to the new academic content standards, as well as helping educators understand innovative and student-centered learning environments that support these new standards. The Office of Curriculum has created professional development for teachers on new Common Core State Standards and addressing the needs of diverse learners. State Support Team members will be trained in the strategies for reaching diverse learners so they can target the schools in their region to receive and implement this professional development. In addition, Ohio will continue targeting additional training to urban LEAs.

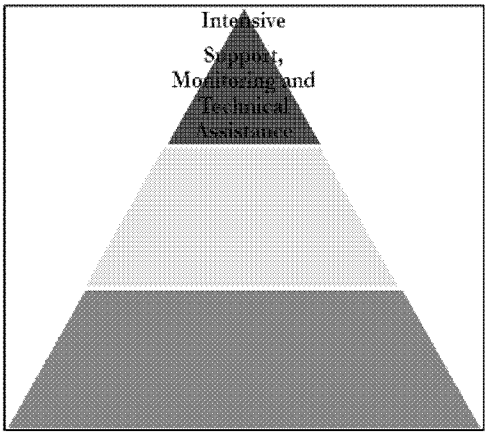
SEA Supports for Students With Disabilities: Across the state of Ohio, ODE supports SWDs through a variety of state initiatives which includes, but not limited to, a statewide system of support (SSOS), Ohio Center for Autism and Low Incidence (OCALI), and Ohio Leadership Advisory Council (OLAC) to help improve results for students with disabilities. The goal of the SSoS is to build the capacity of LEAs and related agencies to engage in inclusive, continuous and sustainable improvement in order to raise student achievement and close the achievement gap for SWD. The SSoS system is integral to implementing this goal. Progress toward meeting that goal will be measured by: progress of preschool children on school readiness indicators, reading and mathematics achievement for every student including all subgroups and

improvement in LEA performance results (Adequate Yearly Progress (AYP), and the LRC.

The Autism and Low Incidence Center: This center at OCALI provides a clearinghouse of information on research, resources and trends to address the autism and low-incidence challenges as presented by children with this particular need. The center offers a source for training, technical assistance, resources, and consultation to build program capacity and individual learning and growth for LEAs, teachers and parents.

Intensive Support, Monitoring and Technical Assistance for LEAs and Priority and Focus Schools

Office of School Turnaround: The Office of School Turnaround provides support and monitoring oversight for identified persistently low-achieving schools known as *Priority* schools. This team works to build the capacity of school leaders and teacher teams to engage in inclusive, continuous and targeted improvement to raise student achievement that is sustainable. Thirteen identified Transformation Specialists work in the field to provide monitoring oversight, policy guidance, support and resources to 85 identified SIG or *Priority* buildings in Tier I, II, and III. Each specialist is responsible for supporting and monitoring the implementation of one of four intervention models and other identified school improvement strategies. Transformation Specialists are assigned up to seven schools and conduct weekly site visits to document the progress of the school toward increasing student achievement and to document fidelity of the implementation of each of the components of the selected intervention model. The state utilizes four different monitoring protocols to focus on different aspects during each monitoring visit. In addition, the monitoring visits are used to identify best practices and to document challenges encountered in each building This information is used to plan and conduct technical assistance focused upon the individual needs of each school.



In addition, five SEA external providers provide intensive support to identified schools and provide technical assistance for all priority schools in the areas of data use and management, turnaround strategies, using technology to support instruction, leadership coaching, working with external providers, restructuring the school day to provide increased learning time for students, and closing the achievement gap.

Principal Leadership Academy: In collaboration with The Fisher College of Business at The Ohio School University, the Office of School Turnaround has designed a school turnaround leadership program for Priority and Focused schools aimed at increasing leadership skills in order to guide the school to dramatic improvement in a short period of time and build capacity to sustain the turnaround efforts in the lowest performing schools. All leaders in Priority schools and Focus schools are attending this program. At the completion of the project, more than 300 leaders will have been trained.

Family and Civic Engagement Teams: Ohio is currently using RttT funds to strengthen the existing set of supports which provide professional development, coaching and customized family and civic engagement tools to each LEA with persistently low-achieving schools. Professional development and coaching will leverage the existing infrastructure of school supports in Ohio, including county teams made up of ESCs, Family and Children First Councils (FCFCs), and LEA Family and Civic Engagement teams.

Training will focus on building the capacity of parents to serve on district and building leadership teams.

Parent leaders will engage existing district and community parent groups and families in activities designed to solicit input on school improvement, increase positive two-way communication between families and schools, create resources to help families support their child's learning from cradle to career, increase social networking among families and provide linkages to community resources and supports.

Ohio School Improvement Diagnostic Review: An important component of Ohio's system of support is the Ohio School Improvement Diagnostic Review. This qualitative data collection process is designed to gain access to observable behaviors and practices that provide information beyond existing data currently reported by the Ohio Department of Education. The methods and protocols created for this review process are grounded in scientifically-based research practices, are correlated to the themes that emerged from Ohio Schools of Promise case studies (see *Reward* schools section) and align to Ohio's academic standards and guidelines.

The Diagnostic Review process helps LEAs and schools improve student performance by analyzing current local practices against effective research-based practices, identifying areas of strength and areas needing improvement. Six critical areas of effective practice serve as the foundation for the review: alignment with standards; instructional practices; environment/climate; system of leadership; professional development; and data-driven decision-making.

Based on the results of the School Improvement Diagnostic Review, the Building Leadership Team will refine and deepen the strategies and actions steps in the building plan with the assistance and support of the regional State Support Team to ensure transformational strategies are implemented to reverse the school's performance trajectory. In addition, the SEA's Office of Innovation and Improvement staff monitors implementation of the focused plan and the OIP in schools with three-, six- and 12-month follow-up monitoring visits.

Ohio will expand the Diagnostic Review with a self-assessment tool. With this tool, LEA teams will be able to partner with their regional State Support Team to conduct a similar self-report Diagnostic Review. The self-assessment tool will be developed and piloted in a variety of schools and LEAs in 2012-2013 and will be made available to all LEAs and schools in the state in fall 2013.

Office of Strategic Initiatives: The Office of Strategic Initiatives focuses on achievement and graduation rate gaps among Black, Hispanic, economically disadvantaged students, and Students with Disabilities. Working collaboratively with other centers and offices within ODE, this office integrates programs, initiatives and tasks throughout the agency that address achievement gaps, urban and rural education, and first-generation college students. The office will identify and promote proven strategies that will close achievement gaps, disseminate information on the nonacademic barriers that perpetuate gaps, build the capacity of all educators on the value and importance of culturally relevant teaching, raise awareness about the adverse consequences of achievement gaps in Ohio, and assist LEAs in actively seeking and including student voice as part of their decisions.

Ohio Network for Education Transformation (ONET): ONET works collaboratively with the SEA to build the capacity of low-achieving schools, engaging them in sustainable transformation, turnaround and innovative school improvement initiatives that will increase student achievement. Race to the Top Innovation Grants awarded to 46 schools statewide are becoming the basis of demonstration sites called Innovation Zones to support the lowest achieving schools. The support comes through networking with the Innovative Grant schools to explore innovative, research-based, promising practices. The intended result will be lowest achieving schools incorporating innovative principles and practices to improve student achievement. ONET deploys an expertly trained corps of experienced and highly effective practitioners to the lowest achieving schools, as well as all of the Innovative Grant schools. This team provides on-site targeted assistance, builds the knowledge, skill and leadership capacity of the school staff, and enhances the quality of classroom instruction, assessment, and intervention provided daily by educators at all points in

the teaching and learning process.

Expand Learning Time: Ohio will no longer mandate NCLB school choice and supplemental educational services (SES) as currently required under NCLB. Supports and interventions will instead include: expanded learning time and opportunities for all struggling students, which may include other supports through strategic partnerships; professional development that is job-embedded, sustained and connected to educators needs and other supports and interventions in this section and 2.F. Eliminate the requirement of the 20% LEA set-aside of 1116 (b) (10) funds, previously used to provide supplemental education services and transportation, and require LEAs to direct these funds to their *Priority* and *Focus* schools. Additionally, for the 2012-13 school year, LEAs are required to direct these funds to *Alert* schools and other low performing Title I schools not already identified as *Priority* or *Focus* schools. LEAs classified as High Support Status (have met <70% of AMOs for their specific ESEA subgroups), Medium Support Status (have met 70% - 80% of AMOs for their specific ESEA subgroups) and Low Support status (have met at least 80% of AMOs for their specific ESEA subgroups) will be required to direct these funds to low performing Title I schools. Allowable uses shall include, but not be limited to, supporting implementation of expanded learning time for K-2 to meet reading and language arts AMO's, and other school specific needs as identified through the intervention models and/or school improvement plans.

In addition, expanded learning time in Priority and Focus schools (optional) will require the school to examine and explore options of how time is devoted to achieving college- and career-readiness. Time may be reallocated for teacher collaboration, expanding the day to allow for additional instructional time, and to implement new school models (ex: turnaround principles, innovation). Schools will collaborate with 21st CCLC partners where applicable to plan, implement and evaluate restructuring the rearticulating of the school day.

SEA Review and Approval of External Providers for Extended Learning Opportunities for Priority and Focus Schools: Ohio has a process for the rigorous review and approval of any potential external provider to support the implementation of interventions in Priority and Focus schools. There is a competitive application process that identifies the criteria that each potential external provider must satisfy, including the provision of data to support the provider's expertise and ability to turn around low-performing schools. External Provider Applications are scored using a defined rubric. Once scored, an approved provider list is posted on the ODE website and shared with all *Priority* and *Focus* schools.

Additional Interventions for Persistently Low Achieving LEAs

For LEAs that fail to close achievement gaps, Ohio has several provisions in place to intervene.

Academic Distress Commission: Currently, Ohio law also authorizes the State Superintendent to create an Academic Distress Commission for districts that continue to be persistently low-achieving. Ohio has one Academic Distress Commission currently in place in one of its lowest achieving LEAs. The Commission has broad-ranging authority, such as creating an academic recovery plan, appointing school building administrators and reassigning administrative personnel.

Parent Takeover Pilot Project: Schools ranked in the lowest 5 percent statewide by Performance Index score for three consecutive years are subject to parent takeover if 50 percent of the parents of the students in an applicable school sign a petition requesting certain reforms, such as reopening the school as a conversion community school and replacing at least 70 percent of the school's personnel.

Teacher Retesting: Teachers of core subjects (reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography) in schools ranked in the lowest 10 percent of all school buildings must retake re-take the licensure test for their area of licensure. The scores of those tests can be used in employment decisions, though they cannot be the only criteria.

Sponsor Ranking: Community (charter) school sponsors that rank in the lowest 20 percent of sponsors cannot sponsor additional community schools. The ranking is based on the aggregate Performance Index score of their sponsored community schools.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Guidelines in Place and Evidence of Adoption

At the core of Ohio's reform plan is the fundamental belief that the quality and effectiveness of the teacher is the single most important school factor in determining student success. Furthermore, the impact of leadership at the school-building level also plays a significant role in supporting teacher effectiveness, as well as improving student achievement. Ohio has a history of legislation, partnerships and innovations at the State and local levels that enable successful implementation of a new human capital management system. Highlights of this history include:

- In 2005, the State Board of Education of Ohio (SBOE) adopted teacher and principal standards developed by the Educator Standards Board (ESB) and educators from around the state. Since that time, the Educator Standards have served as the foundation for every new initiative connected with Supporting Effective Instruction and Leadership *(*Attachment 15: Ohio Standards for the Teaching Profession; Attachment 16: Ohio Standards for Principals*);*
- In 2009, Ohio HB 1 created a new four-tiered licensure system for teachers, beginning with a four-year residency license for new teachers, professional licenses for career teachers and senior and lead teacher licenses for teachers who choose to pursue them to advance in the profession (Attachment 10; Attachment 11);
- In 2010, Ohio was awarded a Race to the Top (RttT) grant that includes more than 470 LEAs throughout the state. These LEAs have committed to implement annual performance evaluations of educators, with student growth as a significant factor, by 2013-2014. (Attachment 17: LEA Scope of Work Commitments (Area D));
- In 2011, HB 153 further codified Ohio's commitment to a comprehensive evaluation system of reform by requiring all districts to implement new teacher and principal evaluation policies that align with state-developed frameworks. District implementation is required by July 1, 2013, a full year in advance of the ESEA Flexibility-required timeline. (Attachment 10; Attachment 11);
- Ohio already has worked with educators to develop model teacher and principal evaluation systems which differentiate effectiveness using multiple rating categories and require annual evaluations that include student growth as 50 percent of the evaluation. (Attachment 10; Attachment 11; Attachment 18: Stakeholder Participation OPES; Attachment 19: Stakeholder Participation OTES);
- More than 100 districts participate with Battelle for Kids, a national, nonprofit organization, and the Center for Educational Leadership and Technology (CELT) to validate and use student growth metrics for teachers. Ohio has begun to expand this work to all districts statewide through RttT. (Attachment 20:, Battelle for Kids Scope of Work; Attachment 21: CELT Project Charter);
- Four of Ohio's major urban districts (Columbus, Cincinnati, Cleveland and Toledo) created evaluation and compensation systems that incorporate student growth through a state-level $20 million Teacher Incentive Fund (TIF) grant. Building on best practices and lessons learned in TIF, 23 urban, suburban and rural districts are now participating in a $59 million TIF 3 grant. (Attachment 22: Ohio Teacher Incentive Fund External Evaluation-Final Year Five Report Excerpts; Attachment 23: Teacher Incentive Fund 3 Districts).

Ohio's RttT application contained specific goals regarding the state's aspirations to cultivate great teachers and leaders (Area D). These goals remain the foundation for the state's effort to further improve in this area. These goals are:

- Ohio's RttT districts and charter schools will design annual performance reviews for teachers and principals that include multiple measures, with student growth as a significant factor.
- Ohio will establish clear approaches to measuring student growth and measure it for each student.
- Ohio must have an effective teacher in every classroom every year to increase student achievement throughout the state. Ohio will implement strategies for ensuring placement of effective and highly effective teachers and principals in Ohio's schools that enroll significant numbers of high-needs

students.

- For the first time, Ohio's accountability system for teacher and principal preparation programs will hold preparation programs accountable for graduate success, based on teacher and principal effectiveness ratings that include measures of student achievement, growth and achievement gaps. State funding and program approval processes will be determined, in part, by these measures.
- Ohio will develop a comprehensive system for professional growth that supports and expands educator effectiveness to meet the challenges of helping all students be college- and career-ready and life-prepared.

LEAs that applied to be a part of the RttT grant agreed to 12 commitments aligned with these goals and focused on measuring student growth, evaluation systems, equitable distribution of teachers and effective support to teachers and principals (Attachment 17).

Legislative Basis for Ohio's Evaluation Efforts

Key components of HB 153 (Attachment 10; Attachment 11) that align with RttT and relate to Supporting Effective Instruction and Leadership (Principle 3) include:

- Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall *adopt a standards-based teacher evaluation policy* that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code…
  - The board shall conduct an *evaluation of each teacher employed by the board at least once each school year*, except … If the board has entered into a limited contract or extended limited contract with the teacher … the board shall *evaluate the teacher at least twice in any school year* in which the board may wish to declare its intention not to re-employ the teacher…The board may elect, by adoption of a resolution, to evaluate each teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section *once every two school years*…
  - The board shall include in its evaluation policy procedures for *using the evaluation results for retention and promotion decisions and for removal* of poorly performing teachers. Seniority shall not be the basis for a decision to retain a teacher, except when making a decision between teachers who have comparable evaluations.

- Not later than Dec. 31, 2011, the state board of education shall develop a *standards-based state framework* for the evaluation of teachers. The framework shall establish an evaluation system that does the following:
  - Provides for *multiple evaluation factors*, including student academic growth which shall account for fifty percent of each evaluation
  - Is *aligned with the standards* for teachers …
  - Requires *observation* of the teacher being evaluated…
  - Identifies measures of student academic growth for *grade levels and subjects for which the value-added progress dimension … does not apply*
  - Implements a classroom-level, *value-added program* …
  - Provides for *professional development* to accelerate and continue teacher growth and provide support to poorly performing teachers
  - Provides for the allocation of *financial resources to support professional development*

- The state board also shall
  - Develop specific standards and criteria that distinguish between the following levels of performance for teachers and principals for the purpose of assigning ratings on the evaluations…*Accomplished, Proficient, Developing, Ineffective.*
  - *Consult* with experts, teachers and principals employed in public schools, and representatives of

stakeholder groups in developing the standards and criteria.

- The department shall
  - Serve as a clearinghouse of *promising evaluation procedures and evaluation models* that districts may use
  - Provide *technical assistance to districts* in creating evaluation policies.

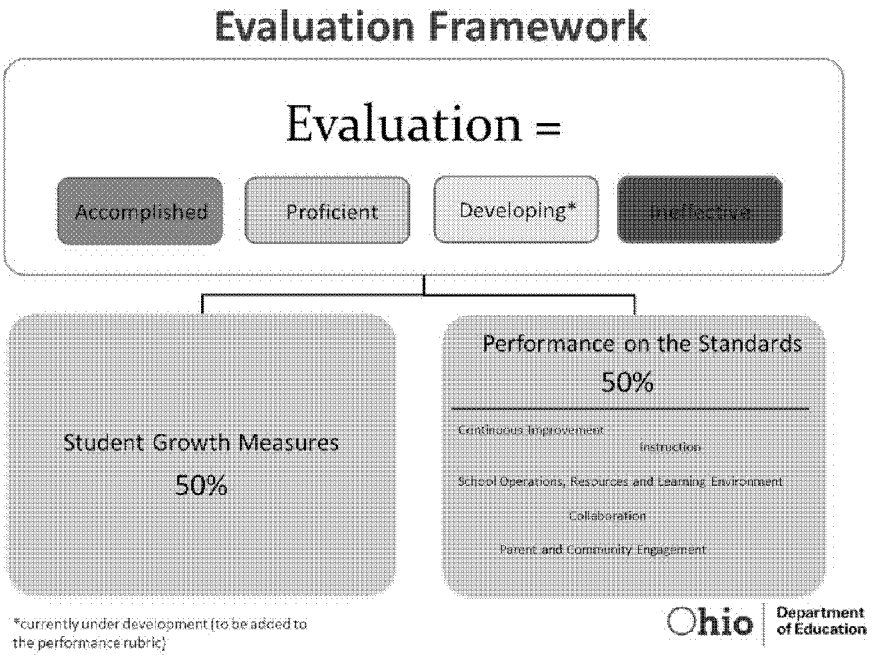
- The procedures for the *evaluation of principals* shall be based on principles comparable to the teacher evaluation policy adopted by the board … but shall be tailored to the duties and responsibilities of principals and the environment in which principals work.

With the RttT goals and commitments as the foundation, and HB 153 as the impetus to expand this work rapidly to all districts, Ohio is well on its way to meeting the timelines and commitments outlined in the ESEA waiver application. The principal and teacher evaluation models are developed and being implemented and piloted this year. As demonstrated above, state legislation and RttT support full implementation no later than July 1, 2013.

Ohio Principal Evaluation System

In 2009, The State Board of Education adopted the Ohio Principal Evaluation System (OPES) guidelines and framework. OPES was piloted in LEAs around the state during the 2008-2009 school year and aligns to the requirements in HB 153. The OPES framework is rigorous, transparent, fair, and standards-based (*Ohio Standards for Principals, Interstate School Leadership License Consortium)*, and incorporates reflection as a key strategy to inform actions and improve practices. The following summarize the alignment of OPES with the stated criteria in the ESEA waiver instructions:

- **Use for Continual Improvement:** OPES is a cyclical model that includes self-assessment, annual goal setting, and reflection on areas for growth and areas of strength throughout the year.
- **Differentiation of Performance Levels:** The framework is designed around four performance levels: Accomplished, Proficient, Developing and Ineffective.
- **Multiple valid measures:** Fifty percent of the OPES is based on student growth with the other 50 percent based on demonstrated knowledge and skills from the five Ohio Standards for Principals, as shown below (Attachment 10; Attachment 16).



A performance rubric with multiple rating categories is tied to the Ohio Standards for Principals and includes indicators that delineate observable behaviors for each of the five standards. The rubric was developed, piloted and revised in consultation with stakeholders and external experts to strengthen validity.

- **Evaluation on a Regular Basis:** Both the OPES model and HB 153 require annual evaluations of principals.
- **Clear, Timely and Useful Feedback:** The OPES model provides for feedback after each observation, and OPES training includes modules on providing quality feedback and the importance of feedback to improve practice.
- **Inform Personnel Decisions:** OPES results in a summative rating and a collection of evidence of performance. At the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing principals.

Ohio's OPES model has now been used to train more than 900 principal evaluators representing more than 350 LEAs around the state through certified evaluator trainers at 26 educational service centers (ESCs) and BASA. This training effort is designed to accommodate all RttT LEA principal evaluators and will continue through 2012-2013 in combination with an online credentialing process provided by an external vendor. The OPES Model is designed to foster the professional growth of principals in knowledge, skills and practice. Proficiency on the standards includes professional goal-setting, communication and professionalism, and formative assessment of performance based on observations and evidence/artifacts. Training includes how to observe principal behaviors to objectively assess performance, including facilitating meetings, leading professional development, meeting with parents, participating in IEP meetings and leading post-observation teacher evaluation conferences. These observable indicators help the principal focus on increasing student learning through the development and support of effective teachers and best-practice instruction in the school. Evaluators are trained in the use of these components and how to determine an overall rating using the model rubric. The training and credentialing plan is designed to contribute to inter-rater reliability in determining the overall ratings.

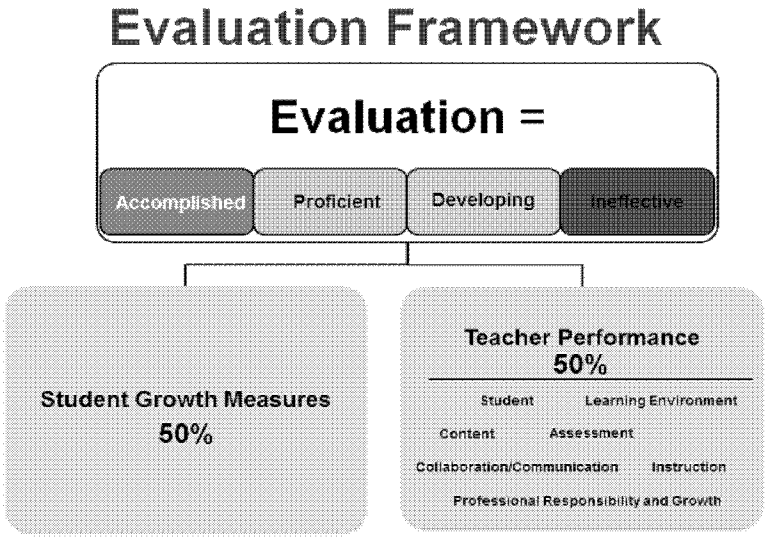
The OPES model has undergone annual revisions and modifications based on feedback from districts using the tools and processes. A similar review will be conducted again in spring 2012. ODE staff has begun, and will continue, to work with Ohio colleges and universities to ensure that information on the new principal evaluation system is incorporated into existing principal preparation coursework at every institution.

Ohio Teacher Evaluation System

As required by HB 153, the State Board of Education adopted the framework for the Ohio Teacher Evaluation System (OTES) in November 2011. The OTES framework is rigorous, transparent, fair, and standards-based, and incorporates reflection as a key strategy to inform actions and improve practices. The OTES model is focused on growth in the profession throughout all phases of a teacher's career (Attachment 10; Attachment 15). The following summarize the alignment of OTES with the stated criteria in the ESEA waiver instructions:

- **Use for Continual Improvement:** Teachers with above-expected levels of student growth (see the "Evaluation Matrix" under "Multiple Valid Measures," below) will develop a Professional Growth Plan and may choose their credentialed evaluators for the evaluation cycle. Teachers with expected levels of student growth will develop a Professional Growth Plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle. Teachers with below-expected levels of student growth will develop an Improvement Plan with their credentialed evaluator. The local board of education also will provide for the allocation of financial resources to support professional development in areas of reinforcement and refinement of teacher skills. The school district administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

- **Differentiation of Performance Levels:** The framework is designed around four performance levels: Accomplished, Proficient, Developing and Ineffective. Each level is achieved through a blend of student value-added measures and teacher performance measures. This is explained further below.



Multiple Valid Measures: There are two fundamental measures in OTES, with multiple measures within each. The first is the assessment of teacher performance based on the seven Ohio Standards for the Teaching Profession. The rubric drives a numeric designation (1-4) for each teacher. The rubric was developed, piloted and revised in consultation with stakeholders and external experts to strengthen validity. The standards were developed using an evidence-based approach. Teacher

performance comprises 50 percent of the evaluation. Student growth measures form the other 50 percent. Growth is either "below," "expected" or "above." Growth measures are computed using the state's Value-Added data measurement protocol when available. The teacher's performance rating will be combined with the results of student growth measures to produce a summative evaluation rating, as depicted in the matrix below:

Evaluation Matrix

Student Growth Measures	Teacher Performance 4	3	2	1
Above	Accomplished	Accomplished	Proficient	Developing
Expected	Proficient	Proficient	Developing	Developing
Below	Developing	Developing	Ineffective	Ineffective

- **Evaluation on a Regular Basis:** Pursuant to law, the framework generally calls for teachers to be evaluated once per year. Teachers who have been issued limited or extended limited contracts can be evaluated twice per year. Teachers who received a rating of "Accomplished" on his or her most recent evaluation can be evaluated once every two years.
- **Clear, Timely and Useful Feedback:** The OTES model provides for feedback after each observation and OTES training includes modules on providing quality feedback and the importance of feedback to improve practice.
- **Inform Personnel Decisions:** OTES results in a summative rating and a collection of evidence of performance. At the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

Training and credentialing will be required for all evaluators to ensure inter-rater reliability. In addition, recertification and/or recalibration of both principal and teacher evaluators will likely be required after full implementation of the new systems. The OTES model strengthens the role of the principal as instructional leader, using data from annual evaluations and professional growth plans to inform training and professional development needs.

ODE currently is piloting the OTES model with 138 LEAs, including non-RttT and charter schools (Attachment 24). The model already has been reviewed by external consulting firms and evaluation experts from around the country. An external evaluator has been selected to review the findings of the pilot LEAs to inform final modifications in spring 2012. ODE will roll out OTES evaluator training and credentialing which will be required of all evaluators. ODE staff has begun, and will continue, to work with Ohio colleges

and universities to ensure that information on the new teacher evaluation system is incorporated into existing teacher preparation coursework at every institution.

Plan to Develop Remaining Guidelines and Next Steps
In two areas, Ohio has additional work to do to fully meet the principles described in the ESEA Waiver instructions. As part of the evaluation accountability system, ODE staff members are currently working on a tool to demonstrate alignment of locally designed evaluation systems to the OPES and OTES models. The student growth measures component was adopted as 50 percent, consistent with HB 153. However, the list of assessments that may be used to measure student growth when Value-Added measures are not applicable, as well as guidance for other measures that may be used with teachers in non-tested subjects and grades, have not yet been finalized.

Rubric Alignment Tool
A specific outcome of the pilot is to finalize a process for determining whether locally designed rubrics are aligned to the Ohio Standards for the Teaching Profession and therefore acceptable for use within the OTES framework requirements. This will be required of all LEAs that choose not to use the OTES model rubrics for observation and final performance ratings. The state worked with consultants to develop an electronic Gap Analysis and Planning Tool in 2009 to assist LEAs in determining how well their local evaluation systems and structures align with the state's evaluation system guidelines. A similar tool is being developed for rubric alignment determinations. LEAs participating in the pilot were asked to report whether they intended to pilot the state framework using their own rubrics or the state model. Those who indicated their intent to pilot their own rubrics will be asked to use the draft gap analysis to demonstrate alignment and provide feedback on the alignment tool and process prior to statewide use.

Student Growth Measures
HB 153 requires that local boards of education incorporate Value-Added scores into the growth component of the evaluation systems, where applicable. The state must identify measures of student academic growth for grade levels and subjects for which the Value-Added progress dimension does not apply. In addition, the SBOE must develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations or end-of-course examinations.

Ohio's plan to use student growth measures instead of achievement as 50 percent of its teacher and principal evaluation systems supports the notion that all teachers and principals working in various types of schools and environments with diverse student populations should be able to demonstrate student growth. This is stated clearly in the Ohio Standards for the Teaching Profession (OSTP) and the Ohio Standards for Principals (OSP), upon which the evaluation systems are based:

- OSTP Standard 1, Element 3, *Teachers expect that all students will achieve to their full potential.*
- OSTP Standard 1, Element 5, *Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.*
- OSTP Standard 4, Element 5, *Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.*
- OSTP Standard 5, Element 5, *Teachers maintain an environment that is conducive to learning for all students.*
- OSP Standard 2, Element 2, *Principals ensure instructional practices are effective and meet the needs of all students.*
- OSP Standard 2, Element 3, *Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.*
- OSP Standard 3, Element 2, *Principals create a nurturing learning environment that addresses the physical and mental health needs of all.*

The use of a growth model supports teachers in core and non-core content areas and grade levels including

PreK-2, English language acquisition, music and physical education, as well as those teachers working with gifted students and students with disabilities.

Ohio is a national leader in the use of Value-Added student growth metrics, having included district- and school-level Value-Added measures of effectiveness in its accountability system since 2007. Ohio LEAs have begun to implement clear approaches to measuring teacher performance that accurately link student-level data to teachers and principals. (Attachment 20; Attachment 21). Ohio's work puts the state at the forefront of this discussion nationally. For example, Ohio was awarded a grant from the Bill & Melinda Gates Foundation to study the implications and implementation issues related to linking teacher and student data for teacher-level evaluation metrics. Ohio's RttT plan significantly advances the use of these metrics by expanding the analysis to the teacher level for all teachers in tested subjects (reading and mathematics, Grades 4-8) by the 2012-2013 school year.

Likewise, the Ohio Board of Regents (OBR) is required by HB 153 and RttT, beginning annually in 2012, to report aggregate Value-Added data graduates of teacher preparation programs (Attachment 10; Attachment 11). This is one of several metrics OBR will begin to use in the coming years to move educator preparation programs to a system of accountability aligned with the PreK-12 system. State university education deans piloted a linkage review process of their graduates mirroring the student-teacher linkage work being done in LEAs and received Value-Added reports of their principal graduates in fall 2011. They will verify their list of teacher preparation program graduates and begin receiving Value-Added reports for their teacher graduates in spring 2011.

For the purposes of the student growth component, principal evaluations will be comparable to student growth measures for teachers and will include building-level Value-Added scores. In addition, LEAs may choose to include student attendance, graduation rates, numbers of suspensions and expulsions, dual enrollment and postsecondary options participation and/or the percentage of students in Advanced Placement classes and International Baccalaureate programs. State guidance for the principal student growth component is currently under development and will be reviewed by the state Student Growth Measures Advisory Committee, comprised of preK-12 and higher education representatives with expertise in the area of assessment. The final guidance for 2012-13, which is a pilot year for most LEAs, is expected to be released in early August, 2012.

Teachers for whom Value-Added data is available will have that data used as one measure of student growth. With RttT LEAs and the support of the RttT Reform Support Network, Ohio is designing guidance and resources for measuring growth in non-tested subjects and grades, as well as for principals, to ensure that all teachers and principals have data available and are held accountable for student growth. This includes other assessments that may be used to measure student growth, as well as LEA-designed measures.

Ohio recently released a Request for Qualifications (RFQ) to gather information from vendors regarding assessments that may be used to measure student growth. In keeping with HB 153, ODE will publish a list of assessments that have been approved for use for this purpose, as well as guidance and considerations in determining which assessments to use at the local level. An RttT-sponsored mini-grant competition will provide LEAs the opportunity to pilot Value Added in additional grades and subjects. In 2011-2012, LEAs may use these funds for Terra Nova in associated Grades 3-8 and subjects, and ACT high school end-of-course exams.

For all other non-tested subjects and grades, Ohio is working collaboratively with national experts, Battelle for Kids and LEAs currently piloting the evaluation systems to develop a framework and guidance for other measures of student growth including end-of-course exams and student-learning objectives. The guidance will be shared with LEAs in spring and summer 2012 to ensure most LEAs have a full academic year to pilot the final, locally designed student-growth component. Therefore, all teachers will have one or more

measures of student growth from the following categories:

Category 1	Category 2	Category 3
• Value-Added scores	• Assessments on ODE-approved list	• Locally determined measures

These three categories are further delineated in the following guidance that was released to LEAs in March, 2012. The student growth component for each teacher will be comprised of a combination of the following measures based on data availability and LEA decisions.

A	**Teacher Value-Added**	• **MUST use if available** o **10-50% if applicable** o **Phased-in implementation of reading and math, grades 4-8** o **Extended reporting (other grades and subjects) being piloted** • **EVAAS Value-Added metric, aggregated across subject areas** o **1-year report; or 2- or 3-year rolling average, based on availability**
B	**Vendor Assessments**	• **MUST use if LEA has assessment in place** o **10-50% if applicable and no Value-Added data available** • **From ODE-Approved List** o **Vendors demonstrate how assessment can measure growth**
C	**LEA-Determined Measures**	• **MAY use: LEA decision (Teacher Groups A & B)** o **0-40% if used in combination with Type One or Two measures** • **MUST use (Teacher Group C)** o **50% if no Type One or Two data available** • **Three types of LEA-Determined Measures** o **Student Learning Objectives (SLOs) process for using measures that are specific to relevant subject matter. Measures for SLOs must be district-approved and may include:** · **District-approved, locally developed assessments** · **Pre/Post assessments** · **Interim assessments** · **Performance-based assessments** · **Portfolios** o **Shared attribution measures to encourage collaborative goals and may include:** · **Building or District Value-Added is recommended if available** · **Building teams (such as content area) may utilize a composite Value-Added score** · **Performance Index gains** · **Building or District-based SLOs** o **Teacher Group A (with Value-Added) may also use Vendor assessments as a LEA-determined measure if using both**

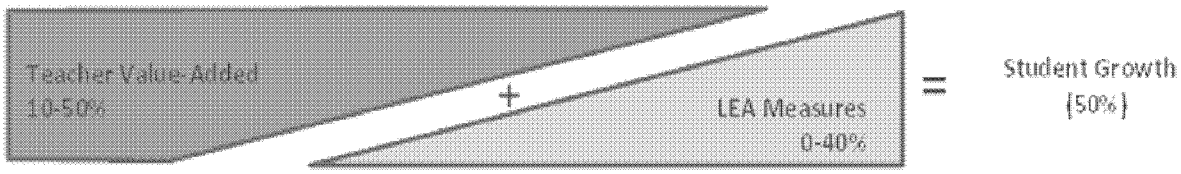
Teachers working with students with disabilities and English learners will have value-added data available if the students they teach are in grades 4-8, English language arts and mathematics. In some cases, based upon

local decisions, data from ODE approved assessments may be available. For those students in other grades and subjects, local measures of student growth will be used.

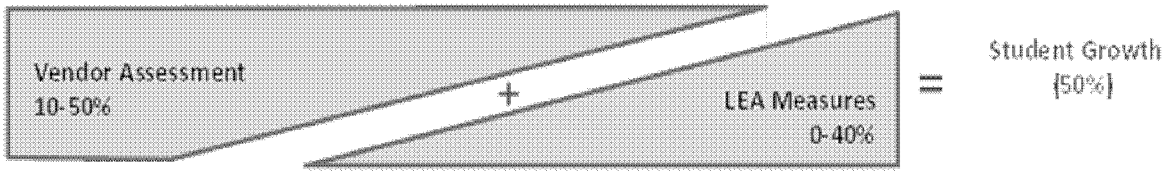
Ohio has determined that the student learning objectives (SLO) process will be used to identify learning outcomes or growth targets for students without value-added data or data from assessments approved by ODE. As a way to measure student growth, SLOs demonstrate a teacher's impact on student learning within a given interval of instruction. Further, they enable teachers to use their own knowledge of appropriate student progress to make meaningful decisions about how their students' learning is measured. As a collaborative process, SLOs also support teacher teams in their use of best practices. Using this method, all teachers will have available student academic growth data.

Subsequently, the specific student growth components will be divided into three categories for teachers based on the availability of Teacher Value-Added and LEA decisions:

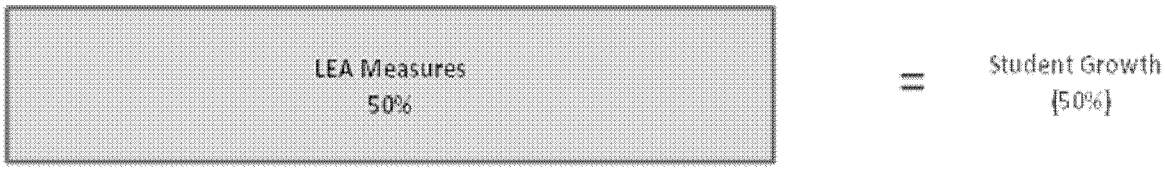
A: Teacher-level Value-Added data available



B: Approved Vendor Assessment data available



C: No Teacher-level Value-Added or Approved Vendor Assessment data available



ODE staff members are providing technical assistance to LEAs as they determine combinations of measures for determining student growth. Several resources have been posted on the ODE website and more are under development, such as FAQs, templates, rubrics and scoring guidance. SEA grant opportunities are available for local collaborative efforts and regional partnerships to develop examples of locally determined student growth measures using the SLO process. This work will support the implementation of the ODE guidance and help to build capacity and knowledge among LEAs. As a clearinghouse of best practice, the products developed through this opportunity will then be reviewed by the Student Growth Measures Advisory Committee and those approved to serve as exemplars will be posted on the ODE website to be used by other LEAs across the state.

The exact combination of student growth measures for each teacher will depend on the availability of Value-Added data, other assessment data and local decisions with ODE guidance, tools and resources. There is not enough research yet to say which combination of measures will provide the most accurate and useful information about teacher effectiveness. Therefore, these guidelines, like the evaluation systems themselves, will be updated as research and best practices emerge to inform revisions. To assist in this effort, ODE will assemble an advisory committee of assessment experts and practitioners from across the state. A process will be created for self-electing LEAs to submit measures to be reviewed by the committee and approved for inclusion in a statewide sharing bank to encourage sharing of promising practices. The committee will also make recommendations for revisions to the state guidance.

Perhaps most importantly, through partnerships with nonprofit organizations such as Battelle for Kids, educator associations, higher education institutions and ESCs, teachers and principals will be trained in the use of student-growth data to differentiate instruction, make informed curriculum choices and instructional strategies, develop intervention strategies and provide improvement supports. Student-growth data not only will inform the identification of strategies to continue to develop educator effectiveness through individual growth plans, but also inform strategies for school improvement.

Implementation Timeline

Year	Key Milestones
2011-2012	• OPES implemented and refined • OTES piloted in 138 LEAs • Teacher-level Value-Added reports available to 30% of teachers with Value-Added data • OTES framework adopted by SBOE • OBR reports Value-Added data on Ohio college and university teacher and principal prep program graduates • Rubric Alignment Tool developed • Student Growth Measures Guidance developed • Ohio eTPES developed and tested • Teacher and Principal Evaluator Training and Credentialing begins summer 2012
2012-2013	• OPES implemented • OTES implemented in some RttT and all TIF LEAs, and refined • Teacher-Level Value-Added Reports available to 60 percent of teachers with Value-Added data • Ohio eTPES piloted and ready for use by June 2013 • Teacher and Principal Evaluator Training and Credentialing continues • LEAs with qualifying evaluation systems may use both HQT and effectiveness ratings to determine equitable distribution of teachers
2013-2014	• OPES and OTES fully implemented • LEAs begin to report effectiveness ratings of teachers and principals to ODE • Teacher-level Value-added reports available to 100 percent of teachers with Value-Added data • LEAs with qualifying evaluation systems may use both HQT and effectiveness ratings to determine equitable distribution of teachers
2014-2015	• All LEAs use effectiveness ratings to determine equitable distribution of teachers • Effectiveness ratings replace HQT on Ohio Local Report Card

Stakeholder Involvement

Ohio's teacher and principal evaluation systems were developed using a variety of forms of stakeholder input (Attachment 18; Attachment 19). OPES was developed collaboratively with the principal and superintendent associations and their representatives over two years, and included field testing, piloting and numerous modifications based on feedback. This work began in 2007, well before RttT or state legislative requirements were in place. The model also was reviewed and recommended to the SBOE by the ESB, which is made up of 21 representatives of various associations and affiliations, including higher education. Since that time, there have been focus groups, an independent external review and multiple revisions made to the model based on feedback from the ESCs and BASA, who are conducting the training and collecting feedback from training participants.

The OTES model was developed similarly beginning in 2008 by a stakeholder writing team responsible for researching other states, best practices and legislative requirements. The team included representatives from teacher, principal and superintendent associations, as well as higher education institutions and educational service centers. Again, the ESB members were provided updates and opportunities for input, and one representative served as a member of the writing team. The model was field tested over the 2010-2011 school year with feedback from 36 LEAs informing revisions to the tools and processes. Approximately 140 teachers and 120 evaluators provided feedback in the form of completed paper copies of the field-test documents, electronic surveys and face-to-face focus groups facilitated by consultants from American Institute of Research (AIR). As already described, 138 LEAs are currently piloting the model, which will generate feedback on the revised tools and the comprehensive evaluation process. Multiple presentations were made to the SBOE Capacity Committee during summer and fall 2011, prior to adoption of the framework. Audience members were invited to ask questions and make suggestions at these meetings as time allowed.

In addition, Gov. Kasich's Teacher Liaison held 18 meetings during the summer of 2011 with teachers across the state, compiling a document to outline the concerns and themes that were emerging around evaluation and compensation of educators. The comments were echoed in the more than 1,300 emails they received.

Assurance

ODE will submit a copy of rubric alignment tool and student growth measures guidance to the USDOE by the end of the 2011–2012 school year.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Reviewing and Approving LEA Evaluation and Support Systems
As part of Ohio's RttT grant, each LEA wrote a Scope of Work that included a process and timeline for developing, piloting and implementing a teacher and principal evaluation system, with involvement of stakeholders in the district. District Project or Transition teams were responsible for facilitating alignment to the Ohio Framework and moving their district through steps leading to implementation in 2013-2014. The RttT process requires participating LEAs to design and implement annual performance reviews for teachers and principals that include multiple measures, with student growth as a significant factor, no later than 2013-2014. In addition, ODE staff provides ongoing technical assistance both at large regional venues and one-on-one as requested. This ensures fidelity to the RttT commitments and capacity building at the local level. HB 153 requires all local boards of education to adopt evaluation policies that reflect the input of teachers and principals and comply with the state framework by July 1, 2012.

Ensuring Involvement of LEA Teachers and Principals
RttT LEAs were required to collect signatures of union leaders on a Memorandum of Understanding to be eligible to receive the grant. Once awarded, they were required to assemble a transformation team including teachers, principals and administrators to develop and oversee their local Scopes of Work. Further emphasizing the importance of such collaboration, HB 153 requires that teacher evaluation systems be developed "in consultation with teachers employed by the board."

Ensuring Measures are Valid
All teacher and principal performance tools and resources used in the OTES and OPES models were field tested and piloted for validity and fidelity to the instruments. Both the performance and student-growth components will be comprised of multiple measures for OTES and OPES. The use of multiple measures will help ensure validity. Further, the external vendor that will design and train trainers for OTES is responsible for ensuring validity, and several external reviews of both OTES and OPES have been commissioned and have begun providing feedback on areas to consider in ensuring validity.

In 2008-2009, Ohio piloted the Ohio Principal Evaluation System in 19 LEAs. Since that time it has undergone annual revisions and modifications based on fieldback from practitioners. In addition, faculty from Wright State conducted a national review of the model which provided further feedback and suggestions for revisions.

In 2010-2011, Ohio field tested the Ohio Teacher Evaluation System in 37 LEAs with 110 educators. All documents were collected from the field test participants and analyzed by ODE staff. The American Institutes for Research conducted further analysis of the field testing through focus groups and data analysis of the processes used in the evaluation system (self-assessment, goal setting, data measures, formal observation, professionalism, communication and collaboration, and summative evaluation). Strengths and areas for improvement were identified by practitioners and the external analysis and subsequent

refinements were made to the OTES evaluation model.

Beginning in September 2011, ODE began piloting the Ohio Teacher Evaluation Model with 138 LEAs and over 600 participants (teachers, principals, district personnel, OEA, and ESCs). Through the year-long pilot, feedback from the participants has influenced the further refinement of the evaluation system. An external evaluator of the project, MGT of America, has provided and continues to provide information from the pilot schools to answer the following research questions:

1. Implementation: the Contractor will critically examine the ongoing implementation of the pilot in the selected schools to identify successes and areas in need of improvement. This includes sub-questions such as:
   a. To what extent were teachers, administrators and union leaders involved in the design and implementation?
   b. What is the fidelity in relation to the project plan?
   c. To what extent were comprehensive communication plans developed and successfully utilized?
   d. What were the best practices of the most effective implementers?

2. Impact on Teacher Effectiveness and Behavior: the Contractor will report the pilot program's impact on effectiveness and behavior as measured by student achievement and value-added measures. This includes changes in individual instructional practices and levels of embedded change within LEAs. This includes sub-question such as:
   a. What were the student achievement and growth measures used and what were the intended and unintended consequences on instructional practices?

3. Impact on Student Achievement: the Contractor will report the impact on student achievement utilizing state achievement test data and available value-added methodology. This includes questions such as:
   a. Does the evaluation system contribute/lead to increases in student achievement?
   b. How do these results compare to similar, non-participating schools?

4. Impact on Administrative Behavior and School/LEA Processes: the Contractor will examine impact at the school ad LEA level. Questions may include:
   a. Have LEA policies and procedures changed?
   b. To what extent has the pilot evaluation model impacted professional development?
   c. What is the nature and degree of alignment of organizations process and performance outcomes across school and LEA?

5. Sustainability: the Contractor will examine the sustainability of the evaluation system. This will include recommendations for improvement and scalability of the project.

6. Best Practices: the Contractor will monitor and review research and practices in other states and districts and make available a summary and recommendations for future refinement of the project.

Ohio requires that all evaluators of principals and teachers complete state-sponsored training, conducted by state-certified trainers and successfully complete an online assessment to be certified as an evaluator. Ohio has developed state training for evaluators of principals and is working with National Institute for Excellence in Teaching (NIET) to develop training for evaluators of teachers and the online credentialing system that accompanies each training. The trainings are based on Ohio's Performance Rubrics, providing a consistent benchmark of practice to gather, sort and assign evidence collected to the appropriate columns

within the rubrics.

All LEA evaluation systems will be required to align to the Ohio Evaluation Systems. That is, as a local control state, LEAs may use their own locally-developed or selected evaluation systems or the Ohio Evaluation Systems themselves. If an LEA chooses to use a locally determined evaluation system, the LEA must demonstrate alignment to the respective Ohio Evaluation rubric, OTES or OPES, which are both based upon the *Ohio Standards for Educators*. This alignment will be demonstrated through an electronic alignment tool as part of the required electronic reporting system.

Ensuring LEAs Implement and Meet Timelines (See "Implementation Timeline" Section 3A.)
ODE staff will develop a process for LEAs to submit documentation of the implementation date of their new evaluation systems prior to the July 1, 2013, HB 153 deadline. In addition, a process will be put in place to demonstrate alignment of locally developed rubrics to the OTES and OPES models. LEAs will report ratings through the Ohio electronic Teacher and Principal Evaluation System (eTPES). Once this documentation process is fully implemented, ODE will develop a process for random auditing to ensure fidelity to the requirements.

Ohio has developed a comprehensive communication plan to ensure information is available to all LEAs. Ohio worked with 138 LEAs this year for a formal pilot of OTES. ODE staff is working collaboratively with the Ohio School Boards Association to draft a model OTES policy for local boards of education to use when developing their policies, which are required to be in place by July, 2013 (HB 153). We have scheduled over 75 sessions of the required OTES credentialing training in spring and summer 2012 and plan to offer at least 300 sessions across the state by September, 2013.

Ohio is developing an electronic system to manage the OPES and OTES evaluation systems and all LEAs will be required to use this system beginning in 2013-2014 to show alignment to the model and to report principal and teacher effectiveness ratings. The electronic system, eTPES (electronic Teacher and Principal Evaluation Systems), will provide the structure as LEAs implement the evaluation systems to ensure consistency and reliability. The eTPES will also offer support as each area of evaluation is supported with help screens, professional development videos, and suggested forms to enable successful implementation of the evaluation systems.

Ohio will continue to leverage the support of the regional specialists and Educational Service Centers (ESCs) to offer specific professional development to LEAs as needed.

Timelines
Per HB 153, "…not later than July 1, 2013, the board of education of each school district… shall adopt a standards-based teacher evaluation policy that conforms to the framework for evaluation of teachers." Furthermore, the procedures for the evaluation of principals shall be based on principles comparable to the teacher evaluation policy adopted for teachers. As stated previously, this is also the required implementation timeline for the RttT grant requirements.

Providing Guidance and Technical Assistance
ODE has contracted with an external evaluator to report on necessary revisions and areas needing support as the evaluation systems implementation moves forward. This will include surveys and focus groups regarding inter-rater reliability, the use of evaluation data to inform instructional and human-capital decisions and the LEA support for professional growth plans. Those LEAs with Teacher Incentive Fund (TIF) and School Improvement (SIG) grants have more targeted technical assistance through the Appalachian Collaborative, identified ODE staff, and external evaluators for those grants. RttT LEAs have the additional technical assistance mentioned above.

HB153 ensures that all LEAs will be supported by requiring ODE to serve as a clearinghouse of promising evaluation procedures and evaluation models, and to provide technical assistance to districts in creating evaluation policies.

As described above, all principal and teacher evaluators in the state will be trained and credentialed. ESC and BASA staff already have certified more than 700 OPES evaluators. To implement full statewide OTES training in June 2012, a pool of qualified educators is being sought to serve as state-certified OTES trainers working collaboratively with a contracted vendor, ESCs, the Ohio Association of Secondary School Administrators (OASSA) and the Ohio Association of Elementary School Administrators (OAESA).

ODE will design training for teachers on the state model and HB 153 requirements through Ohio Education Association and Ohio Federation of Teachers. ODE plans to partner with the Ohio Grantmakers Forum to host a spring 2012 conference to provide information for LEAs that have not yet begun to design their evaluation systems.

Pilot Phase Feedback
As mentioned earlier, ODE has contracted with an external evaluator to collect data and participant feedback on the OTES model and OTES pilot. OPES was piloted in 2008-2009 and has undergone annual revisions and modifications based on feedback from districts using the tools and processes.

Reporting Effectiveness Ratings
Using RttT funds, Ohio has contracted with a vendor (RANDA Solutions) to develop an electronic system based on the Ohio Teacher and Principal Evaluation Model Frameworks. All LEAs participating in RttT will use the electronic evaluation system created through this project. The goal of the Ohio eTPES project is to automate the teacher and principal evaluation state models using Web-based technology. The system will have the capacity to enable districts and schools to upload their locally developed model components into the electronic version, thereby aligning to the state framework. Ohio eTPES will allow evaluators to use a standard Web browser and secure Web access to monitor, complete and store principal and teacher evaluations. The entire project is scheduled for completion in June 2013.

In addition, Ohio eTPES will be designed to support reporting features such as the reporting of teacher and principal effectiveness ratings. These ratings, in turn, will be available in the aggregate for use by institutions of higher education to inform accountability in Ohio. Data from teacher and principal evaluations will be used by the state, districts and charter schools to inform a range of human-capital decisions. These decisions will inform policy, professional development programs and opportunities, the retention, dismissal, tenure and compensation of teachers and principals, and higher education (teacher preparation) performance ratings.

Using Effectiveness Ratings to Inform Decisions
To supplement the RttT and HB 153 efforts and encourage the use of evaluation data for the purposes of informing human-capital decisions, ODE will begin a phase-out of Highly Qualified Teacher (HQT) requirements for those LEAs that demonstrate they have in place a qualifying evaluation system and policies that align with the state framework. The following describe the timeline for Ohio's transition to using effectiveness ratings to inform decisions:

- In 2012-2013 and 2013-2014, LEAs with qualifying evaluation systems in place will be provided the opportunity to use both HQT and Effective/Highly Effective Teacher data to inform equitable distribution of their educators. LEAs will be exempted from the requirements associated with HQT, including developing improvement plans and restrictions on the use of Title I and Title II funds. This change provides greater flexibility for ODE and the LEA while eliminating burdensome restrictions and reporting requirements. In addition, the use of Highly Effective

Teacher data supports more effective instruction while ensuring equity.

- In 2014-2015, all LEAs will use effectiveness ratings in place of HQT to make equitable distribution decisions. At that time, HQT data will be replaced on the Local Report Card by effectiveness ratings for both teachers and principals, and for the number of teachers employed by the LEA that hold senior- and lead-teacher licenses (Attachment 10).

Currently, federal NCLB requirements include the public reporting of the percentage of teachers with at least a bachelor's degree, the percentage of teachers with at least a master's degree, the percentage of core-academic-subject elementary and secondary classes not taught by highly qualified teachers, the percentage of core-academic-subject elementary and secondary classes taught by properly certified teachers, and the percentage of core-academic-subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure, as exhibited in the Local Report Card excerpt shown below (Attachment 25: Sample Local Report Card).

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

Federally Required School Teacher Information

	All Schools in Your District	High-Poverty Schools Located in Your District*	Low-Poverty Schools Located in Your District*
Percentage of teachers with at least a Bachelor's Degree	99.9	100.0	99.6
Percentage of teachers with at least a Master's Degree	61.0	60.4	60.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.4	0.4	0.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.3	99.3	94.1
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0	0.0	0.0

Not Calculated/Not Displayed when there are fewer than [illegible] in the group.

*High poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

Columbus City School District, Franklin County

LEAs will report their procedures, use of resources and equitable distribution of teachers in their state Comprehensive Continuous Improvement Plan (CCIP), and will have access to the Equitable Distribution of Effective and Highly Effective Educators analysis tool to conduct a school-by-school analysis of the distribution of Effective and Highly Effective teachers. A similar tool was designed for use with HQT. The new tool is currently under development. The CCIP also will be revised to accommodate effectiveness data, and ODE is investigating the potential capabilities within the Ohio eTPES contract.

This phased-in approach to reporting effectiveness ratings will allow LEAs time to pilot and implement qualifying evaluation systems that are fair, rigorous and transparent, before being required to report. This approach also will allow ODE time to assist LEAs in building capacity in their evaluators so they can conduct comprehensive, fair evaluations, and use data from the evaluations to inform a variety of human-capital decisions, including hiring and placement, professional development, equitable distribution of teachers, differentiated roles and responsibilities for Effective/Highly Effective educators, performance-based compensation and tenure.

In addition to using effectiveness ratings to inform equitable distribution of teachers, ODE will develop a strategy for districts to examine and analyze their school performance data as compared to teacher and principal performance.

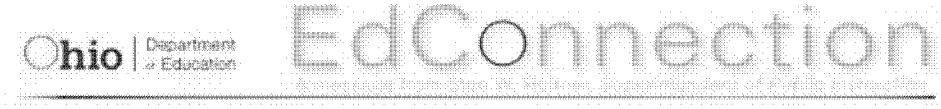
For example, schools that have high performance on the new accountability system, and also have a high number of teachers rated ineffective and developing, should examine data to determine the cause of the discrepancy. Likewise, schools that have low performance yet a high number of teachers rated proficient

and accomplished should also examine their data. Are the reasons for the discrepancies readily identifiable? Are there training and/or implementation issues with the new evaluation systems? Similarly, both OPES and OTES evaluators will be trained and supported to examine their effectiveness ratings across districts and schools to identify and analyze reasons for discrepancies between the 50 percent score that comprises the student growth component and the 50 percent score that comprises the performance component.

In implementing these strategies, Ohio strives to promote fidelity to and transparency in the evaluation systems instead of incentivizing inflated or deflated ratings.

Appendix A:
Required Attachments

Attachment 1: Notice to LEAs



Jan. 9, 2012

Good morning:

I hope you all had a great holiday season with your family and friends. The start of a new year is always a good time to reflect on what you have accomplished and look forward to what lies ahead. As always, this next year promises to bring lots of excitement and change, as well as challenges.

As the new year begins, Ohio plans to apply for a waiver to provisions of the federal Elementary and Secondary Education Act (ESEA), commonly known as *No Child Left Behind*. Although it has been acknowledged that several provisions within the law need some fine-tuning, the ESEA has not been revisited since it was first enacted in 2001.

Education Secretary Arne Duncan has invited states to apply for waivers and Ohio plans to take advantage of this opportunity. This is our chance to determine what will work best for our children. We know that we have to increase our performance levels, while showing greater transparency and accountability. At the same time, we hope to provide districts with greater flexibility in how they get their results. Three primary areas of the waiver request will include a redesign of the accountability system, consolidation of plans for and use of federal title dollars into a single plan, more flexibility for low-performing schools to improve student achievement, and greater district control over use of Supplemental Education Services (SES) money to provide tutoring to disadvantaged students.

We plan to file our waiver proposal by Feb. 18. Since we see the need for change in a number of areas, we will file a single plan that will describe how we will pool a number of federal funding sources to deliver on results.

Your suggestions on what the waiver needs to contain are important for us to hear. For more information about the waiver, click here. Please submit your comments and suggestions to eseawaiver@ode.state.oh.us.

Thank you for your continuing hard work on behalf of Ohio's students. Make it a great week.

Sincerely,

Stan W. Heffner

Attachment 2: Comments on Request Received from LEAs

ODE created a web page regarding the ESEA flexibility which can be accessed at the address below:

http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=129&ContentID=116237&Content=117992

Furthermore, ODE created an email portal to receive comments and questions regarding the flexibility potential. The email address is eseawaiver@ode.state.oh.us. To date, ODE has received 150-175 comments and questions from the public via email.

Both the web link and email portal became active on January 3, 2012. ODE encouraged this request for public comment and feedback during various stakeholder meetings as well as distribution lists and other communication. On February 8, 2012, ODE posted the draft waiver document, inviting stakeholders to review the draft and send additional comments or concerns to the email address above.

ODE received several comments commending the decision to apply for flexibility, especially regarding SES, uses of funds and AYP. In general, concerns were raised by four groups:

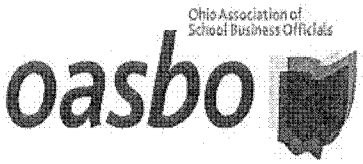
1. Gifted Community
   - Gifted performance indicator in accountability system
   - Delay weights for accelerated and advanced levels until OAA and OGT assessments and cuts scores developed
   - Allow for above grade level assessments (per SBOE's ESEA platform)
   - Concerns about inaccuracies in description of curricula supports for diverse learners

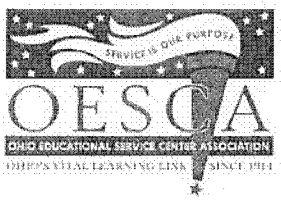
2. ELL Learners
   - Use OTELA assessment to replace the ELA state language arts assessment
   - Allow the exemption of SWD on the OTELA if it is stated in the IEP that a student is not able to test in certain domains (i.e., listening, speaking, reading/writing)
   - Allow for LEAs to get credit for LEP students who need more than 4 years to graduate

3. 21st Century
   - Concerned about reduced 21st CCLC funding for afterschool and summer programs
   - If application contains 21st century provision and if approved, OAN wants to help create guidance for expanded use of 21st CCLC funds
   - Community-based organizations need to continue to be eligible for funds
   - Equal opportunity for funding for both LEAs and community based organizations

4. Charter Schools
   - Concern with level of outreach to charter community
   - Concern with lack of research on waiver provisions to underperforming schools
   - Concern with understanding the grading system
   - Concern with how accountability system will impact charter school laws and closure

- 115 priority schools include 34 charters; identifying priority schools does not include value-added growth
- Work on value-added should include charter community
- Concern that supports provided to low-performing schools are not working. What if priority schools do not improve?
- Concerns that equitable distribution of effective educators at LEA level and that this does not assure that every child has an effective education. Distribution should be statewide, not within LEA.





December 29, 2011

The Honorable John R. Kasich
Governor of the State of Ohio
Riffe Center – 30th Floor
77 South High Street
Columbus, Ohio 43215-6108

Stan W. Heffner
Superintendent of Public Instruction
Ohio Department of Education – 7th Floor
25 South Front Street
Columbus, Ohio 43215

Dear Governor Kasich and Superintendent Heffner:

On behalf of the six education management organizations whose executive directors have affixed their signatures below, we are writing to express our support for the new academic content standards to be implemented in Ohio. We fully recognize the importance of increasing the rigor for students in demonstrating what they know and what they are able to accomplish. Certainly, if our future Ohioans are to secure jobs of their choice and remain competitive in the continuously evolving global economy, we must continue to raise our expectations through increasing the challenge of our curricula as measured by modern assessments and reported through an appropriate, fair, and transparent accountability system that provides useful information for both educators and the public they serve. In order to accomplish this, our emphasis should be on enhanced flexibility in exchange for greater accountability, and we pledge to work with the Ohio Department of Education to develop the specifics relative to enhancing the accountability system and increasing the flexibility of Ohio's diverse school districts to deliver results that benefit all of our students.

We are proud of the progress that Ohio has made in addressing the current standards. However, we recognize that even greater progress will be, and should be, expected in preparing Ohio's children for the future by insuring that they learn throughout their school years and graduate from high school ready for their choice of pursuing college or careers.

At the same time, we also fully appreciate that the implementation of such new standards and the development of new accountability instruments are almost on a collision course with the deadlines required in the No Child Left Behind Act (NCLB). In our collective opinions, it is highly unlikely that Ohio's schools can meet the federal 2014 Adequate Yearly Progress deadlines for 100% proficiency for all students on these more rigorous standards, especially since the transition to the new standards would occur with the 2014-15 school year, without the same investment in training staff in preparation for the changes that will be needed. That will require the kinds of levels of support that we have made over the last several years.

Therefore, we are asking that the State of Ohio engage in applying to the United States Department of Education for the currently available waiver under NCLB. This will provide the time necessary to implement the revised academic standards and to adequately assess the progress that we anticipate – and expect – of all of Ohio's students. It will allow Ohio to address the challenges of increased accountability through expanded flexibility (such as supplemental educational services, consolidated improvement plans, and fewer restrictions on the use of federal Title money) at the local level. It will permit the development of the transparency and clarity needed for both accountability and reporting to the public. In addition, we know that some aspects of a waiver request are specific to the Department of Education, and we offer to assist in this effort and provide appropriate counsel.

We should not rely upon an NCLB-era accountability system for Ohio to develop a world class system of schools. It is time to build upon the exceptional progress that Ohio has made and look forward to the future. The waiver is needed not to avoid sanctions but to aspire to higher goals for Ohio's students and future.

This is not about "racing to the top." It is about a New Horizon – a horizon where Ohio leads the nation to higher achievement and secures its rightful place among the world's finest in preparing our children and Ohio for a bright future.

We pledge our assistance in this effort.

Your consideration in this matter is greatly appreciated. With best regards, we are,

Very truly yours,

(b)(6)

R. Kirk Hamilton, Executive Director
Buckeye Association of
School Administrators

David Varda, Executive Director
Ohio Association of
School Business Officials

(b)(6)

Julie Davis, Executive Director
Ohio Association of
Elementary School Administrators

James J. Harbuck, Executive Director
Ohio Association of
Secondary School Administrators

(b)(6)

Craig E. Burford, Executive Director
Ohio Educational
Service Center Association

Richard C. Lewis, Executive Director
Ohio School Boards Association

John R. Kasich, *Governor*
Debe Terhar, *President*, State Board of Education
Stan W. Heffner, *Superintendent of Public Instruction*

February 23, 2012

On behalf of the State Board of Education of Ohio, I recognize the authority of our State Superintendent of Public Instruction, Stan Heffner, to apply for a flexibility waiver from the U.S. Department of Education.

Ohio's waiver proposal requests flexibility on certain federal requirements, on behalf of itself and local education agencies, under the Elementary and Secondary Education Act (ESEA).

Ohio is committed to creating a world-class education system for all students by implementing the cutting-edge reforms in Ohio's Race to the Top grants. It also is committed to college- and career-readiness for all students through a rigorous curriculum and state and national Common Core Standards.

Through its membership in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium and a strong accountability system, Ohio is committed to next generation innovative assessments.

With the passage of HB 153, Ohio has shown its support for effective instruction and leadership by developing teacher and principal evaluations and streamlining local governments and educational agencies.

The State Board of Education of Ohio has recognized significant alignment between its vision and the principles of the ESEA that all Ohio students graduate from the PK-12 education system with the knowledge, skills and behaviors necessary to successfully continue their education and/or be workforce ready and successfully participate in the global economy as productive citizens.

Thank you for the opportunity to improve our service to Ohio's students through this waiver request.

Sincerely,

Debe Terhar
President
State Board of Education of Ohio

25 South Front Street (877) 644-6338
Columbus, Ohio 43215 (888) 886-0181 (TTY)
sboe.ohio.gov

OEA
OHIO EDUCATION ASSOCIATION

Patricia Frost-Brooks, President
William Leibensperger, Vice President
Jim Timlin, Secretary-Treasurer
Larry E. Wicks, Executive Director

The OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve.

February 13, 2012

Stan W. Heffner
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215

Dear Stan:

I write to express the Ohio Education Association's (OEA) support for Ohio's request for a waiver of specified requirements of the No Child Left Behind Act.

The OEA vision – *to lead the way for the continuous improvement of public education while advocating for members and the learners we serve* – guides our efforts to influence public school innovation and improvement so that all children come to school ready to learn and leave prepared for college, career and responsible citizenship.

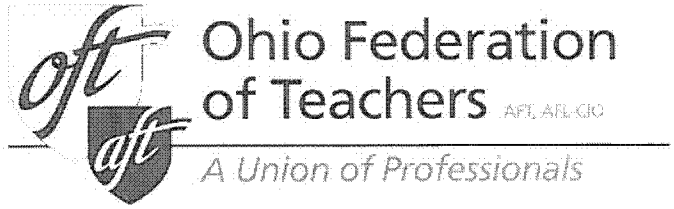
We support many of the Ohio's reform initiatives, particularly the transition to college readiness standards and data-informed teaching practices, the improvement-oriented approach to teacher and principal evaluation, and the new accountability systems and report cards that are designed to inform continuous school progress and to achieve clearer communication to families, educators and the general public. Ohio's proposal is focused on achieving success, not on negative sanctions.

While we do have reservations and concerns about some state mandates, we are pledged to continue collaborating with school districts, the department of education and other education stakeholders to ensure that all children have caring, effective teachers and the educational experiences they need for personal, economic and civic success in the 21st Century.

Sincerely,

Patricia Frost-Brooks
President

225 E. Broad St., Box 2550, Columbus, OH 43216 ■ PHONE: (614) 228-4526 or 1-800-282-1500 ■ FAX: (614) 228-8771
An Affiliate of the National Education Association



February 16, 2012

Stan Heffner, Superintendent of Public Instruction
Ohio Department of Education
20 South Front Street
Columbus, Ohio 43215

Dear Superintendent Heffner:

The Ohio Federation of Teachers is pleased to support the State of Ohio in applying to the United States Department of Education for a waiver under the ESEA. We believe that Ohio has made strong progress in addressing the needs of students across the state. We are in support of the following four main principles outlined in the waiver:

- College- and career-ready expectations for all students;
- State-developed differentiated recognition, accountability and support for all schools;
- Support for effective instruction and leadership; and
- Reduced duplication and unnecessary burden on schools.

The waiver application outlines a plan to improve the state accountability system in a way that permits us to move forward to serve all students. Certainly the most important emphasis is on continuing to close the achievement gap. Nothing is more important than assuring the success of ***all*** children.

The Ohio Federation of Teachers looks forward to working with the state to collaboratively implement this effort.

Sincerely,

Sue Taylor

Sue Taylor, President
Ohio Federation of Teachers

Cc: Michael Sawyers

1251 E. Broad Street • Columbus, OH 43205 • 614/258-3240 • www.oft-aft.org
An affiliate of the American Federation of Teachers, AFL-CIO

Ohio | Department of Education

Ohio Committee of Practitioners

February 17, 2012

Dr. Stan Heffner
Superintendent of Public Instruction
Ohio Department of Education
25 S. Front St
Columbus, OH 43215

Dear Superintendent Heffner,

Since our inception in 2003, the Ohio Committee of Practitioners has enjoyed a mutually beneficial collaboration with employees of the Ohio Department of Education (ODE). During that time, we have provided feedback on numerous projects proposed by the department and have been active participants in initiatives undertaken by ODE to improve the quality of education for all students in Ohio.

Our committee has reviewed the changes proposed in Ohio's *ESEA* Flexibility waiver request to the U.S. Department of Education. On behalf of our committee, we would like to extend our support as Ohio applies for and implements the changes proposed in the waiver application. We look forward to the opportunity to provide feedback and guidance as Ohio moves forward in implementing the ambitious changes outlined in the state's waiver application.

Please let our committee know if we can be of assistance as ODE moves forward during the application and implementation process.

Sincerely,

Scott Hummel
Chair

Terri McIntee Larenas
Vice-Chair

Ohio Coalition for the Education of Children with Disabilities

Executive Office
Margaret Burley, Executive Director
Lee Ann Derugen, Co-Director
165 W. Center Street, Suite 302
Toll Free: (800) 374-2806
Phone: (740) 382-5452

Statewide Multicultural Office
Marbella Caceres, Multicultural Coordinator
Marion, Ohio 43302
Fax: (740) 383-6421
E-mail: ocecd@ocecd.org
Web: www.ocecd.org

Cleveland Office
(800) 694-6402

Mid Ohio Latino Office
(877) 821-2931

Northern Office
(800) 461-1928

Northern Ohio Latino Office
(877) 396-9138

North Central Office
(800) 694-6429

Ohio River Valley Office
(800) 428-9316

Southern Office
(800) 694-7903

Southeast Office
(800) 694-6480

Southwest Office
(800) 694-6502

West Central Office
(877) 758-5607

January 9, 2012

Dr. Stan Heffner
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, Ohio 43215

Dear Dr. Heffner,

I am writing regarding the state of Ohio's efforts to request a waiver of certain elements of the federal Elementary and Secondary Education Act, which is often referred to as the No Child Left Behind Act (NCLB).

I understand that certain provisions of this important act are potentially problematic for many states, including Ohio, and that limited waivers of these provisions may be in order. However, it is not at all clear to me or to the Ohio Coalition for the Education of Children with Disabilities (OCECD) what the state of Ohio's waiver request is or how it would impact children with disabilities. This is of serious concern, particularly given the fact that Ohio has demonstrable special education service delivery challenges. For instance, a May 2011 Fordham Institute report (*Shifting Trends in Special Education*) found that Ohio ranked 49th out of 50 states (2008-2009) in the ratio of special education teachers and paraprofessionals (79/1000) to students with disabilities. More importantly, our own state statistics show that the leading reason that over half of Ohio school districts don't meet NCLB performance requirements is the achievement of students with disabilities.

With this in mind, and ever aware that OCECD continues to work productively with your agency and school districts throughout Ohio to advance the educational needs of students with disabilities, *I am respectfully requesting the following: A meeting with you and/or other appropriate ODE leadership staff to review and better understand the state's waiver request and its impact on special education in Ohio. Without this common sense approach, OCECD simply cannot support the state's waiver.*

Thank you for your consideration of this request.

Sincerely,

Margaret Burley

Margaret Burley
Executive Director

February 14, 2012

Superintendent Stan Heffner
Ohio Department of Education
25 S. Front Street
Columbus, Ohio 43215

Dear Superintendent Heffner,

The Ohio Afterschool Network is comprised of parents, education professionals, provider organizations, youth development advocates and others working to assure that all of Ohio's children have access to high-quality and affordable afterschool programs.

OAN members are concerned about the proposed expansion of uses for 21st Century Community Learning Center (21st CCLC) funds through the ESEA Waiver's 11th option.

Ohio's current investment of 21st CCLC funds makes it possible for 40,591 children to receive high-quality learning before-school, after-school and during the summer months.[1] Reallocating 21st CCLC funding to support in-school learning will reduce the number of children and youth who can participate in these programs.

Extensive research by Dr. Deborah Vandell and others shows that high-quality afterschool programs improve school attendance, educational aspirations, on-time promotion, homework completion and engagement in learning. Students who participate are more likely to complete their homework, and have reduced absenteeism, dropout rates and discipline issues.[2] Their parents are also less likely to have work absences.[3]

Ohio Afterschool Programs provide many examples of increased student achievement linked to high-quality afterschool programs:

- Kent State University's evaluation of Akron After School, which is in all of the district's elementary and half of its middle schools, found that regularly attending students performed

[1] Afterschool in Ohio, Afterschool Alliance - http://www.afterschoolalliance.org/states_docs/pdfs/2011/Ohio_Fact_Sheet.pdf
[2] After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It, Harvard Family Research project February 2008 Issues and Opportunities in Out-of-School Time Evaluation, http://www.hfrp.org/publications-resources/browse-our-publications/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it
[3] Parental After-School Stress Project, The Community, Families & Work Program , Brandeis University - http://www.brandeis.edu/barnett/research/docs/PASS_Findings.pdf

better than or at least as well as non-participating students on the OAT and other measures of academic performance. The 5th grade math OAT mean score and percent passing was significantly higher than those for students who attended when compared with those who did not attend. These results are noteworthy because the participating students were specifically selected due to academic risk factors.[4]

- Columbus State Community College's ESL Afterschool Communities programs serve Somali, Bantu and Hispanic immigrant and refugee students. In this afterschool program 60% of the participating students increased their OTELA scores, 68% increased their OAA scores and 89% improved their reading levels. This program also helps the parents, many of whom don't speak English, understand and navigate the district's educational system such as translating report cards and teachers' messages.[5]
- The Homeless Family Foundation's Dowd Education Center provides afterschool and summer programming to one of the most vulnerable populations – homeless children and youth elementary through high school. Their extensive evaluation of student progress shows that in 97.4% of children and youth improved their math scores and of that, 43% improved from their pre to post test by 20% or more. In reading, 95.8% improved from pre- to post-test. According to one afterschool educator "so many students progressed in the ability to decode and read words and texts; what the testing didn't show was that so many of the children grew in confidence and love of reading. Part of the summer success was due to more overall time in the program for reading."[6]

Studies show that children and youth without access to summer learning start the school year two months behind where they ended it the previous year. Research done by Ohio State University Professor Dr. Douglas Downey found that "all young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer."[7]

Research also shows that most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains.[8] This leads researchers to believe that half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. This contributes to the catastrophic epidemic of lower-income youth being less likely to graduate from high school or enter college.[9] Participation in high-quality summer learning programs can reduce the need for remediation.

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[4] Akron After School and Akron 21ST Century , Kent State University, Bureau of Research Training & Services, College and Graduate School of Education, Health, and Human Services

[5] Reported by Suzanne Schaeffer, Supervisor, ESL Afterschool Communities, Cols. State Community College, January 2012

[6] Dowd Education Center Math and Reading Assessment findings 2010-2011 school year, provided by Gale Hacker, Dowd Education Center Director, January 2012

[7] Downey, D, von Hippel, P., and Broh, B. (2004). Are schools the great equalizer? Cognitive inequality during the summer months and the school year. *American Sociological Review*

[8] Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, *66*, 227-268

[9] Alexander, K. Entwisle,D., and Olson, L. (2007). Lasting consequences of the summer learning gap. *American Sociological Review, 72*, 167-180.

Cincinnati's Schools' 5th Quarter program shows creativity in blending Title I, 21st CCLC and other funding to address summer learning loss in the district's lowest performing elementary schools. The 5th Quarter combines summer school and 21st CCLC programming (and funding) to build a seamless experience for 2,500 students. Previous summer school programming only attracted 750 participants, but when combined with wrap-around programming that allowed children to have a full day of learning and fun enrichment provided in partnership with experienced community partners, participation more than tripled. The 21st CCLC partnership leverages significant resources via an extensive network of community-based organizations, including YMCAs, Boys and Girls Clubs, the Urban League, and more.

Afterschool programs provide parents and schools the perfect venue to overcome barriers to participation in their child's education. Research shows that parent involvement in afterschool programs provides the same benefits to children, families, and programs as parent involvement in the regular school day.[10] Afterschool programs present a gateway into the school for many parents who do not otherwise feel connected to their children's school.

Afterschool staff can more easily initiate interactions with parents because they have the ability to meet with parents before or after the workday, and many are community members, students or community-based youth development workers and can be less intimidating to parents. Parents who feel connected to their afterschool program are far more likely to then connect with teachers and staff from the regular day.

OAN's specific concerns are:

- Research shows that pull-out remediation is ineffective. Taking a child out of class to support and advance their learning is counterintuitive. Some researchers find that "at best," pull-out remediation programs "may keep at-risk students from falling further behind their age-mates, but even this effect is limited to the early grades." [11] Pulling students out of the regular classroom to receive separate instructional services has negative consequences, particularly the students' loss of esteem by being labeled different, the loss in time and lack of coherence with the regular curriculum, and the lack of communication between teachers.[12]
- Already Ohio is short nearly 250,000 afterschool "slots."[13] Fewer funds dedicated exclusively to afterschool services will mean fewer programs and openings for children and youth.
- A change in use of funding for organizations and districts that already have 21st CCLC grants will make it challenging to continue to offer planned afterschool services with fewer funds.
- It is not necessary to expand the use of 21st CCLC funds when new Supplemental Educational Services flexibility provides additional Title I funds for in-school services.

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[10] Perkins, D. F., et al. (2004). After-school programs parent involvement plan. University Park, PA: Department of Agriculture and Extension Education, The Pennsylvania State University

[11] Slavin, R. E. & Madden, N. E. (1989). What works for students at risk: A research synthesis. Educational Leadership

[12] NCREL Critical Issue: Rethinking Learning for Students at Risk

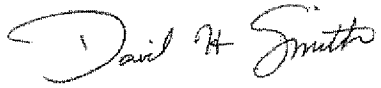
[13] Report to Ohio Afterschool Network: Afterschool Programming in Ohio - Supply and Demand Estimates, The Strategy Group, 2006 - http://www.ohioafterschoolnetwork.org/displaycommon.cfm?an=1&subarticlenbr=4

OAN's recommendations are:

- Limit expansion of uses for 21st CCLC to priority schools.
- ODE needs to develop guidance, supports and accountability for aligning the school day and afterschool so that students experience a seamless learning day with extra support and adult encouragement. Guidance should include successful models of alignment including governance and budgeting.
- OAN needs to participate in the development of the guidance and design of supports to help this new model, if approved, be successful in providing aligned in-school and out-of-school learning experiences.

The Ohio Afterschool Network offers it expertise in afterschool and expanded learning opportunities to the Ohio Department of Education as it considers its options regarding selecting the NCLB waiver and , if selected, assisting ODE in assuring that this new model helps to make good use of scare resources to help children and youth be successful. We would be happy to meet, answer questions or provide additional information.

Sincerely,



Dave Smith, OAN Chair
Horizon Activities Centers

Lisa Bottoms, OAN Vice Chair
The Cleveland Foundation

Allison Wallace, OAN Policy and Funding Committee Chair
Greater Cleveland Neighborhood Centers Association

Attachment 3: Notice and information provided to the public regarding the request

Opportunity for Ohio to Change NCLB Obligations

USDOE is providing the chance for all states to apply for a waiver from some of the obligations currently under the NCLB Act. The waiver involves 10 areas under NCLB requirements, also known as the federal ESEA.

Ohio plans to take advantage of this opportunity to address current obstacles to real and lasting education reform in our state. Your suggestions can help us improve efficiencies to help raise student achievement while continuing to ensure success for all students.

ODE intends to apply for the ESEA Flexibility in mid February 2012.

Please note that Ohio's application for flexibility under current federal law will not lessen school accountability requirements to ensure academic achievement of all students. For more detailed information about the waiver opportunity, visit ESEA Flexibility.

Please submit your comments and suggestions to eseawaiver@ode.state.oh.us.

Flexibility to Improve Student Academic Achievement and Increase the Quality of Instruction

Ohio may request flexibility through waivers in ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements.

The 10 provisions are:

*The chart is written in a condensed format. It is not intended to be used for a detailed analysis of the flexibility provisions and may not capture all the requirements.

1	Adequately Yearly Progress (AYP) timeline	Ohio would have flexibility in setting annual measurable objectives (AMOs) to use in determining AYP. This would allow Ohio to develop ambitious but achievable goals without a trajectory of 100% student proficiency by 2014, as specified under current law.
2	School Improvement Requirements	An LEA (local education agency) would not have to identify for improvement, corrective action, etc. its Title I schools that fail to make AYP nor be required to use current improvement actions. Also, an LEA would be exempt from administrative and reporting requirements under school improvement section. (For example, since an LEA would no longer have to identify these schools, they would not have to send parent notification letters or set aside Title I funds for public school choice and supplemental educational services (SES).
3	LEA Improvement Requirements	Same as #2 but at the district level.
4	Rural LEAs	LEAs under certain rural school programs would have flexibility to use funds for any authorized purpose regardless of AYP status.
5	School-wide Programs	LEAs may operate a school-wide program in a Title I school that

		does not meet the 40% poverty threshold, if the Ohio Dept. of Education (ODE) has identified the school as a priority (bottom 5%) or focus (bottom 10% of Title I) school and the LEA is implementing interventions consistent with the turnaround principles.
6	School Improvement Funding	ODE may allocate school improvement funds to an LEA in order to serve any priority or focus school. This would allow Ohio to permit LEAs greater flexibility in serving more students while eliminating burdensome restrictions and reporting requirements.
7	Reward Schools	ODE may use funds to provide financial rewards to any reward school.
8	Highly Qualified Teacher (HQT) Improvement Plans	LEAs not meeting HQT targets would not have to develop improvement plans and would have flexibility in using certain federal funds (Title I and Title II). ODE would not have to implement the plans such as entering into agreement with an LEA on the use of funds and providing technical assistance on its plan. ODE will still ensure HQT equity but would eliminate burdensome restrictions and reporting requirements.
9	Transfer of Certain Funds	ODE and LEAs may transfer up to 100% of funds for certain programs among those programs and into Title I, Part A. ODE and LEAs would not have to give notification prior to transferring funds.
10	Use of School Improvement Grant (SIG) Funds to Support Priority Schools	ODE may award school improvement funds to an LEA to implement one of the four improvement models for any priority school.
	Optional Flexibility: Using 21st Century Funds	SEA may permit community learning centers to use 21st century funds to support expanded learning time during the school day in addition to non-school hours.

You can submit your comments and suggestions at eseawaiver@ode.state.oh.us.

http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=129&ContentID=116237

Title I Committee of Practitioners November 17th & 18th, 2011 Agenda
BASA-8050 N. High St, Columbus, Ohio 43235
Practitioners advise the Ohio Department of Education regarding Title I, Elementary and Secondary Education Act, Section 1903

Thursday, November 17th, 2011

Topic	Time Est.	Lead Person	Methods	Expected Outcomes
Call to order Approval of Minutes Approval of Agenda	3:00 PM-3:15PM	Scott Hummel, Vice-Chair Dr. Cynthia Lemmerman, Director, Office of Federal Programs	Presentation Discussion Corrections Additions	
Introduction of New Members and Election of officers	3:15 PM-3:30 PM	Scott Hummel, Vice-Chair		
RttT Updates	3:30 PM-4:40 PM	Joan Nichols, RttT Communication Director	Presentation Discussion	Discuss with the committee results from the first year of implementation of RttT.
Updates on the Center for Accountability and Continuous Improvement	4:30 PM-5:00 PM	Adrian Allison, Executive Director, Center for Accountability and Continuous Improvement	Presentation Discussion	Present to the committee information regarding the changes to the center and how the work of the center interacts with other offices with ODE.
ESEA Waivers Introduction	5:00 PM-6:30 PM	Cynthia Lemmerman, Director, Office of Federal Programs	Presentation Discussion Review	Present to the committee the ESEA Waiver documents and review materials provided by the U.S. Department of Education.
Meeting Adjourn	6:30 PM	Scott Hummel, Vice-Chair		

Friday, November 18th, 2011

Report of the Chair	8:00 AM-8:15 AM	Scott Hummel, Vice-Chair	Discussion	Work out business details
Ohio's Differentiated Accountability System: Year 3	8:15 AM-9:00 AM	Pamela Vanhorn, Director, Office of Ohio Network for Innovation & Improvement	Presentation Discussion	Present to the committee data from the two years of implementation of the Differentiated Accountability system and discuss changes for year three.
SES Effectiveness Report Redesign	9:00 AM-10:00 AM	Debra Shirley, Consultant, Office of Federal Programs Sherry Panizo, Management Analyst Supervisor, Office of Policy & Research	Presentation Discussion	Present to the committee information regarding changes to the SES program and receive feedback on the redesign of the ER.
ESEA Waivers Discussion	10:00 AM-12:00 PM	Cynthia Lemmerman, Director, Office of Federal Programs	Discussion	Continue the discussion on the ESEA Waivers and the impact on Ohio.
Upcoming Issues, Plus & Delta Adjourn	12:00 PM-12:15 PM	Scott Hummel, Vice-Chair	Meeting Review	Discuss the expected outcomes for the Feb 16-17, 2012 meeting

Title I Committee of Practitioners February 16 & 17, 2012 Agenda
BASA-8050 N. High St, Columbus, Ohio 43235
Practitioners advise the Ohio Department of Education regarding Title I, Elementary and Secondary Education Act, Section 1903

Thursday, February 16, 2012

Topic	Time Est.	Lead Person	Methods	Expected Outcomes
Call to order Approval of Minutes Approval of Agenda	3:00 pm-3:15 pm	Scott Hummel, Chair Dr. Cynthia Lemmerman, Director, Office of Federal Programs	Presentation Discussion Corrections Additions	
School Improvement Grant (SIG) Update	3:30 pm-4:00 pm	Jeanne Paliotto, Director, Office of Transforming Schools	Presentation Discussion	Present to the committee updates to the School Improvement Grant for FY13
ESEA Flexibility Waiver Discussion	4:00 pm – 7:00 pm	Dr. Cynthia Lemmerman, Director Office of Federal Programs Matt Cohen, Chief Research Officer, Policy & Research	Discussion	Review by the committee of ODE's ESEA Flexibility Waiver draft and provide feedback to be incorporated in the final revisions.
Meeting Adjourn	7:00 pm	Scott Hummel, Chair		

Friday, February 17, 2012

Report of the Chair	8:00 am-8:15 am	Scott Hummel, Chair	Discussion	
Formative Instructional Practices (FIP) Professional Development	8:15 am-9:30 am	Virginia Ressa, Consultant, Office of Curriculum and Assessment	Presentation Discussion	Present to committee information on the FIP initiative.
Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES)	9:30 am – 10:30 am	Carol King, Contractor, Office of Educator Equity & Talent	Presentation Discussion	Present to the committee information about OTES and OPES.
Office of Federal Programs Updates	10:30 am-11:30 am	Lakshmi Nandula, Assistant Director, Office of Federal Programs Elena Sanders, Assistant Director, Office of Federal Programs	Discussion	Present to the committee information gathered from the National Title I Conference and other initiatives within the Office of Federal Programs.
Upcoming Issues, Plus & Delta Adjourn	12:00 pm-12:15 pm	Scott Hummel, Chair	Meeting Review	

Upcoming meeting: June 21 & 22, 2012

Link to access list of Committee of Practitioners:
https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=78079

Ohio | Department of Education

Ohio Committee of Practitioners

Summary of Feedback on ESEA Flexibility Waiver

The Ohio Committee of Practitioners reviewed the draft of Ohio's ESEA Flexibility Waiver during their February 16 & 17, 2012 meeting. Below are highlights of the feedback provided for each principle area and overall feedback on the waiver.

Principle 1:

- How will college remediation statistics be used to evaluate high schools?
    - What benefit will there be for high schools that do well in this area?
    - What consequences will there be for high school that do not do well in this area?
    - How will high schools certify that students won't need remediation?
- What assessments will be used to determine "career" readiness?
- Inconsistencies/confusion regarding bi-lateral agreements (pg. 28 & 29 of draft waiver)

Principle 2:

- Formative summaries for each letter grade in the new accountability system would go a long way in explaining why a school is given its letter grade
    - Analyze the bands between letter grades: A school could be doing well and still receive a B for several years; conversely a school could be slipping and still receive a B
        - Showing percentages and trend lines would be useful to parents, teachers, and the public in understanding if a school is doing better
- More emphasis should be placed on Early Warning, Priority and Focus.
    - What supports/interventions can be in place to help schools before they reach medium or high support?
- While supports are identified throughout principle 2, little is written in terms of resources available to pay for the supports.
- Where do the "lists" required by H.B. 153 fit into this new accountability system?

Principle 3:

- Presentation on Ohio Teacher Evaluation System (OTES) and Ohio Principals Evaluation System (OPES) greatly enhanced the committee's overall understanding of the changes proposed in this section
- Strong alignment with other initiatives currently in Ohio
- Two qualities were observed to be very strong:
    - Consistencies between evaluation and measurable objective
    - Amount of evaluation data available

February 21, 2012

Ohio | Department of Education

Ohio Committee of Practitioners

Overall Comments:

- How will changes be communicated to parents, teachers, and the public?
    - How will initiatives outline in the waiver impact LEAs that are not signed up for Race to the Top?
- What is the longitudinal alignment between K-12 Content Standards and college curricula?
- Waiver would benefit from clearly laying out what assessments will be used for students with disabilities (SWD).
    - Are there improvements that could be made to how SWD is included in determining the overall letter grade for a school/LEA?
- Emphasis should be placed on flexibility regarding the "school structure"
    - Innovations in changing and extended the school day could go a long way in improving education for students in Ohio.

February 21, 2012

Attachment 4: Evidence that the State has formally adopted college- and career-ready content standards, consistent with the States standards adoption process

VOTING AGENDA

State Board of Education – March 2011

Ohio School for the Deaf
500 Morse Road, Columbus

Tuesday, March 15, 2011

. Call to Order – Board President

. Roll Call – (b)(6)

. Welcome and Pledge of Allegiance – (b)(6)

. Approval of Minutes of the February 2011 Meeting — Volume 1

. Report of the Superintendent of Public Instruction

. Public Participation on Action Items

. Voting on the Report and Recommendations of the Superintendent of Public Instruction — Volumes 2 through 4

VOLUME 2 – CONSENT AGENDA

1.	RESOLUTION TO ACCEPT THE VOLUNTARY SURRENDER AND TO ENTER AN ORDER TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL KINDERGARTEN-ELEMENTARY TEACHING LICENSE OF (b)(6)	1
2.	RESOLUTION TO ACCEPT THE VOLUNTARY SURRENDER AND TO ENTER AN ORDER TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL EARLY CHILDHOOD TEACHING LICENSE OF (b)(6)	5
3.	RESOLUTION OF INTENT TO AMEND RULE 3301-24-14 OF THE ADMINISTRATIVE CODE ENTITLED SUPPLEMENTAL TEACHING LICENSE	7
4.	RESOLUTION OF INTENT TO ADOPT PRESCHOOL CONTENT STANDARDS AND THEIR SUCCESSORS IN MATHEMATICS AND ENGLISH LANGUAGE ARTS	13
5.	RESOLUTION OF INTENT TO CONSIDER CONFIRMATION OF THE REYNOLDSBURG CITY SCHOOL DISTRICT'S DETERMINATION OF	35

	IMPRACTICAL TRANSPORTATION OF A CERTAIN STUDENT ATTENDING LIBERTY CHRISTIAN ACADEMY, A CHARTERED NON-PUBLIC SCHOOL, LICKING COUNTY	
6.	RESOLUTION OF INTENT TO ADOPT THE DIVERSITY STRATEGY RECOMMENDATIONS SET FORTH IN THE OSU KIRWAN INSTITUTE'S *REPORT & RECOMMENDATIONS ON DIVERSITY STRATEGIES FOR SUCCESSFUL SCHOOLS* AND TO DIRECT THE DEVELOPMENT OF AN IMPLEMENTATION PLAN	Volume 4 Misc. Res. Page 3

VOLUME 2 – TERRITORY TRANSFERS

7.	RESOLUTION TO REJECT THE RECOMMENDATION OF THE HEARING OFFICER AND TO APPROVE THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE MANSFIELD CITY SCHOOL DISTRICT, RICHLAND COUNTY, TO THE LEXINGTON LOCAL SCHOOL DISTRICT, RICHLAND COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE Item 7 was amended at the board meeting	1
8.a.	RESOLUTION TO DENY THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE COLUMBUS CITY SCHOOL DISTRICT, FRANKLIN COUNTY, TO THE WESTERVILLE CITY SCHOOL DISTRICT, FRANKLIN COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE Item 8.a. was denied at the board meeting	43
8.b.	RESOLUTION TO APPROVE THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE COLUMBUS CITY SCHOOL DISTRICT, FRANKLIN COUNTY, TO THE WESTERVILLE CITY SCHOOL DISTRICT, FRANKLIN COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE Item 8.b. was denied at the board meeting	45
9.	RESOLUTION TO ACCEPT THE RECOMMENDATION OF THE HEARING OFFICER AND TO DENY THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE BETHEL LOCAL SCHOOL DISTRICT, MIAMI COUNTY, TO THE MIAMI EAST LOCAL SCHOOL DISTRICT, MIAMI COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE Item 9 was amended at the board meeting	79
10.	RESOLUTION TO ACCEPT THE RECOMMENDATION OF THE HEARING OFFICER AND TO APPROVE THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM	91

THE ALEXANDER LOCAL SCHOOL DISTRICT, ATHENS COUNTY, TO THE ATHENS CITY SCHOOL DISTRICT, ATHENS COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE	

VOLUME 3 – SCHOOL PERSONNEL

11.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO REVOKE THE THREE-YEAR PUPIL ACTIVITY SUPERVISOR PERMIT AND FIVE-YEAR PROFESSIONAL ELEMENTARY TEACHING LICENSE OF (b)(6) (b)(6)	1
12.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO REVOKE THE FIVE-YEAR PROFESSIONAL ASSISTANT SUPERINTENDENT LICENSE AND FIVE-YEAR PROFESSIONAL ELEMENTARY PRINCIPAL LICENSE OF (b)(6)	19
13.	RESOLUTION TO PERMANENTLY REVOKE THE FIVE-YEAR SCHOOL BUSINESS MANAGER LICENSE OF (b)(6)	31
14.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER AND TO MODIFY THE SANCTIONS RECOMMENDED BY THE HEARING OFFICER TO REVOKE THE FIVE-YEAR PROFESSIONAL EARLY CHILDHOOD TEACHING LICENSE OF (b)(6) (b)(6) Item 14 was amended at the board meeting.	73
15.	RESOLUTION TO REVOKE THE FOUR-YEAR EDUCATIONAL AIDE PERMIT OF (b)(6)	87
16.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL HIGH SCHOOL TEACHING LICENSE OF (b)(6)	95
17.	RESOLUTION TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL CAREER TECHNICAL TEACHING LICENSE OF (b)(6)	103
18.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO PERMANENTLY REVOKE THE TWO-YEAR ALTERNATIVE INTERVENTION SPECIALIST EDUCATOR LICENSE AND TO PERMANENTLY DENY	123

	THE ONE-YEAR SHORT TERM SUBSTITUTE TEACHING LICENSE APPLICATION OF (b)(6)	
19.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO PERMANENTLY DENY THE FIVE-YEAR LONG-TERM MULTI-AGE SUBSTITUTE TEACHING LICENSE OF (b)(6)	133

VOLUME 3 - ADMINISTRATIVE RULES

20.	RESOLUTION TO AMEND RULE 3301-11-10 OF THE ADMINISTRATIVE CODE ENTITLED PAYMENT OF SCHOLARSHIP AMOUNTS	1
21.	RESOLUTION TO RESCIND AND ADOPT RULE 3301-24-03 OF THE ADMINISTRATIVE CODE ENTITLED TEACHER EDUCATION PROGRAMS	7
22.	RESOLUTION TO AMEND RULE 3301-39-01, TO RESCIND AND ADOPT RULES 3301-39-02 AND 3301-39-03, AND TO RESCIND RULE 3301-39-04 OF THE ADMINISTRATIVE CODE REGARDING APPROVAL OF NONPUBLIC SCHOOLS	19

PUBLIC HEARING

There will be a public hearing on Monday afternoon, March 14, on the following rules:

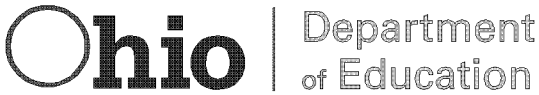
1) 3301-44-01 to -08, PSEO
2) 3301-92-01, -02, Textbooks and Instructional Materials

VOLUME 4 - MISCELLANEOUS RESOLUTIONS

23.	RESOLUTION TO ADOPT MODEL CURRICULA IN ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES IN ACCORDANCE WITH THE REQUIREMENTS OF REVISED CODE SECTION 3301.079	1
24.	I HEREBY MOVE TO RELOCATE THE STATE BOARD OF EDUCATION'S REGULARLY SCHEDULED ADMINISTRATIVE RULE HEARINGS FROM THE OHIO SCHOOL FOR THE DEAF TO THE OHIO DEPARTMENT OF EDUCATION, COMMENCING WITH THE RULE HEARINGS SCHEDULED FOR APRIL 2011 Item 24 was defeated at the board meeting	5
25.	MOTION REGARDING 2011-2012 STATE BOARD MEETING DATES	7
26.	RESOLUTION TO ACCEPT THE SURRENDER OF AND REVOKE THE CHARTER OF NATURAL LEARNING MONTESSORI ACADEMY	9
27.	RESOLUTION OF INTENT TO AMEND RULES 3301-58-01 AND 3301-58-03 OF THE ADMINISTRATIVE CODE REGARDING THE VALUE-ADDED PROGRESS DIMENSION Item 27 was added at the board meeting	

Attachment 5: Memorandum of Understanding or letter from State network of institutions of higher education (IHEs) certifying that meeting the States' standards corresponds to being college- and career-ready

Not Applicable



John R. Kasich, Governor
Stan W. Heffner, Superintendent of Public Instruction

November 15, 2011

To the Governing Board of the PARCC consortium:

In accordance with the PARCC requirements to affirm our desire to become a Governing State member of the PARCC consortium, enclosed is Ohio's signed Memorandum of Understanding requesting immediate change of our status as a Participating State to become a Governing State.

We look forward to working with the other PARCC states to develop the next generation of assessments in our new governing role.

Sincerely,

Stan W. Heffner
Superintendent of Public Instruction

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
(888) 886-0181 (TTY)

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

November 15, 2011

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 15th day of November 2011, (the "November 15, 2011") by and between the State of Ohio and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
    - Are comparable across states at the student level;
    - Meet internationally rigorous benchmarks;
    - Allow valid measures of student longitudinal growth; and
    - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
    - Decisions about promotion and graduation for individual students;
    - Teacher and leader evaluations;
    - School accountability determinations;
    - Determinations of principal and teacher professional development and support needs; and
    - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

      (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

    a. Overall design of the assessment system;

    b. Common achievement levels;

    c. Consortium procurement strategy;

    d. Modifications to governance structure and decision-making process;

    e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

        (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

        (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

      (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

   a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

   a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

   b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

   a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

   d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name:	***Stan W. Heffner***
Mailing Address:	***25 South Front Street, Mail Stop # 701***
	Columbus, OH 43215
Telephone:	***614-995-1985***
Fax:	***614-728-4781***
E-mail:	***stan.heffner@ode.state.oh.us***

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of *Ohio* hereby joins the Consortium as a *Governing* State, and agrees to be bound by all of the assurances and commitments associated with the *Governing* State membership classification. Further, the State of *Ohio* agrees to perform the duties and carry out the responsibilities associated with the *Governing* State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1**: Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2**: Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3**: Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor:	
Printed Name: John R. Kasich	Date: 11-10-11
Signature of the Chief State School Officer:	
Printed Name: Stan W. Heffner	Date: 11-15-11
Signature of the State Board of Education President (if applicable):	
Printed Name: Debe Terhar	Date: 11-15-11

Attachment 7: Evidence that the SEA has submitted high-quality assessments

Not Applicable

Attachment 8: A copy of the statewide proficiency based on assessments administered in 2010-2011

Average Statewide Proficiency on 2010-2011 Assessments, Reading/Language Arts and Mathematics, All Students and Sub-Groups:

Test Grade	Test Subject	Disaggregation	Proficient Percentage	2011 Students Tested
3rd Grade	Mathematics	All Students	82.0%	130,183
3rd Grade	Mathematics	American Indian or Alaskan Native	76.4%	157
3rd Grade	Mathematics	Asian/Pacific Islander	91.9%	2,531
3rd Grade	Mathematics	Black, Non-Hispanic	60.2%	20,367
3rd Grade	Mathematics	Disabled	55.6%	18,515
3rd Grade	Mathematics	Economically Disadvantaged	72.5%	64,132
3rd Grade	Mathematics	Hispanic	72.7%	4,982
3rd Grade	Mathematics	LEP	72.9%	3,906
3rd Grade	Mathematics	Multiracial	79.2%	6,353
3rd Grade	Mathematics	Non-Disabled	86.4%	111,668
3rd Grade	Mathematics	Non-Disadvantaged	91.3%	66,051
3rd Grade	Mathematics	Non-LEP	82.3%	126,277
3rd Grade	Mathematics	White, Non-Hispanic	87.1%	95,793
3rd Grade	Reading	All Students	79.9%	135,242
3rd Grade	Reading	American Indian or Alaskan Native	74.4%	172
3rd Grade	Reading	Asian/Pacific Islander	86.4%	2,613
3rd Grade	Reading	Black, Non-Hispanic	58.5%	21,468
3rd Grade	Reading	Disabled	54.1%	19,277
3rd Grade	Reading	Economically Disadvantaged	69.6%	67,751
3rd Grade	Reading	Hispanic	66.9%	5,304
3rd Grade	Reading	LEP	63.8%	4,108
3rd Grade	Reading	Multiracial	77.1%	6,684
3rd Grade	Reading	Non-Disabled	84.2%	115,965
3rd Grade	Reading	Non-Disadvantaged	90.3%	67,491
3rd Grade	Reading	Non-LEP	80.4%	131,134
3rd Grade	Reading	White, Non-Hispanic	85.3%	99,001
4th Grade	Mathematics	All Students	78.1%	132,922
4th Grade	Mathematics	American Indian or Alaskan Native	78.1%	210
4th Grade	Mathematics	Asian/Pacific Islander	89.9%	2,423

4th Grade	Mathematics	Black, Non-Hispanic	53.1%	20,990
4th Grade	Mathematics	Disabled	47.4%	20,217
4th Grade	Mathematics	Economically Disadvantaged	66.5%	64,350
4th Grade	Mathematics	Hispanic	64.3%	4,812
4th Grade	Mathematics	LEP	64.5%	3,618
4th Grade	Mathematics	Multiracial	74.6%	6,204
4th Grade	Mathematics	Non-Disabled	83.7%	112,705
4th Grade	Mathematics	Non-Disadvantaged	89.1%	68,572
4th Grade	Mathematics	Non-LEP	78.5%	129,304
4th Grade	Mathematics	White, Non-Hispanic	84.1%	98,283
4th Grade	Reading	All Students	83.8%	132,845
4th Grade	Reading	American Indian or Alaskan Native	84.3%	210
4th Grade	Reading	Asian/Pacific Islander	91.4%	2,398
4th Grade	Reading	Black, Non-Hispanic	63.9%	20,965
4th Grade	Reading	Disabled	57.7%	20,227
4th Grade	Reading	Economically Disadvantaged	74.5%	64,318
4th Grade	Reading	Hispanic	74.8%	4,788
4th Grade	Reading	LEP	71.8%	3,615
4th Grade	Reading	Multiracial	81.4%	6,206
4th Grade	Reading	Non-Disabled	88.5%	112,618
4th Grade	Reading	Non-Disadvantaged	92.6%	68,527
4th Grade	Reading	Non-LEP	84.2%	129,230
4th Grade	Reading	White, Non-Hispanic	88.5%	98,278
5th Grade	Mathematics	All Students	66.1%	133,817
5th Grade	Mathematics	American Indian or Alaskan Native	57.1%	184
5th Grade	Mathematics	Asian/Pacific Islander	83.8%	2,467
5th Grade	Mathematics	Black, Non-Hispanic	35.5%	20,999
5th Grade	Mathematics	Disabled	33.5%	20,451
5th Grade	Mathematics	Economically Disadvantaged	50.5%	63,738
5th Grade	Mathematics	Hispanic	51.5%	4,575
5th Grade	Mathematics	LEP	51.5%	3,233
5th Grade	Mathematics	Multiracial	59.9%	5,979
5th Grade	Mathematics	Non-Disabled	72.0%	113,366
5th Grade	Mathematics	Non-Disadvantaged	80.3%	70,079
5th Grade	Mathematics	Non-LEP	66.5%	130,584
5th Grade	Mathematics	White, Non-Hispanic	73.2%	99,613
5th Grade	Reading	All Students	74.1%	133,776

5th Grade	Reading	American Indian or Alaskan Native	66.8%	184
5th Grade	Reading	Asian/Pacific Islander	85.0%	2,442
5th Grade	Reading	Black, Non-Hispanic	49.5%	20,994
5th Grade	Reading	Disabled	41.4%	20,455
5th Grade	Reading	Economically Disadvantaged	61.2%	63,713
5th Grade	Reading	Hispanic	62.4%	4,561
5th Grade	Reading	LEP	57.1%	3,232
5th Grade	Reading	Multiracial	70.6%	5,980
5th Grade	Reading	Non-Disabled	79.9%	113,321
5th Grade	Reading	Non-Disadvantaged	85.8%	70,063
5th Grade	Reading	Non-LEP	74.5%	130,544
5th Grade	Reading	White, Non-Hispanic	79.7%	99,615
6th Grade	Mathematics	All Students	77.5%	132,908
6th Grade	Mathematics	American Indian or Alaskan Native	71.1%	218
6th Grade	Mathematics	Asian/Pacific Islander	90.0%	2,178
6th Grade	Mathematics	Black, Non-Hispanic	54.1%	20,938
6th Grade	Mathematics	Disabled	41.6%	20,301
6th Grade	Mathematics	Economically Disadvantaged	65.1%	61,502
6th Grade	Mathematics	Hispanic	65.6%	4,391
6th Grade	Mathematics	LEP	65.5%	2,902
6th Grade	Mathematics	Multiracial	73.9%	5,602
6th Grade	Mathematics	Non-Disabled	83.9%	112,607
6th Grade	Mathematics	Non-Disadvantaged	88.1%	71,406
6th Grade	Mathematics	Non-LEP	77.7%	130,006
6th Grade	Mathematics	White, Non-Hispanic	82.9%	99,581
6th Grade	Reading	All Students	85.6%	133,101
6th Grade	Reading	American Indian or Alaskan Native	82.6%	219
6th Grade	Reading	Asian/Pacific Islander	93.0%	2,210
6th Grade	Reading	Black, Non-Hispanic	69.5%	20,923
6th Grade	Reading	Disabled	56.1%	20,300
6th Grade	Reading	Economically Disadvantaged	76.6%	61,478
6th Grade	Reading	Hispanic	77.3%	4,385
6th Grade	Reading	LEP	74.0%	2,909
6th Grade	Reading	Multiracial	84.5%	5,618
6th Grade	Reading	Non-Disabled	91.0%	112,801

6th Grade	Reading	Non-Disadvantaged	93.4%	71,623
6th Grade	Reading	Non-LEP	85.9%	130,192
6th Grade	Reading	White, Non-Hispanic	89.3%	99,746
7th Grade	Mathematics	All Students	74.8%	134,006
7th Grade	Mathematics	American Indian or Alaskan Native	68.4%	206
7th Grade	Mathematics	Asian/Pacific Islander	89.2%	2,297
7th Grade	Mathematics	Black, Non-Hispanic	49.5%	21,072
7th Grade	Mathematics	Disabled	36.6%	20,402
7th Grade	Mathematics	Economically Disadvantaged	61.3%	60,224
7th Grade	Mathematics	Hispanic	63.2%	4,369
7th Grade	Mathematics	LEP	60.8%	2,664
7th Grade	Mathematics	Multiracial	69.9%	5,341
7th Grade	Mathematics	Non-Disabled	81.7%	113,604
7th Grade	Mathematics	Non-Disadvantaged	85.8%	73,782
7th Grade	Mathematics	Non-LEP	75.1%	131,342
7th Grade	Mathematics	White, Non-Hispanic	80.5%	100,721
7th Grade	Reading	All Students	77.3%	134,156
7th Grade	Reading	American Indian or Alaskan Native	77.5%	204
7th Grade	Reading	Asian/Pacific Islander	87.3%	2,291
7th Grade	Reading	Black, Non-Hispanic	55.8%	21,088
7th Grade	Reading	Disabled	39.3%	20,419
7th Grade	Reading	Economically Disadvantaged	64.6%	60,239
7th Grade	Reading	Hispanic	67.7%	4,359
7th Grade	Reading	LEP	59.4%	2,651
7th Grade	Reading	Multiracial	75.4%	5,350
7th Grade	Reading	Non-Disabled	84.2%	113,737
7th Grade	Reading	Non-Disadvantaged	87.7%	73,917
7th Grade	Reading	Non-LEP	77.7%	131,505
7th Grade	Reading	White, Non-Hispanic	82.1%	100,864
8th Grade	Mathematics	All Students	74.3%	132,349
8th Grade	Mathematics	American Indian or Alaskan Native	72.7%	194
8th Grade	Mathematics	Asian/Pacific Islander	87.1%	2,081
8th Grade	Mathematics	Black, Non-Hispanic	45.9%	20,307
8th Grade	Mathematics	Disabled	36.8%	19,938
8th Grade	Mathematics	Economically Disadvantaged	59.4%	57,115

8th Grade	Mathematics	Hispanic	61.6%	4,121
8th Grade	Mathematics	LEP	56.6%	2,274
8th Grade	Mathematics	Multiracial	69.8%	4,965
8th Grade	Mathematics	Non-Disabled	80.9%	112,411
8th Grade	Mathematics	Non-Disadvantaged	85.6%	75,234
8th Grade	Mathematics	Non-LEP	74.6%	130,075
8th Grade	Mathematics	White, Non-Hispanic	80.5%	100,681
8th Grade	Reading	All Students	85.1%	132,362
8th Grade	Reading	American Indian or Alaskan Native	83.1%	195
8th Grade	Reading	Asian/Pacific Islander	90.8%	2,044
8th Grade	Reading	Black, Non-Hispanic	69.3%	20,342
8th Grade	Reading	Disabled	51.8%	19,960
8th Grade	Reading	Economically Disadvantaged	75.7%	57,147
8th Grade	Reading	Hispanic	77.3%	4,115
8th Grade	Reading	LEP	67.7%	2,264
8th Grade	Reading	Multiracial	84.4%	4,965
8th Grade	Reading	Non-Disabled	91.1%	112,402
8th Grade	Reading	Non-Disadvantaged	92.3%	75,215
8th Grade	Reading	Non-LEP	85.4%	130,098
8th Grade	Reading	White, Non-Hispanic	88.6%	100,701
10th Grade	Mathematics	All Students	82.6%	139,140
10th Grade	Mathematics	American Indian or Alaskan Native	82.6%	213
10th Grade	Mathematics	Asian/Pacific Islander	91.2%	2,136
10th Grade	Mathematics	Black, Non-Hispanic	60.6%	21,925
10th Grade	Mathematics	Disabled	43.8%	20,684
10th Grade	Mathematics	Economically Disadvantaged	70.6%	54,923
10th Grade	Mathematics	Hispanic	74.3%	3,917
10th Grade	Mathematics	LEP	64.1%	1,942
10th Grade	Mathematics	Multiracial	79.4%	4,592
10th Grade	Mathematics	Non-Disabled	89.3%	118,456
10th Grade	Mathematics	Non-Disadvantaged	90.4%	84,217
10th Grade	Mathematics	Non-LEP	82.8%	137,198
10th Grade	Mathematics	White, Non-Hispanic	87.3%	106,357
10th Grade	Reading	All Students	87.2%	139,192
10th Grade	Reading	American Indian or Alaskan Native	85.6%	215
10th Grade	Reading	Asian/Pacific Islander	90.0%	2,126

10th Grade	Reading	Black, Non-Hispanic	71.1%	21,983
10th Grade	Reading	Disabled	54.7%	20,690
10th Grade	Reading	Economically Disadvantaged	77.8%	54,982
10th Grade	Reading	Hispanic	79.1%	3,910
10th Grade	Reading	LEP	63.5%	1,934
10th Grade	Reading	Multiracial	86.0%	4,599
10th Grade	Reading	Non-Disabled	92.9%	118,502
10th Grade	Reading	Non-Disadvantaged	93.4%	84,210
10th Grade	Reading	Non-LEP	87.6%	137,258
10th Grade	Reading	White, Non-Hispanic	90.9%	106,359
11th Grade	Mathematics	All Students	89.1%	139,686
11th Grade	Mathematics	American Indian or Alaskan Native	86.3%	212
11th Grade	Mathematics	Asian/Pacific Islander	95.3%	2,203
11th Grade	Mathematics	Black, Non-Hispanic	73.2%	21,596
11th Grade	Mathematics	Disabled	57.6%	20,647
11th Grade	Mathematics	Economically Disadvantaged	80.6%	49,860
11th Grade	Mathematics	Hispanic	83.7%	3,698
11th Grade	Mathematics	LEP	75.9%	1,641
11th Grade	Mathematics	Multiracial	86.8%	4,141
11th Grade	Mathematics	Non-Disabled	94.5%	119,039
11th Grade	Mathematics	Non-Disadvantaged	93.8%	89,826
11th Grade	Mathematics	Non-LEP	89.2%	138,045
11th Grade	Mathematics	White, Non-Hispanic	92.4%	107,836
11th Grade	Reading	All Students	92.4%	139,721
11th Grade	Reading	American Indian or Alaskan Native	93.4%	211
11th Grade	Reading	Asian/Pacific Islander	92.6%	2,200
11th Grade	Reading	Black, Non-Hispanic	83.0%	21,626
11th Grade	Reading	Disabled	67.1%	20,671
11th Grade	Reading	Economically Disadvantaged	86.5%	49,869
11th Grade	Reading	Hispanic	87.7%	3,707
11th Grade	Reading	LEP	75.8%	1,643
11th Grade	Reading	Multiracial	91.6%	4,143
11th Grade	Reading	Non-Disabled	96.8%	119,050
11th Grade	Reading	Non-Disadvantaged	95.7%	89,852
11th Grade	Reading	Non-LEP	92.6%	138,078
11th Grade	Reading	White, Non-Hispanic	94.5%	107,834

Attachment 9: Reward, Priority and Focus Schools

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

District Name	School Name	School NCES ID	Reward Schools	Priority Schools	Focus Schools	*1 = Title 1 Eligible, but not served. 2 = Not Title 1 Eligible*
Youngstown Community School	Youngstown Community School	390001701509	B			
Meadows Choice Community	Meadows Choice Community	390002401529			G	
Hope Academy Cathedral Campus	Hope Academy Cathedral Campus	390002601562			G	
Citizens Academy	Citizens Academy	390003202833	B			
Riverside Academy	Riverside Academy	390004302979			G	
Hope Academy Lincoln Park	Hope Academy Lincoln Park	390005103015			G	
Dayton Leadership Academies-Dayton Liberty Campus	Dayton Leadership Academies-Dayton Liberty Campus	390005703090			G	
Lighthouse Comm & Prof Dev	Lighthouse Comm & Prof Dev	390006603722		C		
Summit Academy-Canton	Summit Academy-Canton	390007103346		C		
Quest Academy Community	Quest Academy Community	390007503368			G	
Electronic Classroom Of Tomorrow	Electronic Classroom Of Tomorrow	390007903420		D1		
East End Comm Heritage School	East End Comm Heritage School	390008903463		E		

Summit Acdy Comm Schl for Alternative Learners of Middletown	Summit Acdy Comm Schl for Alternative Learners of Middletown	390009603913		C		
Summit Academy Middle School-Akron	Summit Academy Middle School-Akron	390009804167		C		
Constellation Schools: Elyria Community Elementary	Constellation Schools: Elyria Community Elementary	390010304054	B			
Summit Academy-Lorain	Summit Academy-Lorain	390010904106		E		
Eagle Academy	Eagle Academy	390012004066			G	
Hamilton Cnty Math & Science	Hamilton Cnty Math & Science	390012103912	B			
Sciotoville	Sciotoville	390012303957			G	
Alliance Academy of Cincinnati	Alliance Academy of Cincinnati	390013004180			G	
Newark Digital Academy	Newark Digital Academy	390013304183		D1		
Hope Academy East Campus	Hope Academy East Campus	390013404184			G	
Tomorrow Center	Tomorrow Center	390014504757		E		
Brighten Heights Charter School of Canton	Brighten Heights Charter School of Canton	390017504699		D1		
Ohio Virtual Academy	Ohio Virtual Academy	390018004704		E		
Middletown Fitness & Prep Acad	Middletown Fitness & Prep Acad	390019404718			G	
Alternative Education Academy	Alternative Education Academy	390020304727		D1		
Crittenton Community School	Crittenton Community School	390020504729		E		
Mollie Kessler	Mollie Kessler	390020904733		C		
Marcus Garvey Academy	Marcus Garvey Academy	390021004734		C		
Constellation Schools: Puritas Community Elementary	Constellation Schools: Puritas Community Elementary	390021104735	B			
Constellation Schools: Stockyard Community Elementary	Constellation Schools: Stockyard Community Elementary	390021204736			G	
Lake Erie Academy	Lake Erie Academy	390021404738			G	
Virtual Community School Of Ohio	Virtual Community School Of Ohio	390021704741		E		
Toledo Preparatory Academy	Toledo Preparatory Academy	390021804742		D1		
Miami Valley Academies	Miami Valley Academies	390024104688			G	
Pleasant Community Digital	Pleasant Community Digital	390026304803		C		
Cardington Lincoln Local Digital Academy	Cardington Lincoln Local Digital Academy	390026604806		D1		
Lorain High School Digital	Lorain High School Digital	390027304813		D1		
West Central Learning Academy II	West Central Learning Academy II	390027604816		D1		
Pinnacle Academy	Pinnacle Academy	390029904836			G	
A+ Arts Academy	A+ Arts Academy	390030504842	B			
Columbus Preparatory Academy	Columbus Preparatory Academy	390030704844	B			
Virtual Schoolhouse, Inc.	Virtual Schoolhouse, Inc.	390031104848		E		

Summit Academy Middle School - Lorain	Summit Academy Middle School - Lorain	390033804875		E		
Summit Academy Middle School - Columbus	Summit Academy Middle School - Columbus	390033904876		E		
Summit Academy Warren Middle & Secondary	Summit Academy Warren Middle & Secondary	390034404881			G	
Summit Academy Transition High School Dayton	Summit Academy Transition High School Dayton	390034804885		C		
Summit Academy-Youngstown	Summit Academy-Youngstown	390035004887		E		
Summit Academy Community School - Painesville	Summit Academy Community School - Painesville	390035604893		C		
Maritime Academy of Toledo, The	Maritime Academy of Toledo, The	390042804987			G	
Educational Academy at Linden	Educational Academy at Linden	390043304992			G	
Midnimo Cross Cultural Community School	Midnimo Cross Cultural Community School	390043504994		C		
Cincinnati Speech & Reading Intervention Center	Cincinnati Speech & Reading Intervention Center	390043604995		C		
Academy of Columbus	Academy of Columbus	390043804997		C		
Westside Academy	Westside Academy	390047405033	B			
V L T Academy	V L T Academy	390047905038		E		
Scholarts Preparatory and Career Center for Children	Scholarts Preparatory and Career Center for Children	390048705197		E		
Summit Academy Columbus	Summit Academy Columbus	390049205202		E		
Summit Academy Dayton	Summit Academy Dayton	390049305203		E		
Summit Academy Community School-Parma	Summit Academy Community School-Parma	390049705207		C		
Summit Academy Secondary - Youngstown	Summit Academy Secondary - Youngstown	390049805208		C		
Summit Academy Community School-Toledo	Summit Academy Community School-Toledo	390049905209		E		
Summit Academy Community School-Warren	Summit Academy Community School-Warren	390050005210		C		
Summit Academy Cincinnati	Summit Academy Cincinnati	390050105211		C		
Constellation Schools: Lorain Community Middle	Constellation Schools: Lorain Community Middle	390050705217			G	
Constellation Schools: Old Brooklyn Community Middle	Constellation Schools: Old Brooklyn Community Middle	390050805218	B			
Mansfield Elective Academy	Mansfield Elective Academy	390052505235		E		
Buckeye OnLine School for Success	Buckeye OnLine School for Success	390053005240			G	
Columbus Bilingual Academy	Columbus Bilingual Academy	390053305243		E		
Cleveland Lighthouse Community School	Cleveland Lighthouse Community School	390056905061		C		
Villaview Lighthouse Community School	Villaview Lighthouse Community School	390057205064		C		
Columbus Preparatory and Fitness Academy	Columbus Preparatory and Fitness Academy	390057405066			G	
Mt. Healthy Preparatory and Fitness Academy	Mt. Healthy Preparatory and Fitness Academy	390057505067	B			

Academy of Arts and Humanities	Academy of Arts and Humanities	390057805070			G	
Youngstown Academy of Excellence	Youngstown Academy of Excellence	390058005072		C		
Cleveland Arts and Social Sciences Academy	Cleveland Arts and Social Sciences Academy	390058405076		C		
Mansfield Preparatory Academy	Mansfield Preparatory Academy	390058705079	B			
Arts and Science Preparatory Academy	Arts and Science Preparatory Academy	390059205184		C		
Lion of Judah Academy	Lion of Judah Academy	390059605087		E		
Elite Academy of the Arts	Elite Academy of the Arts	390059705088		C		
Arts Academy West, The	Arts Academy West, The	390059805089			G	
Groveport Community School	Groveport Community School	390064005351			G	
Noble Academy-Columbus	Noble Academy-Columbus	390064505319	B			
Noble Academy-Cleveland	Noble Academy-Cleveland	390064605345	B			
Star Academy of Toledo	Star Academy of Toledo	390129805378		C		
Cincinnati Leadership Academy	Cincinnati Leadership Academy	390131205391			G	
C.M. Grant Leadership Academy	C.M. Grant Leadership Academy	390131705435		C		
Romig Road Community School	Romig Road Community School	390132705415		E		
Horizon Science Academy Denison Elementary School	Horizon Science Academy Denison Elementary School	390133305491		C		
Cesar Chavez College Preparatory School	Cesar Chavez College Preparatory School	390133505496		C		
Sullivant Avenue Community School	Sullivant Avenue Community School	390134405464		C		
Klepinger Community School	Klepinger Community School	390134705453		C		
Providence Academy for Student Success	Providence Academy for Student Success	390135405507		C		
Bella Academy of Excellence	Bella Academy of Excellence	390137005562		C		
Akron City	Barrett Elementary School	390434800002			G	
Akron City	Judith A Resnik Community Learning Center	390434800014			G	
Akron City	Barber Community Learning Center	390434800019			G	
Akron City	Garfield High School	390434800020			G	1
Akron City	Hill Community Learning Center	390434800029			G	
Akron City	Jennings Community Learning Center	390434800034			G	
Akron City	Mason Community Learning Center	390434800044			G	
Akron City	McEbright Elementary School	390434800045			G	
Akron City	North High School	390434800046			G	1
Akron City	Perkins Middle School	390434800047			G	
Akron City	Pfeiffer Elementary School	390434800048			G	
Akron City	Portage Path Community Learning Center	390434800049			G	
Akron City	Buchtel High School	390434800051		E		1

Akron City	Rimer Community Learning Center	390434800052			G	
Akron City	Robinson Community Learning Center	390434800054			G	
Akron City	Seiberling Elementary School	390434800056			G	
Akron City	Case Elementary School	390434800058			G	
Akron City	Crouse Community Learning Center	390434800105		C		
Akron City	Bridges Learning Center	390434805265		E		
Akron City	Helen Arnold Community Learning Center	390434805372			G	
Akron City	Akron Opportunity Center	390434805408		E		
Alliance City	Parkway Elementary School	390434900069			G	
Alliance City	Rockhill Elementary School	390434904191			G	
Ashland City	Lincoln Elementary School	390435000079	B			
Ashtabula Area City	Mckinsey Elementary School	390435100088			G	
Barberton City	Johnson Elementary School	390435300108			G	
Barberton City	Light Middle School	390435300109			G	
Barberton City	Santrock Elementary School	390435300112			G	
Barberton City	Portage Elementary School	390435304146			G	
Bellefontaine City	Southeastern Elementary School	390435800148	B			
Cambridge City	Cambridge Middle School	390436900224			G	1
Cambridge City	South Elementary School	390436904198	B			
Campbell City	Campbell Elementary School	390437000234			G	
Canton City	Belden Elementary School	390437100238			G	
Canton City	Belle Stone Elementary School	390437100239			G	
Canton City	Clarendon Elementary School	390437100241			G	
Canton City	Crenshaw Middle School	390437100242			G	
Canton City	Fairmount Elementary School	390437100244			G	
Canton City	Gibbs Elementary School	390437100245			G	
Canton City	Harter Elementary School	390437100246	B			1
Canton City	Lehman Middle School	390437100249			G	
Canton City	Barbara F Schreiber Elementary School	390437100259			G	
Canton City	Worley Elementary School	390437100260			G	1
Canton City	Youtz Elementary School	390437100261			G	
Canton City	Choices Alternative School	390437104202			G	2
Canton City	Canton City Digital Academy	390437105489		E		1
Chillicothe City	Chillicothe High School	390437400281			G	1
Cincinnati City	Cheviot Elementary School	390437500304			G	

Cincinnati City	George Hays-Jennie Porter Elementary	390437500332		E		
Cincinnati City	Oyler School	390437500357		D1		
Cincinnati City	Pleasant Ridge Montessori School	390437500362		C		
Cincinnati City	Quebec Heights Elementary School	390437500364		C		
Cincinnati City	Roberts Academy: A Paideia Learning Community	390437500366			G	
Cincinnati City	Rothenberg Preparatory Academy	390437500371		E		
Cincinnati City	South Avondale Elementary School	390437500379		E		
Cincinnati City	William H Taft Elementary School	390437500381		E		
Cincinnati City	Westwood Elementary School	390437500389			G	
Cincinnati City	Virtual High School	390437504213		E		1
Cincinnati City	Western Hills Engineering High School	390437504241		E		1
Cincinnati City	Riverview East Academy	390437504274			G	
Cincinnati City	Woodward Career Technical High School	390437504416		E		1
Cincinnati City	James N. Gamble Montessori High School	390437505375		E		1
Cincinnati City	Rees E. Price Elementary School	390437505404		C		
Claymont City	Park Elementary School	390437700408	A			
Cleveland Municipal	Adlai Stevenson School	390437800413		C		
Cleveland Municipal	Andrew J Rickoff	390437800418		C		
Cleveland Municipal	Artemus Ward	390437800421			G	
Cleveland Municipal	Bolton	390437800425		C		
Cleveland Municipal	Buckeye-Woodland School	390437800429		C		
Cleveland Municipal	Captain Arthur Roth	390437800431			G	
Cleveland Municipal	Case	390437800433		C		
Cleveland Municipal	Carl & Louis Stokes Central Academy	390437800434		E		
Cleveland Municipal	Charles A Mooney School	390437800435			G	
Cleveland Municipal	Charles Dickens School	390437800436		C		
Cleveland Municipal	Charles W Eliot School	390437800440		C		
Cleveland Municipal	Clark School	390437800443	B			
Cleveland Municipal	Collinwood High School	390437800444		E		
Cleveland Municipal	Denison	390437800448	B			
Cleveland Municipal	Cleveland School of Arts (Dike Campus)	390437800449	B			
Cleveland Municipal	Memorial School	390437800451			G	
Cleveland Municipal	East Clark	390437800453		C		
Cleveland Municipal	East Technical High School	390437800456		E		

Cleveland Municipal	Emile B Desauze Elementary School	390437800457			G	
Cleveland Municipal	Fullerton School	390437800462		C		
Cleveland Municipal	George Washington Carver	390437800464		C		
Cleveland Municipal	Giddings	390437800466			G	
Cleveland Municipal	Glenville High School	390437800468		E		
Cleveland Municipal	H Barbara Booker Elementary School	390437800469			G	
Cleveland Municipal	Harvey Rice Elementary School	390437800474		C		
Cleveland Municipal	Iowa-Maple Elementary School	390437800479		C		
Cleveland Municipal	James Ford Rhodes High School	390437800480			G	
Cleveland Municipal	John F Kennedy High School	390437800484		E		
Cleveland Municipal	John Hay Early College High School	390437800485	A			
Cleveland Municipal	Luis Munoz Marin School	390437800495		E		
Cleveland Municipal	Lincoln-West High School	390437800496		E		
Cleveland Municipal	Franklin D. Roosevelt	390437800500		E		
Cleveland Municipal	Marion-Sterling Elementary School	390437800505		E		
Cleveland Municipal	Mary B Martin School	390437800507		E		
Cleveland Municipal	Mary M Bethune	390437800508		E		
Cleveland Municipal	McKinley School	390437800510			G	
Cleveland Municipal	Miles School	390437800513		C		
Cleveland Municipal	Miles Park School	390437800514		C		
Cleveland Municipal	Michael R. White	390437800515			G	
Cleveland Municipal	Mound Elementary School	390437800518			G	
Cleveland Municipal	Nathan Hale School	390437800522		C		
Cleveland Municipal	Oliver H Perry Elementary School	390437800525			G	
Cleveland Municipal	Patrick Henry School	390437800527		E		
Cleveland Municipal	Paul L Dunbar Elementary School @ Brooklawn	390437800528			G	
Cleveland Municipal	Paul Revere Elementary School	390437800529		E		
Cleveland Municipal	Robert H Jamison School	390437800533		C		
Cleveland Municipal	Scranton School	390437800536			G	
Cleveland Municipal	Sunbeam	390437800540			G	
Cleveland Municipal	Union Elementary School	390437800543			G	
Cleveland Municipal	Wade Park	390437800546			G	
Cleveland Municipal	Walton School	390437800547			G	
Cleveland Municipal	Waverly Elementary School	390437800550			G	

Cleveland Municipal	Joseph M Gallagher School	390437800551			G	
Cleveland Municipal	William C Bryant Elementary School	390437800557	B			
Cleveland Municipal	Willow School	390437800561		C		
Cleveland Municipal	Woodland Hills School	390437800563			G	
Cleveland Municipal	Hannah Gibbons-Nottingham Elementary School	390437800729		C		
Cleveland Municipal	Law & Municipal Careers @ MLK	390437804259		E		
Cleveland Municipal	John Adams High School	390437805320			G	
Cleveland Municipal	Genesis Academy	390437805339		E		
Cleveland Municipal	Euclid Park Elementary School	390437805641		C		
Cleveland Heights-University Heights City	Bellefaire	390437900564		E		1
Cleveland Heights-University Heights City	Canterbury Elementary School	390437900567			G	
Cleveland Heights-University Heights City	Fairfax Elementary School	390437900569			G	
Cleveland Heights-University Heights City	Cleveland Heights High School	390437900571			G	1
Cleveland Heights-University Heights City	Monticello Middle School	390437900573			G	
Cleveland Heights-University Heights City	Oxford Elementary School	390437900576			G	
Columbus City School District	Arlington Park Elementary School	390438000583		C		
Columbus City School District	Avalon Elementary School	390438000584			G	
Columbus City School District	Avondale Elementary School	390438000585	B			
Columbus City School District	Beatty Park Elementary School	390438000587			G	1
Columbus City School District	Broadleigh Elementary School	390438000596		C		
Columbus City School District	Buckeye Middle School	390438000598			G	
Columbus City School District	Burroughs Elementary School	390438000599			G	
Columbus City School District	Champion Middle School	390438000605		E		
Columbus City School District	Watkins Elementary School	390438000607		C		
Columbus City School District	East High School	390438000624			G	
Columbus City School District	East Columbus Elementary School	390438000625			G	
Columbus City School District	East Linden Elementary School	390438000626			G	
Columbus City School District	Fairmoor Elementary School	390438000634			G	
Columbus City School District	Fairwood Alternative Elementary School	390438000635		E		
Columbus City School District	Hamilton STEM Academy (K-6)	390438000647			G	
Columbus City School District	Heyl Avenue Elementary School	390438000648		E		
Columbus City School District	Highland Elementary School	390438000649			G	
Columbus City School District	Hilltonia Middle School	390438000650			G	
Columbus City School District	Huy Elementary School	390438000653			G	

Columbus City School District	Innis Elementary School	390438000658			G	
Columbus City School District	Johnson Park Middle School	390438000660			G	
Columbus City School District	Leawood Elementary School	390438000665		C		
Columbus City School District	Lincoln Park Elementary School	390438000668		E		
Columbus City School District	Linden STEM Academy (K-6)	390438000670			G	
Columbus City School District	Linden-Mckinley STEM School on Arcadia	390438000672		E		
Columbus City School District	Livingston Elementary School	390438000674		C		
Columbus City School District	Marion-Franklin High School	390438000677			G	
Columbus City School District	Columbus Alternative High School	390438000680	A			1
Columbus City School District	Medina Middle School	390438000682			G	
Columbus City School District	Mifflin Alternative Middle School	390438000684			G	
Columbus City School District	Columbus Africentric Early College Elementary School	390438000685			G	
Columbus City School District	Moler Elementary School	390438000686			G	
Columbus City School District	Monroe Alternative Middle School	390438000687			G	
Columbus City School District	North Linden Elementary School	390438000689			G	
Columbus City School District	Northtowne Elementary School	390438000693			G	
Columbus City School District	Ohio Avenue Elementary School	390438000696			G	
Columbus City School District	Olde Orchard Alt Elementary School @ Old Shady Lane ES	390438000697			G	
Columbus City School District	Parkmoor Elementary School	390438000698			G	
Columbus City School District	Sherwood Middle School	390438000711			G	
Columbus City School District	Siebert Elementary School	390438000712			G	
Columbus City School District	South High School	390438000714		E		
Columbus City School District	South Mifflin STEM Academy (K-6)	390438000715		C		
Columbus City School District	Southmoor Middle School	390438000716		E		
Columbus City School District	Southwood Elementary School	390438000717			G	
Columbus City School District	Starling Middle School	390438000718			G	
Columbus City School District	Sullivant Elementary School	390438000721		C		
Columbus City School District	Trevitt Elementary School	390438000723		C		
Columbus City School District	Wedgewood Middle School	390438000731			G	
Columbus City School District	Weinland Park Elementary School	390438000732		E		
Columbus City School District	West High School	390438000733		E		
Columbus City School District	West Broad Elementary School	390438000734			G	
Columbus City School District	Westmoor Middle School	390438000737			G	

Columbus City School District	Windsor STEM Acadmey (K-6)	390438000740		C		
Columbus City School District	Woodward Park Middle School	390438000743			G	
Columbus City School District	COLUMBUS GLOBAL ACADEMY	390438002557		E		
Columbus City School District	Forest Park Elementary School	390438004316			G	
Columbus City School District	Oakmont Elementary School	390438004319			G	
Columbus City School District	Alum Crest High School	390438004430		E		1
Columbus City School District	Lindbergh Elementary School	390438004431			G	
Columbus City School District	Valley Forge Elementary School	390438004433			G	
Columbus City School District	Liberty Elementary School	390438004434			G	
Columbus City School District	Woodcrest Elementary School	390438004520			G	
Cuyahoga Falls City	Preston Elementary School	390438300768			G	
Dayton City	Belle Haven PreK-8 School	390438400776			G	
Dayton City	Belmont High School	390438400778		E		1
Dayton City	Louise Troy PreK-8 School	390438400780		C		
Dayton City	Thurgood Marshall High School	390438400782		E		1
Dayton City	Rosa Parks PreK-8 School	390438400783		C		
Dayton City	Dunbar High School	390438400785		E		1
Dayton City	Edison PreK-8 School	390438400787		C		
Dayton City	Fairview PreK-8 School	390438400789		E		
Dayton City	River's Edge Montessori PreK-8 School @ Franklin	390438400791			G	
Dayton City	Westwood PreK-8 School	390438400800		E		
Dayton City	Meadowdale PreK-8 School	390438400812			G	
Dayton City	Meadowdale High School	390438400813		E		1
Dayton City	Patterson/Kennedy PreK-8 School	390438400816			G	
Dayton City	E. J. Brown PreK-8 School	390438400826		E		
Dayton City	Kiser PreK-8 School	390438400828		C		
Dayton City	Wogaman PreK-8 School	390438400832		C		
Dayton City	World of Wonder PreK-8 School	390438402915			G	
Dayton City	Longfellow Alternative School	390438404294		C		1
Dayton City	Kemp PreK-8 School	390438404300			G	
Dayton City	Cleveland PreK-8 School	390438405350			G	
Dayton City	Ruskin PreK-8 School	390438405480			G	
East Cleveland City School District	Caledonia Elementary School	390439000861			G	
East Cleveland City School District	Chambers Elementary School	390439000862			G	

East Cleveland City School District	Mayfair Elementary School	390439000865		C		
East Cleveland City School District	Shaw High School	390439000866		E		
East Cleveland City School District	Superior Elementary School	390439000867			G	
East Liverpool City	East Liverpool High School	390439100870			G	1
East Liverpool City	East Liverpool Junior High	390439100872			G	
East Liverpool City	Westgate Middle School	390439100875			G	
East Palestine City	East Palestine Elementary School	390439200876	B			
Elyria City Schools	Eastern Heights Middle School	390439400889			G	1
Elyria City Schools	Franklin Elementary School	390439400896			G	
Euclid City	Euclid High School	390439500909			G	1
Euclid City	Forest Park Middle School	390439500911			G	1
Euclid City	Roosevelt Elementary School	390439500918			G	
Euclid City	Upson Elementary School	390439500920			G	
Euclid City	Memorial Park Elementary School	390439505276			G	
Garfield Heights City Schools	Maple Leaf Intermediate Elementary School	390440400580			G	
Garfield Heights City Schools	Garfield Heights Middle School	390440400995			G	
Geneva Area City	Geneva Middle School	390440504215			G	
Girard City School District	Girard Sr High School	390440601005	A			1
Girard City School District	Prospect Elementary School	390440601007	A			
Winton Woods City	Winton Woods Intermediate School	390440800588			G	
Winton Woods City	Winton Woods Middle School	390440801021			G	
Lakewood City	Emerson Elementary School	390441901128			G	
Lakewood City	Hayes Elementary School	390441905376			G	
Lakewood City	Harrison Elementary School	390441905437			G	
Lancaster City	Medill Elementary School	390442001133			G	
Lancaster City	Tallmadge Elementary School	390442001138			G	
Lima City	Lima North Middle School	390442201158			G	
Lima City	Lima South Middle School	390442201160			G	
Lima City	Lima West Middle School	390442201162			G	
Lima City	Independence Elementary School	390442205280			G	
Lima City	Liberty Elementary School	390442205281			G	
Lima City	Progressive Academy	390442205330		E		1
Logan-Hocking Local	Union Furnace Elementary School	390442401178	A			
Logan-Hocking Local	Hocking Hills Elementary School	390442405283	B			
London City	London MIddle School	390442501183			G	

Lorain City	Hawthorne Elementary School	390442601191			G	
Lorain City	Larkmoor Elementary School	390442601194			G	
Lorain City	Whittier Middle School	390442601204			G	
Lorain City	Frank Jacinto Elementary	390442605106			G	
Lorain City	General Johnnie Wilson Middle School	390442605107			G	
Lorain City	Longfellow Middle School	390442605108			G	
Lorain City	Garfield Elementary School	390442605109			G	
Lorain City	Palm Elementary School	390442605286			G	
Lorain City	Toni Wofford Morrison ES	390442605374			G	
Lorain City	Helen Steiner Rice ES	390442605439			G	
Lorain City	Academic Enrichment Academy	390442605452		E		
Mansfield City	Mansfield Middle School	390442901219			G	
Mansfield City	Sherman Elementary School	390442901225	B			
Mansfield City	Alternative School	390442901325		E		1
Maple Heights City	Maple Heights High School	390443001233			G	1
Maple Heights City	Dunham Elementary School	390443005354	B			
Marion City	Ulysses S. Grant Middle School	390443305287			G	1
Marion City	William McKinley Elementary School	390443305288			G	
Massillon City	Franklin Elementary School	390443501279	B			
Miamisburg City	Mound Elementary School	390443901315			G	
Middletown City	Amanda Elementary School	390444001317			G	
Middletown City	Miller Ridge Elementary School	390444001334			G	
Middletown City	Highview Elementary School	390444005308			G	
Middletown City	Rosa Parks Elementary School	390444005331			G	
Mt Healthy City	South Elementary School	390444101345			G	
Mt Healthy City	Mt Healthy High School	390444101346			G	1
Mt Healthy City	North Elementary School	390444101347			G	
New Lexington City	New Lexington Middle School	390444701395			G	
North Olmsted City	Butternut Elementary School	390445201427	A			
North Olmsted City	Forest Elementary School	390445201430	A			
Norwood City	Norwood Middle School	390445701462			G	1
Oberlin City Schools	Langston Middle School	390445901472			G	1
Piqua City	Bennett Intermediate Elementary School	390446401521			G	
Piqua City	Springcreek Primary Elementary School	390446401528	B			1
Princeton City	Woodlawn Elementary School	390446701559	B			

Ravenna City	Willyard Elementary School	390446801567			G	
St Bernard-Elmwood Place City	Elmwood Place Elementary School	390447101579	B			
Shaker Heights City	Shaker Hts Middle School	390447501608			G	
Sheffield-Sheffield Lake City	Forestlawn Elementary School	390447601620			G	
Sheffield-Sheffield Lake City	Tennyson Elementary School	390447601623			G	
South-Western City	Finland Middle School	390448001659			G	1
South-Western City	Prairie Norton Elementary School	390448001672			G	
South-Western City	Richard Avenue Elementary School	390448001673			G	
South-Western City	Stiles Elementary School	390448001676			G	
Springfield City	Keifer Alternative Center	390448100117		E		
Springfield City	Fulton Elementary School	390448101684			G	
Springfield City	Hayward Middle School	390448101686			G	
Springfield City	Kenton Elementary School	390448101689			G	
Springfield City	Kenwood Elementary	390448101690			G	
Springfield City	Lagonda Elementary School	390448101691			G	
Springfield City	Lincoln Elementary School	390448101692		C		
Springfield City	Roosevelt Middle School	390448101697			G	
Springfield City	Schaefer Middle School	390448101698			G	
Springfield City	Snyder Park Elementary School	390448101700			G	
Springfield City	Springfield High School	390448101701			G	
Springfield City	Warder Park-Wayne Elementary School	390448101703			G	
Steubenville City	Pugliese Elementary West	390448201704	A			
Steubenville City	East Garfield Elementary School	390448201710	B			
Steubenville City	Wells Academy	390448204283	A			
Toledo City	Grove Patterson Academy Elementary School	390449000426	B			1
Toledo City	Birmingham Elementary School	390449001772			G	
Toledo City	Bowsher High School	390449001773			G	1
Toledo City	Byrnedale Middle School	390449001775			G	1
Toledo City	Rosa Parks Elementary School	390449001777			G	
Toledo City	Garfield Elementary School	390449001789			G	
Toledo City	Glendale-Feilbach Elementary School	390449001791			G	1
Toledo City	Leverette Middle School	390449001795			G	
Toledo City	Samuel M. Jones at Gunckel Park Middle School	390449001800		C		
Toledo City	Keyser Elementary School	390449001801			G	

Toledo City	Lagrange Elementary School	390449001804			G	
Toledo City	Marshall Elementary School	390449001810			G	
Toledo City	Navarre Elementary School	390449001816			G	
Toledo City	Oakdale Elementary School	390449001818			G	
Toledo City	Old Orchard Elementary School	390449001819	B			
Toledo City	Pickett Elementary School	390449001823		E		
Toledo City	Reynolds Elementary School	390449001826			G	
Toledo City	Riverside Elementary School	390449001827			G	
Toledo City	Robinson Middle School	390449001828		E		
Toledo City	Sherman Elementary School	390449001832			G	
Toledo City	Walbridge Elementary School	390449001839			G	
Toledo City	Woodward High School	390449001844		C		1
Toledo City	Toledo Technology Academy High School	390449004560	A			1
Toledo City	Allied Health Academy	390449005361		E		1
Toledo City	Westfield Elementary School	390449005472			G	
Toledo City	Glenwood Elementary School	390449005482		E		
Toledo City	Spring Elementary School	390449005548		C		
Urbana City	Local Intermediate Elementary School	390449401870			G	
Wapakoneta City	Cridersville Elementary School	390449801901			G	
Warren City	Warren G Harding High School	390449901922			G	1
Warren City	Willard Avenue K-8 School	390449905413			G	
Warren City	Jefferson K-8 School	390449905417			G	
Warren City	McGuffey K-8 School	390449905430			G	
Warrensville Heights City	Warrensville Heights Middle School	390450001931		C		
Wellsville Local	Daw Middle School	390450301943			G	
Westerville City	Annehurst Elementary School	390450401948	B			
West Carrollton City	C F Holliday Elementary School	390450501964			G	
Whitehall City	Kae Avenue Elementary School	390450701980			G	
Wilmington City	Denver Place Elementary School	390451102015	B			
Wilmington City	Roy E Holmes Elementary School	390451102017			G	
Worthington City	Colonial Hills Elementary School	390451302035			G	
Xenia Community City	Simon Kenton Elementary School	390451502054			G	
Xenia Community City	Xenia High School	390451502059			G	1
Youngstown City Schools	Chaney High School	390451602063		E		1
Youngstown City Schools	P. Ross Berry Middle School	390451602066			G	

Youngstown City Schools	Harding Elementary School	390451602069			G	
Youngstown City Schools	M.L. King	390451602080			G	
Youngstown City Schools	East High School	390451602082		E		1
Youngstown City Schools	University Project Learning Center	390451604568		E		1
Rossford Exempted Village	Rossford Junior High School	390456004309	B			
Perry Local	Perry Elementary School	390457802341	B			
Federal Hocking Local	Federal Hocking Middle School	390459104244			G	1
Trimble Local	Trimble Elementary School	390459202385	B			
Trimble Local	Trimble Middle School	390459202386			G	
Shadyside Local	Jefferson Ave Elementary School	390460002400	A			
Lakota Local	Endeavor Elementary School	390461105343			G	
New Miami Local	New Miami High School	390461302447	B			1
Blanchester Local	Putman Elementary School	390463802538	A			
Crestview Local	Crestview Middle School	390464302554			G	
Southern Local	Southern Local Jr/Sr High School	390464402559		E		1
Ridgewood Local	Ridgewood High School	390464702565			G	1
River View Local	Warsaw Elementary School	390464802573	A			
Groveport Madison Local	Sedalia Elementary	390469702732			G	
Reynoldsburg City	Hannah J Ashton Middle School	390470002741	B			
Conotton Valley Union Local	Conotton Valley Jr/Sr High School	390475402916			G	1
Lynchburg-Clay Local	Lynchburg-Clay Elementary School	390476303584	B			
Dawson-Bryant Local	Dawson-Bryant Middle School	390479203041			G	
Rock Hill Local	Rock Hill Sr High School	390479404631			G	1
South Point Local	South Point High School	390479503055			G	1
Licking Heights Local	Licking Heights North	390480005322	B			
Riverside Local	Riverside Elementary School	390480903108	B			
Washington Local	Jackman Elementary School	390482303160			G	
Washington Local	Wernert Elementary School	390482303169	B			
Boardman Local	Robinwood Lane Elementary School	390483003199	A			
Jackson-Milton Local	Jackson-Milton Middle School	390483204637	B			1
Southern Local	Southern Elementary School	390485304640	B			
Switzerland of Ohio Local	Beallsville Elementary School	390486503324			G	
Trotwood-Madison City	Trotwood-Madison Middle School	390486903354			G	
Trotwood-Madison City	Westbrooke Village Elementary	390486905389			G	
Northridge Local	Grafton Kennedy Elementary School	390487303378			G	

Northridge Local	Esther Dennis Middle School	390487303381	B			
Valley View Local	Farmersville Elementary School	390487403383			G	
Huber Heights City	Kitty Hawk Elementary School	390487504382			G	
Morgan Local	Morgan High School	390487703401			G	
Morgan Local	South Elementary School	390487704646			G	
Twin Valley Community Local	Twin Valley South Elementary School	390490003212	B			
Eastern Local	Eastern Middle School	390491204653	B			
Scioto Valley Local	Jasper Elementary School	390491303501	B			
Scioto Valley Local	Piketon Jr/Sr High School	390491303503			G	1
Waverly City	Waverly Junior High School	390491403505	B			1
Western Local	Western Elementary School	390491503510			G	
National Trail Local	National Trail Elementary School	390492703545	B			
Madison Local	Madison Junior High School	390494503597			G	1
Madison Local	Madison South Elementary School	390494503599			G	
Madison Local	Wooster Heights Elementary School	390494503603	B			
Zane Trace Local	Zane Trace Middle School	390495403629			G	1
Lakota Local	Lakota Central Elementary School	390495603633			G	
Green Local	Green High School	390496103648		E		1
Bettsville Local	Bettsville High School	390496903674	A			1
Hopewell-Loudon Local	Hopewell-Loudon Local High School	390497003676			G	2
Louisville City	Louisville Elementary School	390498703725	B			
Plain Local	Ransom H Barr Elementary School	390499303766	B			
Maplewood Local	Maplewood Middle School	390502103878	B			
Maplewood Local	Maplewood Elementary School	390502103879	A			
LaBrae Local	LaBrae Middle School	390502403887	B			
Southeast Local	Holmesville Elementary School	390505803997	A			
Edon-Northwest Local	Edon Elementary School	390506204011	A			
North Baltimore Local	North Baltimore Middle School	390507004173			G	1
Adams County/Ohio Valley Local	West Union Elementary School	390619004113	B			
Findlay City	Washington Elementary School	391000000952	B			
Sidney City	Central Elementary School	391000301632			G	
Leetonia Exempted Village	Leetonia Middle School	391000702218			G	
Miami Trace Local	Miami Trace Middle School	391001002696	B			1
Painesville City Local	Elm Street Elementary School	391001501489			G	
Painesville City Local	Maple Elementary School	391001501490			G	

Marietta City	Washington Elementary School	391001901252			G	
Van Wert City	Van Wert High School	391002301888			G	2
Van Wert City	S.F. Goedde	391002305365			G	1
Kenton City	Hardin Central Elementary School	391002501090	B			
Wooster City	Cornerstone Elementary School	391003200641	B			
Wooster City	Melrose Elementary School	391003202030	A			
Total # of Schools			**82**	**162**	**283**	

Ohio | Department of Education

Four-Tiered Teacher Licensure Structure

Resident Educator License / Alternative Resident Educator License – 4 yr nonrenewable (may be extended on a case by case basis)

Resident Educator License Requirements	Alternative Resident Educator License Requirements
• Bachelors degree, an approved program of teacher preparation, pass examinations prescribed by State Board of Education, and 12 semester hours of reading coursework for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses, **OR** • Bachelors degree, GPA of 2.5 or higher, pass an examination in the subject area to be taught, successfully complete the summer training institute operated by Teach For America, and be assigned to teach in Ohio as a participant in the Teach For America program	• Bachelors degree • Major in the subject to be taught or extensive work experience • Completion of an Intensive Pedagogical Training Institute (IPTI) • Content area examination • This license will also be issued for career-technical workforce development areas utilizing existing processes for licensing these teachers

Professional Educator License – 5 yr renewable

Requirements
• Bachelors degree (except career-technical workforce development) • Successfully complete the Ohio Resident Educator Program • Alternative License holders successfully complete additional requirements to obtain Professional license

Senior Professional Educator License - 5 yr renewable

A + B +C

A	B	C
Degree Requirement	**Experience**	**Demonstration of Practice at the Accomplished/Distinguished Level:**
• Masters degree or higher from an institution of higher education accredited by a regional accrediting organization	• Nine years under a standard teaching license with 120 days of service as defined by ORC, of which at least five years are under a professional/permanent license/certificate	• Successful completion of the Master Teacher Portfolio

Lead Professional Educator License - 5 yr renewable

A + B +C

A	B	C	
Degree Requirement	**Experience**	**Demonstration of Practice at the Distinguished Level:**	
• Masters degree or higher from an institution of higher education accredited by a regional accrediting organization	• Nine years under a standard teaching license with 120 days of service as defined by ORC, of which at least five years are under a professional/permanent license/certificate or a Senior Professional Educator License	• Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio, **OR**	• Hold active National Board Certification (NBPTS)

June 2011

Ohio HB 153 Excerpted Sections

3319.02

(D)(1) Each board shall adopt procedures for the evaluation of all assistant superintendents, principals, assistant principals, and other administrators and shall evaluate such employees in accordance with those procedures. The procedures for the evaluation of principals shall be based on principles comparable to the teacher evaluation policy adopted by the board under section 3319.111 of the Revised Code, but shall be tailored to the duties and responsibilities of principals and the environment in which principals work.

3319.111 Evaluating teachers on limited contracts.

(A) Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code. The policy shall become operative at the expiration of any collective bargaining agreement covering teachers employed by the board that is in effect on the effective date of this section and shall be included in any renewal or extension of such an agreement.

(B) When using measures of student academic growth as a component of a teacher's evaluation, those measures shall include the value-added progress dimension prescribed by section 3302.021 of the Revised Code. For teachers of grade levels and subjects for which the value-added progress dimension is not applicable, the board shall administer assessments on the list developed under division (B)(2) of section 3319.112 of the Revised Code.

(C)(1) The board shall conduct an evaluation of each teacher employed by the board at least once each school year, except as provided in divisions (C)(2) and (3) of this section. The evaluation shall be completed by the first day of April and the teacher shall receive a written report of the results of the evaluation by the tenth day of April.

(2) If the board has entered into a limited contract or extended limited contract with the teacher pursuant to section 3319.11 of the Revised Code, the board shall evaluate the teacher at least twice in any school year in which the board may wish to declare its intention not to re-employ the teacher pursuant to division (B), (C)(3), (D), or (E) of that section

. One evaluation shall be conducted and completed not later than the fifteenth day of January and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the twenty-fifth day of January. One evaluation shall be conducted and completed between the tenth day of February and the first day of April and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the tenth day of April.

(3) The board may elect, by adoption of a resolution, to evaluate each teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section once every two school years. In that case, the biennial evaluation shall be completed by the first day of April of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of April of that school year.

(D) Each evaluation conducted pursuant to this section shall be conducted by one or more of the following:

(1) A person who is under contract with the board pursuant to section 3319.01 or 3319.02 of the Revised Code and holds a license designated for being a superintendent, assistant superintendent, or principal issued under section 3319.22 of the Revised Code;

(2) A person who is under contract with the board pursuant to section 3319.02 of the Revised Code and holds a license designated for being a vocational director or a supervisor in any educational area issued under section 3319.22 of the Revised Code;

(3) A person designated to conduct evaluations under an agreement providing for peer review entered into by the board and representatives of teachers employed by the board.

(E) The board shall include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority shall not be the basis for a decision to retain a teacher, except when making a decision between teachers who have comparable evaluations.

(F) This section does not apply to superintendents and administrators subject to evaluation procedures under sections 3319.01 and 3319.02 of the Revised Code or to any teacher employed as a substitute for less than one hundred twenty days during a school year pursuant to section 3319.10 of the Revised Code.

Amended by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

Effective Date: 06-09-2004

The amendment to this section by 129th General Assembly File No. 10, SB 5, § 1 was rejected by voters in the November, 2011 election.

3319.112 Standards-based state framework for the evaluation of teachers.

(A) Not later than December 31, 2011, the state board of education shall develop a standards-based state framework for the evaluation of teachers. The framework shall establish an evaluation system that does the following:

(1) Provides for multiple evaluation factors, including student academic growth which shall account for fifty per cent of each evaluation;

(2) Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;

(3) Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs;

(4) Assigns a rating on each evaluation in accordance with division (B) of this section;

(5) Requires each teacher to be provided with a written report of the results of the teacher's evaluation;

(6) Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;

(7) Implements a classroom-level, value-added program developed by a nonprofit organization described in division (B) of section 3302.021 of the Revised Code;

(8) Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers;

(9) Provides for the allocation of financial resources to support professional development.

(B) For purposes of the framework developed under this section, the state board also shall do the following:

(1) Develop specific standards and criteria that distinguish between the following levels of performance for teachers and principals for the purpose of assigning ratings on the evaluations conducted under sections 3319.02 and 3319.111 of the Revised Code:

(a) Accomplished;

(b) Proficient;

(c) Developing;

(d) Ineffective.

(2) For grade levels and subjects for which the assessments prescribed under sections 3301.0710 and 3301.0712 of the Revised Code and the value-added progress dimension prescribed by section 3302.021 of the Revised Code do not apply, develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations.

(C) The state board shall consult with experts, teachers and principals employed in public schools, and representatives of stakeholder groups in developing the standards and criteria required by division (B)(1) of this section.

(D) To assist school districts in developing evaluation policies under sections 3319.02 and 3319.111 of the Revised Code, the department shall do both of the following:

(1) Serve as a clearinghouse of promising evaluation procedures and evaluation models that districts may use;

(2) Provide technical assistance to districts in creating evaluation policies.

Added by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

The addition and repeal of a section with this section number by 129th General Assembly File No. 10, SB 5, § § 1 and 2 was rejected by voters in the November, 2011 election.

Repealed by 129th General Assembly File No. 28, HB 153, § 105.01, eff. 9/29/2011.

Effective Date: 06-09-2004

3333.0411

Not later than December 31, 2012, and annually thereafter, the chancellor of the Ohio board of regents shall report aggregate academic growth data for students assigned to graduates of teacher preparation programs approved under section 3333.048 of the Revised Code who teach English language arts or mathematics in any of grades four to eight in a public school in Ohio. For this purpose, the chancellor shall use the value-added progress dimension prescribed by section 3302.021 of the Revised Code. The chancellor shall aggregate the data by graduating class for each approved teacher preparation program, except that if a particular class has ten or fewer graduates to which this section applies, the chancellor shall report the data for a group of classes over a three-year period. In no case shall the report identify any individual graduate. The department of education shall share any data necessary for the report with the chancellor.

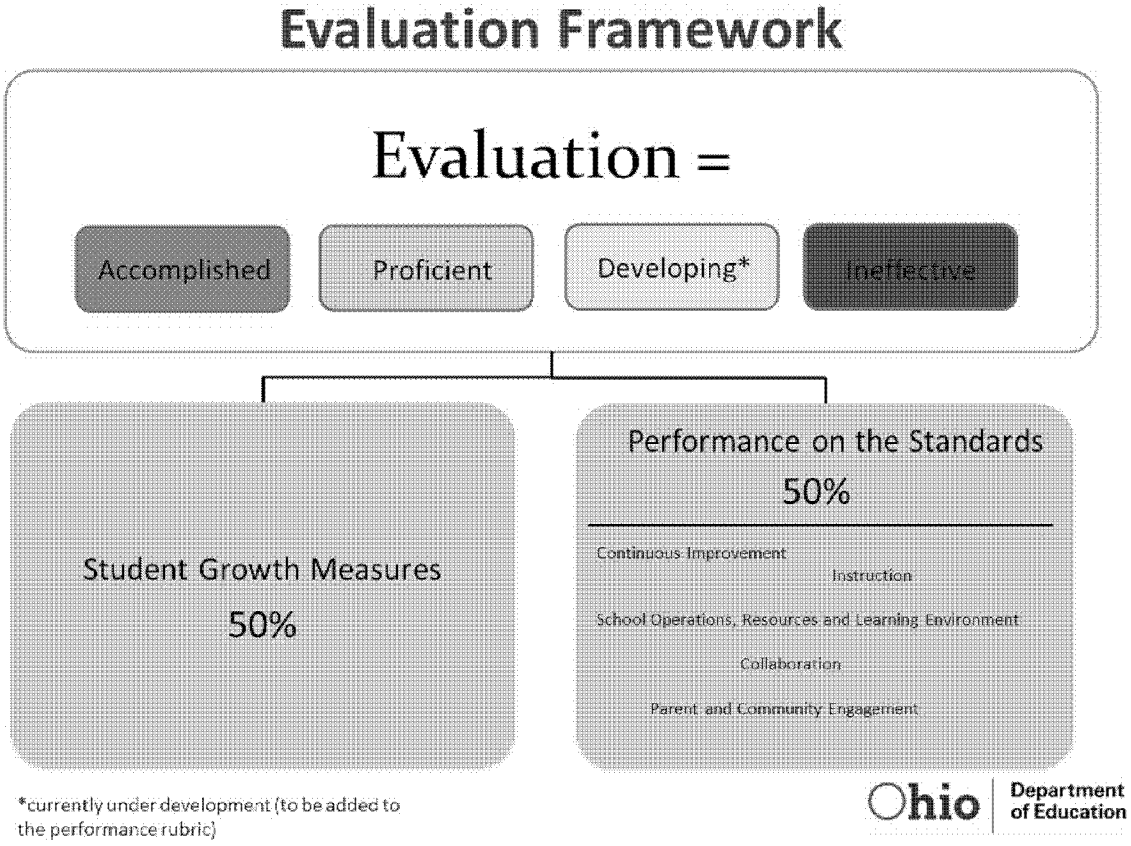
Evaluation of Professional Staff
(Principals)

Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

The Ohio Principal Evaluation System (OPES), adopted December 2008 by the State Board of Education, is designed to be used to assess the performance of Ohio principals. It is not a prescription but instead a resource model made available to districts to use as they find appropriate. It is designed to be used in whole or part, in current or adapted form. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of school leaders and in strengthening the professional growth of these school leaders.

The Ohio Principal Evaluation System (OPES) was collaboratively developed by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio's administrator associations. It was designed to be research based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small).

The Ohio Principal Evaluation System is a standards-based integrated model that is designed to foster the professional growth of principals in knowledge, skills and practice. In OPES, student growth measures (50%) combined with evaluation of principals' proficiency on the standards (50%) determine the level of principal effectiveness. Proficiency on the standards includes professional goal-setting, communication and professionalism, and skills and knowledge.



Student academic growth will be measured through multiple measures which must include value-added scores where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education's assessment list of subjects where value-added scores are not available and/or local measures of student growth using state-designed criteria and guidance.

Each evaluation will consist of two formal observations of the principal at least thirty minutes each in duration, as well as periodic building walkthroughs. Each principal will be provided a written report of the results of his/her evaluation carried out under the Evaluation Framework.

The principal's performance rating will be combined with the results of student growth measures to produce a summative evaluation rating as depicted in the chart below.

Measure	Weight
Performance Rating Rubric	**50%**
Professional Goal-Setting	
Formative Assessment of Principal Performance	
Communication and Professionalism	
Measures of Student Academic Growth-per legislation	**50%**

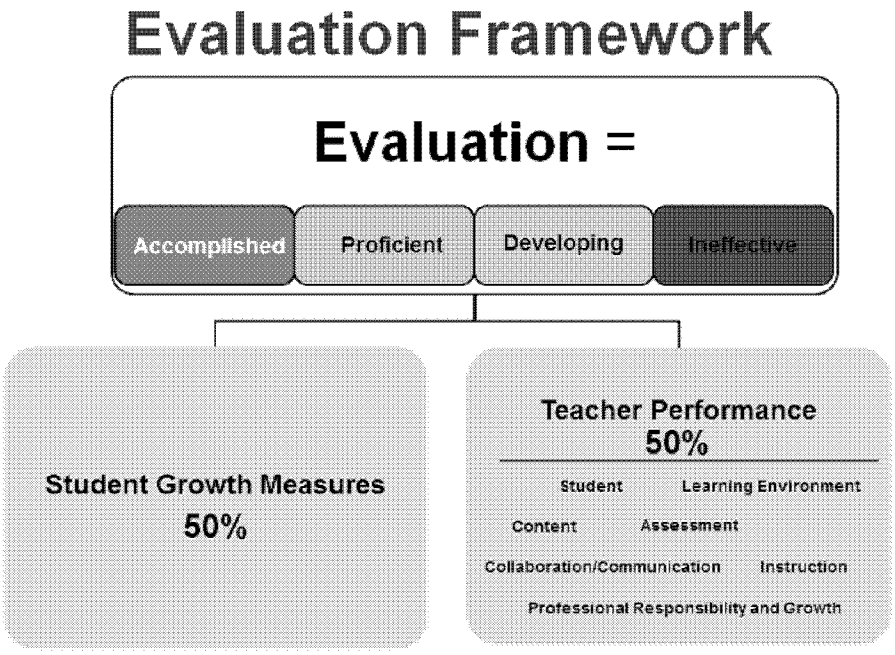
The local board of education will also provide for the allocation of financial resources to support professional development.

Evaluation of Professional Staff
(Teachers)

The State Board of Education recognizes the importance of evaluating teachers for the purposes of rewarding excellence, improving the quality of instruction students receive, improving student learning, strengthening professional proficiency, including identifying and correcting deficiencies, and for informing employment decisions.

Each teacher will be evaluated according to the Evaluation Framework (see below) which is aligned with the *Standards for the Teaching Profession* adopted under state law.

Each teacher will be evaluated using the multiple factors set forth in the State Board of Education's teacher evaluation framework. The evaluation factors are weighted as follows:



Student academic growth will be measured through multiple measures which must include value-added scores on evaluations for teachers where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education's assessment list for teachers of subjects where value-added scores are not available and/or local measures of student growth using state-designed criteria and guidance.

Each evaluation will consist of two formal observations of the teacher at least thirty minutes each in duration, as well as periodic classroom walkthroughs.

Each teacher will be provided a written report of the results of his/her evaluation carried out under the Evaluation Framework. The evaluation must be completed annually, by April 1, and the teacher will receive the written evaluation report by April 10. Local boards of education may evaluate teachers rated "Accomplished" on the most recent evaluation once every two years rather than annually. This biennial evaluation will be completed and written evaluation results made available to teachers on the same dates as the annual evaluations.

The teacher's performance rating will be combined with the results of student growth measures to produce a summative evaluation rating as depicted in the matrix below.

Evaluation Matrix

Student Growth Measures	Teacher Performance 4	3	2	1
Above	Accomplished	Accomplished	Proficient	Developing
Expected	Proficient	Proficient	Developing	Developing
Below	Developing	Developing	Ineffective	Ineffective

Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.

Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle.

Teachers with below expected levels of student growth will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

Additionally, at the local level, the board of education will include in its evaluation policy, procedures for using the evaluation results for retention and promotion decisions and for removal of poorly-performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

The local board of education will also provide for the allocation of financial resources to support professional development.

[Adoption date:] LEGAL REFS. ORC 3319.111; 3319.112

Ohio HB1 Excerpted Sections

3319.22 Standards and requirements for educator licenses - local professional development committees.

(A)(1) The state board of education shall issue the following educator licenses:

(a) A resident educator license, which shall be valid for four years, except that the state board, on a case-by-case basis, may extend the license's duration as necessary to enable the license holder to complete the Ohio teacher residency program established under section 3319.223 of the Revised Code;

(b) A professional educator license, which shall be valid for five years and shall be renewable;

(c) A senior professional educator license, which shall be valid for five years and shall be renewable;

(d) A lead professional educator license, which shall be valid for five years and shall be renewable.

(2) The state board may issue any additional educator licenses of categories, types, and levels the board elects to provide.

(3) The state board shall adopt rules establishing the standards and requirements for obtaining each educator license issued under this section.

(B) The rules adopted under this section shall require at least the following standards and qualifications for the educator licenses described in division (A)(1) of this section:

(1) An applicant for a resident educator license shall hold at least a bachelor's degree from an accredited teacher preparation program or be a participant in the teach for America program and meet the qualifications required under section 3319.227 of the Revised Code.

(2) An applicant for a professional educator license shall:

(a) Hold at least a bachelor's degree from an institution of higher education accredited by a regional accrediting organization;

(b) Have successfully completed the Ohio teacher residency program established under section 3319.223 of the Revised Code, if the applicant's current or most recently issued license is a resident educator license issued under this section or an alternative resident educator license issued under section 3319.26 of the Revised Code.

(3) An applicant for a senior professional educator license shall:

(a) Hold at least a master's degree from an institution of higher education accredited by a regional accrediting organization;

(b) Have previously held a professional educator license issued under this section or section 3319.222 or under former section 3319.22 of the Revised Code;

(c) Meet the criteria for the accomplished or distinguished level of performance, as described in the standards for teachers adopted by the state board under section 3319.61 of the Revised Code.

(4) An applicant for a lead professional educator license shall:

(a) Hold at least a master's degree from an institution of higher education accredited by a regional accrediting organization;

(b) Have previously held a professional educator license or a senior professional educator license issued under this section or a professional educator license issued under section 3319.222 or former section 3319.22 of the Revised Code;

(c) Meet the criteria for the distinguished level of performance, as described in the standards for teachers adopted by the state board under section 3319.61 of the Revised Code;

(d) Either hold a valid certificate issued by the national board for professional teaching standards or meet the criteria for a master teacher or other criteria for a lead teacher adopted by the educator standards board under division (F)(4) or (5) of section 3319.61 of the Revised Code.

Amended by 129th General Assembly File No. 17, HB 21, § 1, eff. 7/29/2011.

Amended by 128th General Assembly File No. 9, HB 1, § 101.01, eff. 10/16/2009.

Amended by 128th General Assembly ch. 7, SB 79, § 1, eff. 10/6/2009.

Effective Date: 06-09-2004; 07-01-2005

Ohio HB 153 Excerpted Sections

3319.02

(D)(1) Each board shall adopt procedures for the evaluation of all assistant superintendents, principals, assistant principals, and other administrators and shall evaluate such employees in accordance with those procedures. The procedures for the evaluation of principals shall be based on principles comparable to the teacher evaluation policy adopted by the board under section 3319.111 of the Revised Code, but shall be tailored to the duties and responsibilities of principals and the environment in which principals work.

3319.111 Evaluating teachers on limited contracts.

(A) Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code. The policy shall become operative at the expiration of any collective bargaining agreement covering teachers employed by the board that is in effect on the effective date of this section and shall be included in any renewal or extension of such an agreement.

(B) When using measures of student academic growth as a component of a teacher's evaluation, those measures shall include the value-added progress dimension prescribed by section 3302.021 of the Revised Code. For teachers of grade levels and subjects for which the value-added progress dimension is not applicable, the board shall administer assessments on the list developed under division (B)(2) of section 3319.112 of the Revised Code.

(C)(1) The board shall conduct an evaluation of each teacher employed by the board at least once each school year, except as provided in divisions (C)(2) and (3) of this section. The evaluation shall be completed by the first day of April and the teacher shall receive a written report of the results of the evaluation by the tenth day of April.

(2) If the board has entered into a limited contract or extended limited contract with the teacher pursuant to section 3319.11 of the Revised Code, the board shall evaluate the teacher at least twice in any school year in which the board may wish to declare its intention not to re-employ the teacher pursuant to division (B), (C)(3), (D), or (E) of that section

. One evaluation shall be conducted and completed not later than the fifteenth day of January and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the twenty-fifth day of January. One evaluation shall be conducted and completed between the tenth day of February and the first day of April and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the tenth day of April.

(3) The board may elect, by adoption of a resolution, to evaluate each teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section once every two school years. In that case, the biennial evaluation shall be completed by the first day of April of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of April of that school year.

(D) Each evaluation conducted pursuant to this section shall be conducted by one or more of the following:

(1) A person who is under contract with the board pursuant to section 3319.01 or 3319.02 of the Revised Code and holds a license designated for being a superintendent, assistant superintendent, or principal issued under section 3319.22 of the Revised Code;

(2) A person who is under contract with the board pursuant to section 3319.02 of the Revised Code and holds a license designated for being a vocational director or a supervisor in any educational area issued under section 3319.22 of the Revised Code;

(3) A person designated to conduct evaluations under an agreement providing for peer review entered into by the board and representatives of teachers employed by the board.

(E) The board shall include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority shall not be the basis for a decision to retain a teacher, except when making a decision between teachers who have comparable evaluations.

(F) This section does not apply to superintendents and administrators subject to evaluation procedures under sections 3319.01 and 3319.02 of the Revised Code or to any teacher employed as a substitute for less than one hundred twenty days during a school year pursuant to section 3319.10 of the Revised Code.

Amended by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

Effective Date: 06-09-2004

The amendment to this section by 129th General Assembly File No. 10, SB 5, § 1 was rejected by voters in the November, 2011 election.

3319.112 Standards-based state framework for the evaluation of teachers.

(A) Not later than December 31, 2011, the state board of education shall develop a standards-based state framework for the evaluation of teachers. The framework shall establish an evaluation system that does the following:

(1) Provides for multiple evaluation factors, including student academic growth which shall account for fifty per cent of each evaluation;

(2) Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;

(3) Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs;

(4) Assigns a rating on each evaluation in accordance with division (B) of this section;

(5) Requires each teacher to be provided with a written report of the results of the teacher's evaluation;

(6) Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;

(7) Implements a classroom-level, value-added program developed by a nonprofit organization described in division (B) of section 3302.021 of the Revised Code;

(8) Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers;

(9) Provides for the allocation of financial resources to support professional development.

(B) For purposes of the framework developed under this section, the state board also shall do the following:

(1) Develop specific standards and criteria that distinguish between the following levels of performance for teachers and principals for the purpose of assigning ratings on the evaluations conducted under sections 3319.02 and 3319.111 of the Revised Code:

(a) Accomplished;

(b) Proficient;

(c) Developing;

(d) Ineffective.

(2) For grade levels and subjects for which the assessments prescribed under sections 3301.0710 and 3301.0712 of the Revised Code and the value-added progress dimension prescribed by section 3302.021 of the Revised Code do not apply, develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations.

(C) The state board shall consult with experts, teachers and principals employed in public schools, and representatives of stakeholder groups in developing the standards and criteria required by division (B)(1) of this section.

(D) To assist school districts in developing evaluation policies under sections 3319.02 and 3319.111 of the Revised Code, the department shall do both of the following:

(1) Serve as a clearinghouse of promising evaluation procedures and evaluation models that districts may use;

(2) Provide technical assistance to districts in creating evaluation policies.

Added by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

The addition and repeal of a section with this section number by 129th General Assembly File No. 10, SB 5, § § 1 and 2 was rejected by voters in the November, 2011 election.

Repealed by 129th General Assembly File No. 28, HB 153, § 105.01, eff. 9/29/2011.

Effective Date: 06-09-2004

3333.0411

Not later than December 31, 2012, and annually thereafter, the chancellor of the Ohio board of regents shall report aggregate academic growth data for students assigned to graduates of teacher preparation programs approved under section 3333.048 of the Revised Code who teach English language arts or mathematics in any of grades four to eight in a public school in Ohio. For this purpose, the chancellor shall use the value-added progress dimension prescribed by section 3302.021 of the Revised Code. The chancellor shall aggregate the data by graduating class for each approved teacher preparation program, except that if a particular class has ten or fewer graduates to which this section applies, the chancellor shall report the data for a group of classes over a three-year period. In no case shall the report identify any individual graduate. The department of education shall share any data necessary for the report with the chancellor.

Ohio | State Board of Education

Resolution

24. RESOLUTION TO ADOPT OHIO GUIDELINES AND A MODEL FRAMEWORK FOR THE EVALUATION OF SCHOOL PRINCIPALS

The Capacity Committee **RECOMMENDS** that the State Board of Education **ADOPT** the following Resolution:

WHEREAS the Governor's Commission on Teaching Success recommended the development of a framework of essential criteria for school districts to follow when creating locally determined evaluation systems to assess the performance of principals; and

WHEREAS Senate Bill 2 required the State Board of Education to develop guidelines for the evaluation of principals that emphasized that principal performance should be evaluated regularly, evaluation systems should be aligned to state standards for principals and be fair and credible and evidence based, and should include multiple measures; and

WHEREAS the State Board of Education adopted the Ohio Standards for Principals in 2005 which provide the foundation for the development of principal evaluation guidelines; and

WHEREAS the Ohio Department of Education, the Buckeye Association of School Administrators, the Ohio Association of Secondary School Administrators, and the Ohio Association of Elementary School Administrators have collaborated on this initiative, convening a writing team of Ohio superintendents, principals and higher education faculty over the course of a year to articulate guidelines and develop a model framework for a model principal evaluation system; and

WHEREAS over thirty districts in Ohio have piloted the draft guidelines and model framework over the past two years and provided feedback; and

WHEREAS adoption of the proposed guidelines and model framework for the evaluation of school principals will help to ensure student success by providing tools that support the development of principal skills and knowledge over time with regular feedback and support; and

WHEREAS adoption of the proposed guidelines and model framework for the evaluation of principals will strengthen the application and use of Ohio's Standards for Principals and provide districts with tools, resources and exemplars to develop local evaluation systems; and

WHEREAS the Capacity Committee at its March 2009 meeting recommended the adoption of the proposed guidelines and model framework for the evaluation of school principals: Therefore, Be It

RESOLVED, That the State Board of Education hereby adopts the Ohio Guidelines and Model Framework for the Evaluation of School Principals.

I certify that the above is a true and correct copy of the action taken by the State Board of Education at its meeting on May 12, 2009.

Columbus, Ohio
May 15, 2009

_____
Deborah S. Delisle
Superintendent of Public Instruction

Background materials follow this resolution (Item 14):

14. RESOLUTION TO ADOPT THE OHIO TEACHER EVALUATION SYSTEM (OTES) FRAMEWORK

The Capacity Committee **RECOMMENDS** that the State Board of Education **ADOPT** the following Resolution:

WHEREAS section 3319.61 of the Revised Code requires the Educator Standards Board to develop model teacher evaluation instruments and processes; and

WHEREAS at its April 2011 business meeting the Educator Standards Board passed a resolution to recommend to the State Board of Education the adoption of the Ohio Teacher Evaluation System model that they had developed pursuant to section 3319.61 of the Revised Code, and also passed a motion at its October 2011 business meeting reaffirming their recommendation that the State Board adopt the OTES Framework; and

WHEREAS House Bill 153 of the 129th General Assembly requires each school district to adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code; and

WHEREAS House Bill 153 of the 129th General Assembly requires the State Board of Education to develop, by December 31, 2011, a standards-based state framework for the evaluation of teachers that is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code, and that provides for multiple evaluation factors, including student academic growth which shall account for fifty percent of each evaluation; and

WHEREAS the Capacity Committee, at its July 2011 meeting, voted to recommend to the full State Board of Education the adoption of a resolution of intent to evaluate the Ohio Teacher Evaluation System model utilizing Education First, the findings of which would be made available in August 2011; and

WHEREAS the Capacity Committee, at its August 2011 meeting, heard the findings and recommendations of Education First regarding the proposed Ohio Teacher Evaluation System, as well as the Ohio Department of Education's responses to the findings and recommendations, and the Department's proposed changes to the Ohio Teacher Evaluation System, and approved of the changes; and

WHEREAS the Capacity Committee requests that school districts currently piloting the Ohio Teacher Evaluation System be periodically invited to provide testimony to the Committee regarding the progress of the pilot program; and

WHEREAS the Capacity Committee asks the Department to evaluate the testimony that is provided in relation to the Ohio Teacher Evaluation System pilot program, and to make recommendations to the Committee regarding changes to the system as it goes forward; and

WHEREAS the Capacity Committee resolves to completely review the Ohio Teacher Evaluation System in the late spring of 2012 in order to determine any changes that need to be made to the system; and

WHEREAS the Capacity Committee will continue to work with the Department to determine the recommended student academic growth measures that will account for fifty percent of each teacher evaluation;

Item 14 continued

WHEREAS the Capacity Committee, at its October 2011 meeting, voted to recommend that the full Board declare its intent to adopt the Ohio Teacher Evaluation System Framework; and

WHEREAS the full Board, during its October 2011 meeting, adopted a Resolution of Intent to adopt the Ohio Teacher Evaluation System Framework: Therefore, Be It

RESOLVED, that the State Board of Education hereby adopts the Ohio Teacher Evaluation System Framework in accordance with section 3319.112 of the Revised Code.

Appendix B:
Additional Attachments

Attachment 12: Ohio's Transition Overview

	2011-2012 Academic Year Transition Year 1	2012-2013 Academic Year Transition Year 2	2013-2014 Academic Year Transition Year 3	2014-2015 Academic Year Full Implementation
What should district leaders be doing?	Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2. Redesigned district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula and instructional practice.	Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data. Pilot and refine the redesigned district curriculum based on revised Academic Content Standards and Model Curriculum. Phase out content no longer present in the common core and revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Continue to implement transition plan. Fully implement (and continue to modify) the refine district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Full implementation of the refined district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.
What should teachers be doing?	Examine ODE's Comparative Analysis Documents to outline changes. Familiarize self with the revised Academic Standards and Model Curriculum. Experiment with the resources, strategies, or classroom examples found in the document. Participate in state and district sponsored professional development opportunities	Develop expertise in new grade-level content. Include an examination of the conceptual learning progressions for adjacent grades. Pilot refined district curriculum, using resources and instructional strategies from the revised Academic Standards and Model Curriculum document. Incorporate 21st Century	Implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document. Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness. Use the Eye of Integration to	Fully implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document. Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness.

	supporting deeper content knowledge, increased rigor, and instructional practices. Incorporate 21st Century (Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects, and activities.	(Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects, and activities. Participate in state and district - sponsored professional development opportunities supporting deeper content knowledge, increased rigor, and instructional practices.	design a project or unit. Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.	Use the Eye of Integration to design projects or units. Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.
What support is ODE providing?	Comparative Analysis Documents. Targeted Professional Developments Meetings. Guidance document for evaluating resources. Webinars/Webcasts.	Curriculum and Instruction examples, such as the Eye of Integration. Resource and Materials Filters. Targeted Professional Developments Meetings. Guidance document for evaluating resources. Webinars/Webcasts.	Curriculum and Instruction examples, such as the Eye of Integration. Resource and Materials Filters. Targeted Professional Developments Meetings/Webinars/Webcasts Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.	Curriculum and Instruction examples, such as the Eye of Integration. Resource and Materials Filters. Targeted Professional Developments Meetings/Webinars/Webcasts. Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.
What about assessment?	State assessments remain aligned to the 2001-2002 Academic Content Standards. OAA/OGT item banks are being aligned to the common core and revised Academic Content Standards and Model Curriculum.	State assessments remain aligned to the 2001-2002 Academic Content Standards. Pilot online test prototypes and innovative testing options (such as performance-based or formative).	As blueprint flexibility allows, focus on assessing the content shared by the 2001-2002 Standards and the 2010 Standards and Model Curriculum document. Field testing PARCC items for Mathematics and ELA, state-developed items for Social Studies and Science.	New state assessment system fully operational and aligned to the 2010 Academic Content Standards and Model Curriculum.

Attachment 12B: Professional Development and Resource Implementation Timeline to Ohio's College and Career System

2010-2011	2011-2012	2012-2013	2013-2014
Professional Development ➢ Statewide fall and spring stakeholder outreach and PD on awareness and understanding of Standards and Model Curriculum facilitated by trained regional Educational Service Center (ESC) staff ➢ Innovative Learning Environments conference ➢ Advanced Placement workshops **Resources and Tools** ➢ Develop model curricula for every cluster/topic for ELA and math and every content statement for social studies and science ➢ Develop and deploy standards crosswalk documents ➢ 774 model curricula units adopted by the State Board of Education in March 2011	**Professional Development** ➢ Regional outreach on the standards, model curricula and assessments ➢ *Regional targeted professional development* • By content areas • Deep understanding of standards • Instructional Design and Curriculum Revision ➢ *Formative Instruction PD* • Online formative instruction Modules • Regional formative instruction Specialists • Regional training and support ➢ Innovative Learning Environments conference ➢ Advanced Placement workshops ➢ Formative Assessment pilots for middle school mathematics and ELA ➢ Performance-Based assessment pilots for high	**Professional Development** ➢ Regional outreach on the standards, model curricula and assessments ➢ *Regional targeted and differentiated professional development* • Instructional Design, Approaches to Learning Curriculum Revision • Integrating technology within instruction • *Targeted Audience*: Content Area, Grade Level, ELL , SWD and Gifted teachers ➢ *Formative Instruction PD* • Online formative instruction and content-specific Modules • Supported by Regional formative instruction Specialists • Regional training and support • *Targeted Audience*: Content Area, grade Level, SWD, ELL and Gifted teachers ➢ Online PD modules on Students with Disabilities access to the common core (e.g., extended standards)	**Professional Development** ➢ Regional outreach on the standards, model curricula and assessments ➢ *Regional targeted and differentiated professional development* • Implementing high-quality Instruction and Curriculum • New English language proficiency standards linked to the common core • Integrating technology within instruction • Online assessment training • *Targeted Audience*: Content Area, Grade Level, ELL , SWD and Gifted teachers ➢ *Formative Instruction PD* • Online formative instruction and content-specific Modules • Supported by Regional formative instruction Specialists • Regional training and support • *Targeted Audience*: Content Area, grade Level, SWD,

	school in the areas of ELA, math, science, social studies and career tech ➢ *High School-Higher Education Alignment Project* • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars **Resources and Tools** ➢ Crosswalks and comparative analysis documents between Ohio's 2001 standards and the Common Core ➢ Extended Standards for students with significant cognitive disabilities aligned to Common Core ➢ *Webcasts/Webinars* • Digging Deeper into the standards • PARCC assessments • Extended Standards • ELL and the Common Core ➢ Guidance document for evaluating resources	➢ Advanced Placement workshops ➢ *Formative Assessment pilots for middle school mathematics and English language arts* • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers. ➢ *Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech* • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➢ *High School-Higher Education Alignment Project* • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars **Resources and Tools** ➢ New English Language Proficiency standards linked to	ELL and Gifted teachers ➢ Online PD modules on Students with Disabilities access to the common core (e.g., extended standards) ➢ Online PD modules on English Language Learners access to the common core (e.g., English language proficiency standards) ➢ Advanced Placement workshops ➢ *Formative Assessment pilots for middle school mathematics and English language arts* • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers. ➢ *Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech* • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➢ *High School-Higher Education*

	➢ Model curricula ➢ Eye of Integration models	the common core ➢ Extended standards aligned to the common core ➢ *Webcasts/Webinar* • ELL access to the Common Core • SWD access to the common core • Next Generation Assessments • Integrating Technology into differentiated instruction ➢ Guidance document for evaluating resources ➢ Expansion of the model curricula • Diverse Learners ➢ Eye of Integration examples ➢ PARCC model content frameworks ➢ PARCC Assessment Prototypes	*Alignment Project* • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars **Resources and Tools** ➢ New English language Proficiency standards linked to the common core ➢ Comparative Analysis documents ➢ Webcasts/Webinars ➢ Guidance document for evaluating resources ➢ Expansion of the model curricula ➢ Eye of Integration models ➢ Portfolio of Formative Instruction Strategies ➢ Performance–Based Tasks ➢ PARCC model content frameworks and prototypes ➢ PARCC College Ready tools

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			➢ PARCC Assessment Prototypes ➢ PARCC Assessment Training materials ➢ *Instructional Improvement System* • Performance –Based Tasks • Formative Instruction Strategies • Curriculum and Instructional Resources

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Attachment 13: Ohio Student Achievement Measurements:

9th Grade Retention Data	SY11 Retained Stds	SY11 Total 9th Enroll	SY10 Retained Stds	SY10 Total 9th Enroll
Total of Retained Students	**7642**	*151747*	**9729**	*157396*
Percentage of Retained Students	**5.0%**	--	**6.2%**	--

8th Grade Retention Data	SY11 Retained Stds	SY11 Total 8th Enroll	SY10 Retained Stds	SY10 Total 8th Enroll
Total of Retained Students	**1125**	*133189*	**1489**	*134270*
Percentage of Retained Students	**0.84%**	--	**1.11%**	--

AP Enrollment Data	SY11 AP Stds	SY11 Total HS Enroll	SY10 AP Stds	SY10 Total HS Enroll
Total of AP Enrollment	**151147**	*591641*	**226294**	*599662*
Percentage of AP Enrollment	**25.5%**	--	**37.7%**	--

AP Enrollment Data by Ethnicity	2010-2011		2009-2010	
	Students Enrolled in AP	Percent of Total AP Enrollment	Students Enrolled in AP	Percent of Total AP Enrollment
Asian	1843	4.16%	2327	3.83%
Black, Non-Hispanic	3672	8.29%	5614	9.24%
Hispanic	796	1.80%	1059	1.74%
American Indian	52	0.12%	74	0.12%
Multiracial	1161	2.62%	1393	2.29%
Pacific Islander	17	0.04%	8	0.01%
Whie, Non-Hispanic	36730	82.97%	50275	82.76%
Total	44271	100.00%	60750	100.00%

PSEO Enrollment Data	SY11 PSEO Stds	SY11 Total HS Enroll	SY10 PSEO Stds	SY10 Total HS Enroll
Total of PSEO Enrollment	**14861**	*591641*	**14142**	*599662*
Percentage of PSEO Enrollment	**2.5%**	--	**2.4%**	--

ACT Data	SY11 Avg Scores	SY11 Total ACT Stds	SY10 Avg Scores	SY10 Total ACT Stds
ACT English Score Average	**21**	*79014*	**21**	*75940*
ACT Math Score Average	**21**	--	**21**	--
ACT Reading Score Average	**22**	--	**22**	--
ACT Science Score Average	**22**	--	**22**	--
ACT Composite Score Average	**22**	--	**22**	--

SAT Data	SY10 Avg Scores	SY10 Total SAT Stds	SY09 Avg Scores	SY09 Total SAT Stds
SAT Reading Score Average	**537**	*17308*	**534**	*19589*
SAT Math Score Average	**550**	--	**546**	--
SAT Writing Score Average	**518**	--	**517**	--

OHIO IMPROVEMENT PROCESS

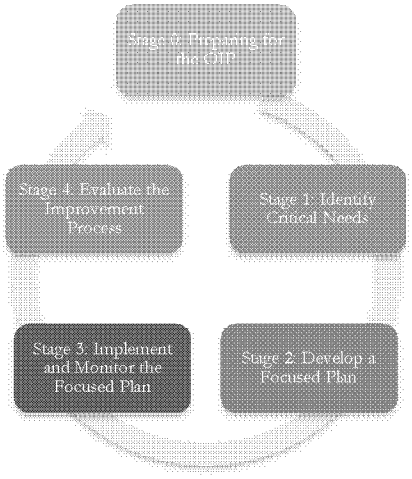
ENSURING CONSISTENT, FOCUSED CONTINUOUS IMPROVEMENT AND SERVICES

While incentives and opportunities for change contributes to the effectiveness and efficiency of a SSoS and creating and disseminating useful information are important factors in building the capacity of districts and schools, the personnel in all three levels of the system focus their efforts primarily on capacity building to engage in continuous improvement. From 2007-2011, the ODE supported a team representing all three levels of the SSoS to design a statewide improvement process, dubbed the Ohio Improvement Process (OIP), as the state's vehicle for improving instructional leadership and improvement – a system that was statewide in scope and systemic in nature. Built around the use of an embedded set of connected, web-based data tools, the OIP is being used by well over half of the 612 traditional public school districts and 100+ charter schools. The OIP is grounded in the essential leadership practices as identified by the Ohio Leadership Advisory Council (OLAC) and is also a key component of the state's Race to the Top (RttT) strategy. The following seven principles summarize the essential characteristics of the OIP.

1) Vision, mission, and philosophy are aligned.
2) The process is continuous and recursive and the plan is a dynamic document. Continuous improvement is the core work at every level of the SSoS, and by nature repeats itself.
3) The process relies on quality data interpretation to identify critical problems, develop a focused plan, monitor progress and evaluate plan impact.
4) Use a collaborative, collegial process that includes the combined thinking and planning of collaborative teams who support plan development, implementation, monitoring and evaluation.
5) Communicate with those who are affected by the success of the district at each stage.
6) The process produces one focused, integrated plan that directs all district work and resources.
7) The process expects substantive changes in student performance and adult practices as a result of implementing, monitoring and evaluating the process and plan.

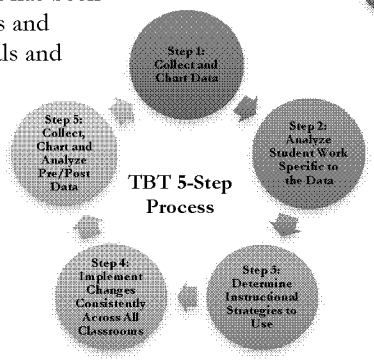
In preparing for the OIP, collaborative structures (District/Community School Leadership Team, School/Building Leadership Team and Teacher-Based teams) are recreated or refined to support the work of continuous improvement. An understanding of the district/school practices and culture and identification of resources for plan development to gain the long-term benefits of a plan that is owned by all stakeholders based on a shared mission creates the foundation for the OIP.

Stage 1 of the OIP identifies the critical needs of districts and schools using state and district data. This stage uses the Decision Framework (DF) as the major OIP tool to analyze the effect of district and school practice in critical areas (e.g., instructional management, leadership, school climate, resource management) on student achievement, and identifies the district's and Schools most critical needs and most probable causes contributing to those needs



During Stage 2, focus areas from Stage 1 are turned into two to three goals in two areas: 1) student performance and 2) conditions and expectations. Strategies that are grounded in evidence/research to achieve the goals are created from the probable causes of the most important and critical problems. Indicators for each strategy provide the yardstick by which success is measured. Actions are developed for each strategy and resources are aligned. The major OIP tool used at stage 2 is the CCIP.

Stage 3 focuses on full implementation of the district's strategies and actions across the district to reach district goals, and the ongoing monitoring of the degree of implementation and its effects on desired changes in adult practice and student achievement. This stage requires that each building have a School Improvement Plan that has been approved by the district, is developed using district goals and strategies, and outlines actions to meet those district goals and strategies. Teacher-based Teams (TBTs) have a significant role in implementation using a five-step process that emulates the OIP process. Stage 3 also requires that the district and buildings have a process for checking the implementation of each strategy and action taken toward reaching district goals. Progress is monitored from the first day of implementation, providing stakeholders with much needed information



for making decisions about whether changes are needed. The major OIP tool used at stage 3 is the Implementation Management and Monitoring (IMM) Tool.

Stage 4 of the OIP requires evaluation of all aspects of the improvement process, including degree of implementation as well as the impact of improvement efforts on student achievement. Implementation of a consistent process and associated tools (i.e., the OIP) allows the state and regional to aggregate data on common indicators at multiple levels, relying on built-in data systems and standardized instruments for use in evaluating the overall health of the OIP on a regular and ongoing basis.

The SSoS differentiates its capacity-building services for each district and school by intensity and duration and targeted assistance in the specific areas in greatest need of improvement. The delivery method ranges from consultation to expert guidance to coaching and can be provided by state consultants, regional providers (SSTs and/or ESCs) and/or their partner organizations. These include:

a. The Ohio **School Improvement Diagnostic Review (SIDR)** process gathers qualitative data on behaviors and practices within the school setting that provide information beyond existing data available from ODE. The primary purpose of the SIDR is to help schools and LEAs improve student performance by analyzing current practices against effective evidence and research-based practices, identifying areas of strength and areas needing improvement, prioritizing leveraged opportunities for action and aligning evidence and research-based practices. This diagnostic review is conducted by an external team of experienced and skilled reviewers using standardized processes and protocols for data collection and analysis. The external review provides schools/LEAs with valuable insight into their current practices, as seen from an outside point of view.

b. The Office of Exceptional Children provides funding through a federal State Personnel Development Grant to build statewide capacity for the implementation of the Ohio Improvement Process through the development of a network of highly-trained **external facilitators** (State Support Team and Educational Service Center personnel) and **internal facilitators** (districts and community schools) to provide consultation and technical assistance on applying the process.

c. Ohio Parent Mentors serve families of children with disabilities in approximately one-third of Ohio's school districts. Parent Mentors are parents of children with special needs who work within school districts to provide families with information and support for effectively working with schools. Parent mentors offer workshops on topics concerning families of children with special needs, write parent newsletters and serve as resources that parents can call for help. They also work as liaisons between families and school district personnel so that together they can build positive relationships and create the best education plans for their children.

Sustainability – Monitoring and Evaluation

Sustainability is a critical concern in continuous improvement efforts, including the capacity-building endeavors of the SSoS. Successful improvement requires careful progress monitoring, with pre-determined checkpoints and benchmarks and formative and summative evaluation. The SSoS gradually reduces the intensity of its services, with checkpoints for ensuring that the improvement processes maintain their vitality as supports are lessened. To ensure efforts are sustained, each level of the SSoS engages in monitoring and evaluation. This includes:

a. The Office for Exceptional Children (OEC) collaborates with the Office of Federal Programs to review selected districts and community schools through the **PACTS** (Program Audit and Compliance Tracking System) cycle. As part of the review, OEC conducts a review of the selected school's compliance with IDEA.

b. The **Ohio Education Research Center (OERC)**, housed within a network of universities and funded with RttT funds, provides research and evaluation on the implementation and impact of education reforms efforts based on a prioritized research agenda.

c. The Center for Accountability and Continuous Improvement, Office of Ohio Network for Innovation and Improvement monitors districts and community schools through data provided by the **SSTs based on their performance agreements**. Data used to monitor progress is:

- 25% TOTAL (DESK SURVEY COMPLETED BEGINNING AND END (8.33%), MONTHLY PROGRESS REPORTS SUBMITTED BY SPOC (8.33%) AND PROFESSIONAL DEVELOPMENT EVALUATION (8.34%)
- 25% CUSTOMER SERVICE SURVEY
- 50% IMPACT DATA, E.G., VALUE ADDED, AYP, LIKE DISTRICTS, CLOSING GAP, SPP COMPLIANCE AND ACHIEVEMENT INDICATORS, REPORT CARD INDICATORS, PI, REFINED STEP UP TO QUALITY, IMPACT.

THE STATE LEADERSHIP TEAM (SLT) USES THE DATA TO:

- Validate regional monitoring data
- Analyze and interpret monitoring data
- Use data analysis to improve the performance of projects, programs, initiatives
- Use data analysis to recommend changes to the annual performance agreement

d. **Evaluation of the communication and support** offered to RttT districts and districts supported by SSTs (Customer Service Survey) is conducted by the SEA to improve services and support. The purpose of the evaluation is to assess the quality and accuracy of its communication to the field and service providers.

OHIO IMPROVEMENT PROCESS (OIP)

STAGE 0 Preparing for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

STAGE 1

Identify Critical Needs of Districts and Schools

How do these teams work in districts and schools?

Teams use data to identify critical needs

STAGE 2

Develop a Focused Plan

How do these teams work in districts and schools?

Develop goal(s), strategies, indicators, and action steps focused on stage 1 critical needs

Who Is Involved?

- District and Community School Leadership Team (DLT/CSLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)

OHIO 5-STEP PROCESS

STEP 1 Collect and chart data

STEP 2 Analyze data

STEP 3 Establish shared expectations for implementing specific changes

STEP 4 Implement changes consistently

STEP 5 Collect, chart, and analyze post data

STAGE 3

Implement and Monitor the Focused Plan

How do these teams work in districts and schools?

Implement strategies and action steps to achieve district goals

Monitor fidelity of implementation and effect on changes in adult practice and student learning

STAGE 4

Evaluate the Improvement Process

How do these teams work in districts and schools?

Review data

Gather evidence of implementation and impact

Section Two: Ohio Standards for the Teaching Profession

1 Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2 Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

5 Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Section Three: Ohio Standards for Principals

1 Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Principals lead the change process for continuous improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

2 Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

- Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- Principals know, understand and share relevant research.
- Principals understand, encourage and facilitate the effective use of data by staff.
- Principals support staff in planning and implementing research-based professional development.

3 Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Principals establish and maintain a safe school environment.
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- Principals allocate resources, including technology, to support student and staff learning.
- Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

4 Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.

5 Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

- LEAs commit to implementing the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators.
- LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems

- LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years
- LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria
- LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district)
- LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1
- LEAs commit to including evaluation results as a significant input into tenure decisions
- LEAs commit to employing evaluation results as a significant input to removal decisions and will commit to not allowing persistently low-performing teachers and principals to remain once they've been provided with ample opportunities and support to improve.

Equitable Distribution of Effective Teachers and Principals

- LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities,

placing teams of effective teachers in such schools, and distributive leadership models. (Placement of teachers in such schools will not be based solely on seniority.)

- LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.

Effective Support to Teachers and Principals

- LEAs commit to implementing the residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools. LEAs commit to using the state's professional development standards when designing and implementing professional development.
- LEAs commit to using the state's professional development standards when evaluating the effectiveness of professional development.

Stakeholder Participation – Ohio Principal Evaluation System

Background for the Model
In March 2003, Senate Bill 2 required the development of standards for teachers, principals and professional development. It also required the development of an evaluation framework for principals and teachers that districts might utilize for evaluation purposes. In 2005, the State Board of Education adopted the *Standards for Ohio Educators* including standards for teachers, principals and professional development. The *Ohio Standards for Principals* define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

Educator Standards Board
The work with the Educator Standards Board was collaborative throughout the process of developing the OPES model. The Educator Standards Board members were provided updates throughout the development of the model framework, and subsequent training.

2007- Development of Model
In 2007, through a grant with the Wallace Foundation, the Ohio Department of Education convened a group of educational stakeholders from across the state to design a model principal evaluation system aligned to *Ohio Standards for Principals.*
In September, 2007, an RFQ was in sent out to districts to seek interest in becoming a pilot district to analyze the components of the model and how they measured principal effectiveness.

2007-2009 Pilot Districts
This evaluation system was piloted in 2007-2008. In fall of 2008, nineteen districts representing 140 schools committed to adopting the model evaluation system or developing an aligned model. The districts underwent a year-long training and credentialing process (2008-2009).

2008 External Review (See attached Report)
An external evaluation team completed the following review:
The population was a convenience sample of 73 principals working in the state of Ohio in 13 different schools districts. Each principal participated in one of 10 focus group interviews. Eight supervisors also participated in two focus groups. Additionally, principals completed online surveys about their experiences with the 360 degree survey instruments. All focus groups were digitally recorded on multiple recorders, transcribed, and carefully analyzed. Online survey data were collected, organized thematically, and analyzed.

May, 2009 – Adoption
In May 2009, the State Board of Education adopted the Ohio Guidelines and a Model Framework for the evaluation of school principals (Ohio Principal Evaluation System).

2009-2010 Train the Trainers: 72 participants representing 15 regional Educational Service Centers and 44 counties, 2 meetings (evening and day)

- December 14-15, 2009
- February 17-18, 2010
- Webinar – April 13, 2010

2010-2011 Rubric Design Team Meetings: 8 participants, Kathy O'Neill, Consultant SREB, 2 meetings

- November 17, 2010
- April 1, 2011

2011- External Evaluation Team (See attached Final Report June 15, 2011)
Four evaluators (from Ohio Dominican University and Wright State University) held ten focus group meetings throughout the state in May, 2011. The report of their findings is included as an attachment.

2011-2012- OPES Training
Grant money was awarded to the Buckeye Association of School Administrators and six Educational Service Centers throughout the state. ODE staff provided materials and training to BASA and ESC staff, who began training in spring 2011. Training opportunities to support area districts and additional ESCs is currently being held.

December 2011 – OPES Training
Twenty-six Educational Service Centers (in addition to those above) will be added to accomplish the training and credentialing of evaluators throughout the state.

Stakeholder Participation – Ohio Teacher Evaluation System

Development of the Model

The process of writing the Ohio Teacher Evaluation System began in 2009 and was completed in April of 2011. The members of the teams were responsible for researching other states and best practices, developing a gap analysis tool, and creating and designing a teacher evaluation system based on the *Standards for Ohio Educators*, Guidelines for a state evaluation system, and designated legislation in SB 2 and HB 1.

Guidelines for the Teacher Evaluation model were developed in 2008-2009 by Committee.

2009-2010 Writing Team Meetings: 28 participants, 5 meetings (evening and day)

- October 6-7, 2009
- December 8-9, 2009
- February 9-10, 2010
- April 21-22, 2010
- June 21-22, 2010

2010-2011 Writing Team Meetings: 19 participants, 4 meetings (evening and day)

- October 12-13, 2010
- December 1-2, 2010
- February 22-23, 2011
- April 12, 2011

Educator Standards Board

The work with the Educator Standards Board was collaborative throughout the process of developing the OTES model. The Educator Standards Board members were provided updates, and Standard Chairs served as members of the Writing Team for two years. At the following ESB meetings, updates were provided and ESB member feedback was used to revise the model.

2009-2010 Meetings:

- October 26-27, 2009
- January 25-26, 2010
- May 3-4, 2010
- June 28-29,2010

2010-2011 Meetings:

- September 28-29, 2010
- October 25-26,2010
- November 25-26, 2010
- January 24-25, 2011
- February 28-March 1, 2011
- April 4-5, 2011

Field Testing of Model – 2010-2011

The Field-Test process included three phases of training (September 23, 2010, December 14, 2010, March 9, 2011) for participants who represented 36 districts in the state. These district representatives participated in training provided by ODE staff (September, 2010 through April, 2011) and worked with a minimum of four teachers and principals in their schools/districts. The total number of teachers using the instruments was approximately 140. The total number of principals and superintendents/designees evaluating the teachers was approximately 120. The Field-Test participants provided feedback to ODE in the form of completed paper copies of the field-test documents, electronic surveys, and face-to-face focus groups facilitated by consultants from American Institute of Research (AIR).

Pilot Testing of Model – 2011-2012

The Ohio Department of Education (ODE) will be working with Local Education Agencies (LEAs) statewide to pilot the Ohio Teacher Evaluation System (OTES). The purpose of the pilot is to provide an opportunity for districts/schools to use the components of OTES and provide feedback to ODE. Evaluators and teachers using the components and associated forms will inform changes to the model and provide assistance in developing training for the model in 2012-2013. There will be a variety of options within the OTES model pilot for districts/schools to select based on the results of their Gap Analysis, Race to the Top (RttT) Scope of Work, and/or participation in Teacher Incentive Fund (TIF) or School Improvement grant (SIG). The selected schools pilot one of four options:

1) OTES model components (goal setting, teacher performance, communication and professionalism),
2) OTES model components (goal setting, teacher performance, communication and professionalism), with locally developed student growth measures
3) Local evaluation system alignment to OTES model (e.g., Danielson, Marzano, other),
4) Local evaluation system alignment to OTES model (e.g., Danielson, Marzano, other) with locally developed student growth measures.

Teams of three to four persons (district level, building administration, teacher leader/ union representative) will attend sessions designed to support the pilot implementation. Twenty-five days of training are being held in various locations throughout the state. Over 250 schools (137 LEAs) are participating.

RACE TO THE TOP EXPANSION OF VALUE-ADDED

General Requirements

The Contractor will provide services to implement the expansion of Value-Added as proposed in the Ohio Race to the Top application and budget narrative. These activities include the collection of teacher roster verification data, which is a necessity to produce teacher-level Value-Added metrics; and professional development (PD) services for Local Education Agencies (LEAs) utilizing teacher-level Value-Added reports. These professional development activities include the development of training materials and online courses, and conducting training sessions with regional service providers who will work directly with LEA educators.

The Vendor agrees to meet performance benchmarks as outlined in the State Race to the Top (RttT) Scope of Work. The Vendor is required to meet all USDOE reporting requirements during the life of the RttT grant, including 1512 quarterly reporting requirements.

The Deliverables in the contract correspond to the project activities in the approved Race to the Top Budget Narrative. Accordingly, the project plan should address the four years of the Race to the Top (RttT) grant activities. The initial contract is for the Fiscal Year 2011 (RttT Year 1). At ODE's discretion and Controlling Board approval, the contract may be renewed for one two-year period, Fiscal Years 2012 and 2013 (RttT Years 2 and 3); and one additional one-year period, Fiscal Year 2014 (RttT Year 4).

	Deliverable	RttT Year 1	RttT Year 2	RttT Year 3	RttT Year 4	Total
1	Project Plan	185,500	185,500	185,500	185,500	**742,000**
2	Teacher Roster Verification File	288,000	828,000	828,000		**1,944,000**
3	Technical Support	280,000	280,000	280,000		**840,000**
4	Teacher Roster Verification Regional Training	41,250	41,250	41,250		**123,750**
5	Value-Added Professional Development Materials	409,750	1,433,750	351,750	331,750	**2,527,000**
6	Value-Added Regional Training	250,500	863,000	863,000	725,500	**2,702,000**
7	Online Courses	1,480,000	1,480,000	1,480,000	1,480,000	**5,920,000**
Total		**2,935,000**	**5,111,500**	**4,029,500**	**2,722,750**	**14,798,750**

Deliverables

The following section outlines the specific Deliverables for this contract, as proposed in Assurance Area C(2) of Ohio's Race to the Top proposal.

1. **Project Plan**
   a. The vendor will develop a project plan that includes schedule of project development and implementation.
   b. The project plan will contain details including timelines, summaries of personnel qualifications, and contingencies.
   c. The project plan will include a communications plan for collaboration with ODE and regional entities, dissemination of research findings, and community outreach.
   d. The project plan should address the four years of the Race to the Top (RttT) grant activities. The initial contract is for the Fiscal Year 2011 (RttT Year 1). At ODE's discretion and Controlling Board approval, the contract may be renewed for one two-year period, Fiscal Years 2012 and 2013 (RttT Years 2 and 3); and one additional one-year period, Fiscal Year 2014 (RttT Year 4).
   e. The vendor shall submit the project plan for ODE approval.
   f. The vendor shall provide monthly status reports on activities completed, progress towards project plan goals, and status of monthly and quarterly benchmarks as outlined in the RttT State Scope of Work.

2. **Teacher Roster Verification Data File**
   a. The contractor will produce a data file with teacher roster verification data that meets the state's requirements to produce teacher-level Value-Added analysis.
   b. This file will be in a format approved by the analysis provider and will contain verified teacher level roster verification data, user email addresses, and other fields as necessary to conduct the Value-Added analysis..
   c. The file may include additional information from teachers or principals as requested by ODE that may be necessary for further research.
   d. Based on the Ohio RttT application and performance benchmarks, the data file will include at least 30% of eligible teachers (4th – 8th grade, math and reading)
      - In RttT Year 2, the file should include at least 60% of eligible teachers, and in RttT Year 3, the file should include approximately 100% of eligible teachers.
   e. The vendor shall provide school-, regional-, and system-level completion reporting to ensure all teaching assignments have been reviewed, and an approval process for final submission to analysis.
   f. The vendor shall produce a final summary report that describes the variance from the source data. Include elements such as:
      - The number of students receiving instruction from more than once teacher;

- The number of teachers reported teaching a subject they were not confirmed teaching;
- The number of subjects being taught not initially reported;
- The average number of students added or removed from rosters, and
- Other descriptive statistics that help inform system improvement.

g. This completed file will be provided to the ValueAadded analysis vendor.

h. The vendor will follow ODE data security requirements. Specifically, information as defined by FERPA 34 CFR requires the security of data both at rest and in transit. If the data is defined by FERPA 34 CFR it will require a secure data warehouse for storage of data at rest. The following criteria must be met:
   - Data must be encrypted using a minimum AES 256 encryption at all times during the data flow process.
   - Data must be stored with a minimum of AES 256 encryption.
   - Access to data must require complexity required password entry.
   - Backup and failover must occur for all data on regularly set schedule.
   - Logging must occur for all access of records.
   - Physical access to any clients connected to the data warehouse must be secure with an auditable record of entry and exit.
   - Physical and Logical Security Logs must be reviewed on a regular basis.
   - Any TCP\IP connections must be SSL.
   - Data must be housed in an environment that is on a patch and virus scan schedule.
   - Firewall settings for the data storage environment will only have incoming ports available.
   - No removable media devices are authorized in any client or server associated with the data defined by FERPA
   - The vendor must have a documented disaster recovery and business continuity plan regarding the equipment that will house the solution.
   - The vendor must have a notification tree that will require ODE to be notified of a security breach regarding data defined by FERPA within a 24 hour period.

3. Technical Support

a. The vendor will provide technical support to LEAs regarding the collection of teacher roster verification data.

b. This includes, but is not limited to, providing support, in collaboration with existing regional support systems, through user guides, Webcasts, support tickets, and phone support.

c. Based on the Ohio RttT application and performance benchmarks, technical support should be provided to at least 30% of eligible teachers (4th – 8th grade, math and reading.

- In RttT Year 2, technical support should be available to at least 60% of eligible teachers, and in RttT Year 3, technical support should be available to 100% of eligible teachers

d. The vendor will provide quarterly reports to ODE on the status of technical support services including the number of customers and implementation concerns.

4. Teacher Roster Verification Regional Training

a. The vendor will provide training to regional education personnel to support the collection of teacher roster verification data and verification processes necessary for teacher-level Value-Added reporting.
b. The vendor will meet with regional entities to support and monitor Value-Added training to teachers and administrators.
c. The vendor will host regional information sessions on the need and value of participating in the verification process.
d. The vendor will provide online tutorials for successful use of the system.
e. The vendor will provide quarterly reports to ODE on the status of regional training including details on training events, number of attendees, and feedback.

5. Value-Added Professional Development Materials

a. The vendor will provide materials to support professional development related to the expansion of Value-Added. This includes training and providing up-to-date Value-Added toolkits and communications tools. Materials will also be provided electronically.
b. Based on the Ohio RttT application and performance benchmarks, these materials will be provided on a pilot basis in RttT Year 1. The vendor shall update and pilot the Value-Added toolkit and make pilot materials available online. Pilot toolkit and other PD materials are subject to the approval of ODE.
    - In RttT Year 2, the vendor shall review and update materials. Once finalized, the materials will be made available to educators statewide; including hard copy toolkits and electronic materials.
    - In RttT Years 3 & 4, the vendor shall update materials as necessary and make available to educators statewide.
c. The vendor will provide quarterly reports to ODE on the status of professional development materials including the number of hard copies distributed.

6. Value-Added Regional Training

a. The vendor will provide training to regional staff on the expansion of Value-Added; and develop a network of trained personnel distributed throughout the state who will support the understanding of Value-Added analysis at the teacher level.

b. Based on the Ohio RttT application and performance benchmarks, training materials will be developed in updated, regional personnel identified, and training initiated in RttT Year 1:
    - In RttT Year 2, the vendor shall accelerated implementation of regional staff training and development of the regional network to support the initial release of teacher-level Value-Added. In RttT Years 3 & 4, the vendor shall maintain the regional training plan and structure, updating as necessary.

c. The vendor shall submit the training materials to ODE for approval and provide quarterly reports on the status of regional training and regional network activities.

7. Online courses

a. The vendor shall provide all Ohio school administrators and staff access to online Value-Added learning courses.

b. Subject to the approval of ODE, the vendor shall create additional courses specific to the provision of teacher-level Value-Added reports.

c. The vendor will provide a status report to ODE on the usage of online courses, and status of updates and improvements.

Ohio Department of Education

Data Verification Plan and Tool

Project Charter

May 2010

This project supports the following Goals:
(Check all that apply)

- ☐ **Goal 1 -** Design an education system that prepares all students to graduate with the knowledge and skills needed for post-high school success.
- ☒ **Goal 2 -** Provide resources, tools and services to districts and schools that support the implementation of the education reform plan and that produce rigorous learning environments and improved academic achievement for all students.
- ☐ **Goal 3 -** Strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.
- ☒ **Goal 4 -** Enhance state, district and school leadership capacity and support for aligning Ohio's education systems for early learners, K–12 students and postsecondary learners.
- ☐ **Goal 5 -** Develop and sustain a quality, affordable system of voluntary early education and care that helps close early learning achievement gaps among various groups of children.
- ☐ **Goal 6 -** Deepen essential partnerships with stakeholders that will result in enhanced educational opportunities for all Ohio students.

1. Introduction

(Provide background and a brief description of the project, including information on the need/problem. Also, list the key desired results that are to be accomplished by the project.)

Project Description

The Ohio Department of Education (ODE), Information Technology Centers (ITCs) and Local Education Agencies (LEAs) desire to have a data verification system that allows LEAs to validate teacher and student information at a class level and on a more frequent basis than is currently possible using the existing Ohio Education Management Information System (EMIS) data load process. The existing EMIS process does not account for team teaching situations, does not accurately reflect changes in class rosters due to student mobility and does not provide a mechanism for teachers to validate their own class rosters. While LEAs can take advantage of the system provided by Battelle for Kids to resolve these issues, this system is optional and requires funding. There is currently no state-level or state-provided option for districts to use to validate this data.

ODE will partner with CELT, Battelle for Kids (BFK) and technical staff from the partner districts/ITCs to develop a set of requirements that will define a method for integrating the TSDL roster verification application functionality into existing systems (SIS/Local Data Analysis Data Warehouse). The project will address the full TSDL objectives.

Desired Outcomes

(List the Desired Results of this Project.)

Desired Outcome	
1.1	LEAs will be able to locally implement the verification process to validate the TSDL data.
1.2	The educators (teachers, principals and administrators) will have confidence in the quality and completeness of the TSDL data.
1.3	LEAs can use the process at any time of the year to identify with the intent to resolve data quality issues.
1.4	The process will minimize the burden on educators (teachers, principals and administrators) and leverage existing investments.

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2. Project Deliverables

	Deliverable
2.1	Policy and definitions for Teacher of Record and the purpose of the Teacher/Student data link.
2.2	A process diagram to show how the data extract verification process to validate the TSDL data will be used to pre-process data prior to submittal to EMIS for each of the three LEA partners.
2.3	IT Architecture
2.4	A set of business and functional requirements for the data verification tool, to define the functions it will perform, the types of users and the roles they will have in using the tool, the security requirements and the types of information to be provided by the process and tool.
2.5	A set of technical specifications for the data verification tool.
2.6	A set of training materials, marketing materials, and other user documentation.
2.7	A set of instructions for non-TSDL pilot LEAs who elect to use the data verification tool and process.

3. Project Organization

(Append an Organization Chart if appropriate.)

Role	Description	Staff Assigned
Project Sponsor (member of Executive Staff)	Has ultimate authority over and responsibility for the project, its scope, and deliverables.	ODE: Matt Cohen CELT: John Phillipo
Project Manager	Develops and maintains the project plan and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	ODE: Beth Juillerat/Mitch Meredith CELT: Don Ginder
Project Team	Are responsible for performing the activities necessary for implementation of the project.	Beth Juillerat, Mark Ames, David Forman, Stephen Tanovich, Brad Faust, Teresa Purses, Battelle for Kids, Contract Resource
Key Stakeholders	Provide expert understanding of their organization and represent area for which the project is intended to	SEAs, ITCs & LEAs

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Role	Description	Staff Assigned
	support/serve.	

4. Project Dependencies

Dependency (brief description)
LEA partner proof of concept projects must be completed to provide some of the information needed to complete this project.

5. Project Assumptions

Assumption (brief description)	Degree of Impact
The Battelle for Kids tool and process can be adapted for use across the state	High
The LEA partner proof of concept projects will be completed by January of 2011.	High

6. Project Risk

Potential Risk	Description of Risk	Resolution
Technology		
Financial		
Security		
Political		
Staffing		
Regulatory		
Skills		
Operational		

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Potential Risk	Description of Risk	Resolution
Readiness		
Other (explain)		

7. Project Scope of Work/Status Report

(The table on the next page can be used to record a detailed Project Workplan based on the Deliverables listed on page 2. While there are a number of more powerful project workplan management tools available, many projects can be well managed with the table that follows.)

Instructions:

- **Step I - Project Scope of Work** *(see the table on following page)*
  - List each of the Project's Deliverables on a separate page; copy the table onto additional pages to accommodate all of the Project's Deliverables.
  - Identify the detailed tasks and activities required to produce each Deliverable in the rows beneath the Deliverable.
  - For ***each*** task or activity, indicate the person responsible and the projected start and end dates. Additional rows can be added to the table if necessary.

- **Step II - Project Status Report** *(see the table on following page)*
  - The Project Manager is responsible for maintaining the Project Agreement and Project Status Report.
  - The Project Status Report should be updated weekly after Project Team meetings to:
    - Indicate the status of each activity and the actual completion dates.
    - Identify any issues that the project is dealing with in the rows at the bottom of the table along with a plan for resolving them.
  - The status report is to be submitted to the Sponsor and the PMOC at review meetings to indicate work completed since the last review.

Date: 06/15/10

Project Scope of Work/Status Report

Data Verification Plan and Tool	Submitted by: Mitch Meredith

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.1	Policy and definitions for Teacher of Record and the purpose of the Teacher/Student data link.					
2.1.1	Hold internal policy/legal discussions at ODE about uses of TSDL and definition of teacher of record. Needs to include teacher unions.	Matt Cohen	07/06/10	08/13/10		
2.1.2	Meeting with teacher unions for policy/legal discussions.	Matt Cohen	08/16/10	08/31/10		
2.1.3	Develop draft formal policy statement.	Matt Cohen	09/01/10	09/07/10		
2.1.4	Review policy statement with stakeholders.	Matt Cohen	09/08/10	09/15/10		
2.1.5	Finalize policy statement.	Matt Cohen	09/16/10	09/23/10		
2.1.6						
2.1.7						
2.1.8						
2.1.9						
2.1.10						

Item #	Issue(s)	Date Presented	Resolution	Date Resolved

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Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.2	A process diagram to show how the data verification process to validate the TSDL data will be used to pre-process data prior to submittal to EMIS for each of the three LEA partners.					
2.2.1	Determine data elements in EMIS, BFK and SIS systems.	Mitch Meredith/Contract Resource	08/09/10	08/23/10		
2.2.2	Conduct sessions with LEAs to document existing process and requirements to make teacher/student data link.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.3	Determine what data elements need updated on a day-to-day basis.	Mitch Meredith/Contract Resource	01/03/11	01/17/11		
2.2.4	Determine what data elements are in the "final" data submission to EMIS.	Mitch Meredith/Contract Resource	01/03/11	01/17/11		
2.2.5	Determine feasibility/cost of modifying SIS to allow data to be entered/modified.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.6	Determine feasibility/cost of modifying Local Data Analysis Data Warehouse (D3A2) to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.7	Determine feasibility/cost of modifying Statewide Longitudinal Data Warehouse to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.8	Develop draft process diagram.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.9	Compare draft process diagram with results of LEA partner proof of concept projects.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.10	Develop final process diagram.	Mitch Meredith/Contract Resource	01/31/11	02/14/11		
2.2.11	Provide feedback to overall TSDL project regarding usefulness of teacher of record framework.	Don Ginder	02/14/11	02/28/11		

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Item #	**Issue(s)**	**Date Presented**	**Resolution**			**Date Resolved**

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Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.3	IT Architecture					
2.3.1	Determine data elements required to modify SIS to allow data to be entered/modified.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.2	Determine data elements required to modify Local Data Analysis Data Warehouse (D3A2) to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.3	Determine data elements required to modify Statewide Longitudinal Data Warehouse to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.4	Determine SIF elements that will be used to submit data.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.5	Document business rules for creating SIF objects and submitting through EMIS.	Mitch Meredith/Contract Resource	01/31/11	02/14/11		
2.3.6	Modify SIF extended elements/Ohio SIF profile (if necessary).	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.3.7	Determine changes required to EMIS/ODS to submit data to to ODE.	Mitch Meredith/Contract Resource	01/31/11	02/14/11		
2.3.8	Determine EMIS validation reports needed to send to LEAs (SDC?)	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.3.9	Review process diagram and architecture with partner and non-partner LEAs.	Mitch Meredith/Contract Resource	03/21/11	05/16/11		

Item #	Issue(s)	Date Presented	Resolution	Date Resolved

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Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.4	A set of business/functional requirements for the data verification tool, to define the functions it will perform, the types of users and the roles they will have in using the tool, the security requirements and the types of information to be provide by the process and tool.					
2.4.1	Review existing BFK system to define best practices for interface design and data entry process.	Mitch Meredith/Contract Resource	07/07/10	09/13/10		
2.4.2	Review and document LEA data validation processes for other data elements.	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.4.3	Review and document existing user roles and security requirements in SIS and EMIS systems.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.4.4	Analyze proof of concept project results and determine consolidated list of best practices.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.4.5	Review results from other states' TSDL projects.	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.4.6	Develop draft business requirements document.	Mitch Meredith/Contract Resource	03/21/11	04/04/11		
2.4.7	Review draft business requirements document with partner and non-partner LEAs.	Mitch Meredith/Contract Resource	04/04/11	05/09/11		
2.4.8	Develop final requirements document.	Mitch Meredith/Contract Resource	05/09/11	05/16/11		
2.4.9						

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Item #	Issue(s)	Date Presented	Resolution	Date Resolved

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.5	A set of technical specifications for the data verification tool.					
2.5.1	Assess existing database and interface technologies based on business/functional requirements to determine what will be used for data verification tool.	Mitch Meredith/Contract Resource	01/03/11	02/14/11		
2.5.2	Document technical specifications for DASL integration.	Mitch Meredith/Contract Resource	03/21/11	05/09/11		
2.5.3	Document technical specifications for eSIS integration.	Mitch Meredith/Contract Resource	03/21/11	05/09/11		
2.5.4	Document technical specifications for non-DASL/eSIS integration (D3A2/SIF solution).	Mitch Meredith/Contract Resource	03/21/11	05/09/11		
2.5.5						

Item #	Issue(s)	Date Presented	Resolution	Date Resolved

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Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.6	A set of training materials, marketing materials, and other user documentation.					
2.6.1	Provide necessary information for EMIS guidelines including data element definitions, reporting business rules, SIF/file formats.	Mitch Meredith/Contract Resource	03/21/11	05/16/11		
2.6.2						
2.6.3						
2.6.4						
2.6.5						
2.6.6						
2.6.7						
2.6.8						
2.6.9						
2.6.10						

Item #	Issue(s)	Date Presented	Resolution	Date Resolved

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Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.7	A set of instructions for non-TSDL pilot LEAs who elect to use the data verification tool and process.					
2.7.1	Develop instructions for non-TSDL pilot LEAs who elect to use the data verification tool and process.	Mitch Meredith/Contract Resource	03/21/11	05/16/11		
2.7.2						
2.7.3						
2.7.4						
2.7.5						
2.7.6						
2.7.7						
2.7.8						
2.7.9						
2.7.10						

Item #	Issue(s)	Date Presented	Resolution	Date Resolved

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8. Project Budget Summary

(The budget and costs reflected in the Project Plan should account for all resource labor, hardware, software, facilities, etc. required to achieve the stated scope and objectives. If the organization has a standard budget template, that can be used instead.)

Budget Categories		2010-2011 Fiscal Year
a	Internal Resource Labor: *(estimate the number of hours that will be required to complete the project for the following types of personnel.)*	
	Executive Leadership	
	District Area Management	
	School Administration	
	Classroom Personnel	
b	External (Contract) Resource Costs: *List provider(s) / amount(s) Ex: Transcend / $35,000	
c	Materials and Supplies: *(please list)*	
d	Project Expenses: *(i.e., travel, registration fees, etc.)*	
e	Training: *(please list)*	
f	Other: *(please list)*	
TOTAL *(sum rows b-f)*		

Approved by: _____ ***Date:*** _____

9. Team Member Signatures

(Hold a review of the project plan with the team members and obtain their agreement to participate. Each team member's signature represents his or her agreement to participate in this effort.)

TEAM MEMBER - AGREEMENT TO PARTICIPATE					
NAME	ORGANIZATION	PROJECT ROLE	LEVEL OF EFFORT	SIGNATURE	DATE
MATT COHEN	ODE	SPONSOR		(b)(6)	
DON GINDER	CELT	PROJECT MANAGER			
TERESA PURSES	CANTON LOCAL SCHOOLS	PARTNER LEA		(b)(6)	7/23/10
BRAD FAUST	DELAWARE CITY SCHOOLS	PARNTER LEA			8/3/10
STEPHEN TANKOVICH	COLUMBUS CITY SCHOOLS	PARNTER LEA			
DAVID FORMAN	SPARCC	PARTNER ITC		(b)(6)	8/3/10
MARK AMES	TRECA	PARTNER ITC			7/27/10

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10. Project Communications Plan

(Use the table below to record the project communications plan: what needs to be communicated, when, and to whom.)

Audience	Key Message	Desired Outcome	Date to Issue Communication	Method of Communication	Person Responsible for the Communication	Status

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11. Revision History

(Any changes to the information in this document must be itemized below. To validate the change, signature approval must be obtained. Repeat table for each change cycle.)

Revision Date:
Description of Change:

Signature Approval of Change		
Organization / Rep	**Signature**	**Date**
Executive Sponsor:		
Project Manager:		
PMO, Director:		
IT Officer:		

Team Member - Approval of Change		
Organization / Rep	**Signature**	**Date**

The Ohio Teacher Incentive Fund External Evaluation

Final Year 5 Report

June 2011

Prepared for:
Ohio Department of Education
Department of Administrative Services
4200 Surface Road
Columbus, OH 43228-1395

Prepared by:
Westat
1600 Research Boulevard
Rockville, Maryland 20850
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Westat

The Ohio Teacher Incentive Fund External Evaluation

Final Year 5 Report

Authors

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to be awarded roughly $237 million over the life of the grant. Awards ranged in size from $1 million to $33 million. TIF grantees have included nonprofit organizations, local school districts, charter schools, state departments of education, school boards, educational coalitions, and school-university partnerships.

In September 2010, ED announced the most recent round of TIF grantees. That time, 62 awards were made, totaling over $400 million, representing the largest investment in teacher incentive grants to date. Once again, ODE was a recipient.

The Ohio Teacher Incentive Fund

As a member of the first cohort of TIF grantees, the Ohio Department of Education (ODE) was awarded a $20.5 million grant from ED to implement and evaluate the OTIF program. Through the use of financial incentives, OTIF sought to ensure that high-quality teachers and school leaders had access to ongoing professional development, worked in collaborative environments, and were recognized, promoted, and compensated appropriately based on their skills and knowledge, additional responsibilities, and student performance. This design stood in contrast to the traditional single salary schedule commonly used to compensate teachers solely for credentials and experience. OTIF worked with four of the largest urban districts in the state—Columbus, Cincinnati, Toledo, and Cleveland—to develop, implement, and test alternative models of performance compensation.

With receipt of another five-year TIF grant in September 2010, Ohio was poised to continue the effort in the Cincinnati Public Schools and expand to 23 other districts throughout the state. In contrast to the initial cohort of urban districts, the next iteration of OTIF will test alternative teacher compensation models in a diverse set of districts, including small and rural districts.

OTIF Program Models

Ohio's TIF experience was characterized by several features that made the OTIF evaluation a valuable source for lessons learned. To start, Ohio received one of the first TIF awards, resulting in a five-year history of experiences with planning and operation upon which to draw. Second, the evaluation of the OTIF was regarded as one of the most rigorous among the initial set of TIF awards, providing deep and comprehensive evidence on operation and outcomes. Importantly, the ODE also decided to distribute the state grant to four different districts, namely, the state's largest and neediest urban districts. By capitalizing on the flexibility provided by ED in designing local initiatives, Ohio set for itself a challenging implementation agenda but also a unique opportunity to learn how different pay-for-performance models work.

Local autonomy for the design and implementation of pay-for-performance models was a defining characteristic of the OTIF program. Columbus and Cincinnati both employed a national model developed by the Milken Family Foundation, the System for Teacher and Student Advancement, still known as TAP, its original acronym. First introduced in 1999, TAP incorporated financial incentives along with professional development and teacher evaluation to attract, develop, motivate, and retain talented teachers.

Columbus and Cincinnati implemented TAP in a small number of schools. The program, operated by the National Institute for Excellence in Teaching (NIET), was used as a comprehensive school improvement strategy in high-need schools. It contained four primary elements: multiple career paths, job-embedded professional development, instructionally focused accountability, and performance-based compensation (NIET, 2011). Both districts planned to use TIF funding to implement TAP in five schools, but due to school closures, consolidations, and other

operational challenges, only one Cincinnati school and two Columbus schools continued to implement TAP as part of OTIF during the 2010–11 school year.

The two other districts developed their own programs. The Toledo Review and Alternative Compensation System (TRACS) and Promoting Educator Advancement in Cleveland (PEAC) were homegrown models that were less prescriptive than TAP but still comprised multiple components, including locally designed professional development opportunities and teacher assessments. In these districts, every school participated in the OTIF program. Toledo's TRACS program and Cleveland's PEAC program contained many of the same key features incorporated in TAP, including professional development, school-level incentives based on student academic achievement, and performance-based compensation that takes into account teachers' additional roles and responsibilities. In the TAP model, all teachers participated in building-defined, job-embedded professional development, whereas in the non-TAP saturation model, a greater emphasis was placed on efforts to coordinate district-level professional development. Within these frameworks, ODE provided each of the four subgrantees considerable flexibility, which allowed the districts to refine their respective policies and redesign their approaches as the programs unfolded.

The Westat Evaluation of OTIF

The U.S. Department of Education requires all TIF grantees to incorporate an evaluation component to assess implementation and outcomes, thereby establishing a foundation for documenting extensive experimentation on pay for performance and producing a body of knowledge about what works and what does not with regard to such policies. This knowledge is being used by program managers, researchers, and the policy community to refine and improve local designs and at the

5. Conclusions

This chapter summarizes the primary conclusions of the OTIF evaluation, drawing on the full range of available data and analyses.

Teachers across all four districts expressed ongoing commitment and support for the OTIF program. They also perceived that most of their fellow teachers were likewise supportive of the initiative. Reported levels of support varied across sites and within schools, and this variation is likely correlated with local implementation factors, especially communication. Still, interviews revealed an increased consensus among stakeholders who expressed support of OTIF as a potentially "powerful agent" for school improvement. Across the four districts, teachers' support for OTIF was high throughout the period of implementation. In spring 2010–11, more than three-quarters of teachers agreed or strongly agreed with the survey statement, "I support implementing the program at my school," with a similar proportion of teachers agreeing with this statement in prior years. Moreover, very few stakeholders anticipated that pay for performance would negatively influence student learning by increasing pressure on teachers or reinforcing expectations to "teach to the test."

Support for incentive varied with respect to specific aspects of incentives. Educators were not opposed to the general concept of incentives. Indeed, there was strong consensus overall among teachers on the appropriateness of financial incentives associated with teaching in hard-to-staff schools, taking on additional roles (e.g., master or mentor teacher), and participating in professional development, with at least two-thirds of teachers in each year favoring these factors. Roughly half of the teachers supported including teacher performance as a factor

used for differential compensation (i.e., as determined by principal evaluations, observations, teaching portfolios, etc.). Other critical factors associated with the OTIF model, such as student performance on standardized tests as measured at the classroom level, were deemed appropriate by smaller percentages of classroom teachers. The fact that fewer than half of all classroom teachers considered student performance at either the school or classroom level as important to supplemental pay is particularly noteworthy

Teacher characteristics, such as their experience level and the grades and subjects they taught, often found to be related to support in prior research, did not correlate in Ohio. With a few exceptions, there were no significant relationships found between any of the aforementioned characteristics and how teachers responded to the initiative. As mentioned above, level of support was correlated with location, that is, school and district, rather than with individual characteristics, providing further evidence on the importance of implementation in obtaining buy-in and commitment.

Teachers expressed a definite preference for school-level rather than individual-level incentives. There was broad agreement that OTIF's pay-for-performance component was designed to affirmatively recognize a job well done and reward positive performance rather than sanction poor performance. Yet, strong opinions concerning the difficulties associated with evaluating individual teacher performance and the potentially counterproductive effects of differentiated payouts were expressed. Within the TAP districts especially, a clear preference for school-level versus individual-level incentives emerged over the course of implementation. The case study interviews revealed strong opinions among teachers on how the incentives should be disbursed, with a majority arguing for equally shared amounts disbursed to teachers, paraprofessionals, principals, and in some cases all staff, within

schools that meet designated criteria. Several reasons seemed to account for this preference. These included suspicion and distrust of value-added metrics that link student performance to individual teachers, concerns that differentiated pay could increase competition among teachers, and a seemingly inherent commitment to equity among teachers.

Personal receipt of a financial payout did not seem to be an influence on teachers' perceptions of or experiences in the program. A comparison of survey responses for all teachers who indicated they had received a bonus with those teachers who indicated they had not received a bonus indicated these two groups differed only on a couple of survey items. First, those who received a bonus were more likely to cite the influence of school and district leadership and the level of teacher buy-in as positive factors in implementation, and second, they were more likely to cite staff mobility and turnover as a negative factor. Hence, overall perceptions of the program are only partially related to the financial reward component. Several factors may help account for this. The incentives amounts were interpreted as relatively small; the delay in receiving the awards was relatively long; and the understanding among teachers as to why they were receiving the awards was relatively weak. In schools that met their OTIF goals for building-level rewards, principals and teachers expressed sentiments that they equally valued the district-level recognition and celebration that accompanied goal attainment. In fact, such formalized appreciation was often rated more favorably than the financial component itself.

Despite high levels of support and engagement of school and district stakeholders, numerous implementation issues were encountered. In all four districts, senior district administrators took on leadership roles for local programs. Strong collaboration between administrators and union officials was observed from

the launch of the initiative and provided benefits for implementation. Interaction with and guidance from ODE was described as positive, with the notable exception of Cleveland. Teachers and principals clearly valued the professional development component of OTIF and felt that it had helped improve instruction within their schools. An increasing number of teachers assumed new roles and responsibilities as lead teachers. However, at the same time all districts experienced a number of problems with implementation, such as changing governance structures, turnover of key personnel, communication gaps, and a resulting lack of teachers' understanding of the program.

Not all stakeholders within the districts were adequately involved. Buy-in from parents, business, and community groups was highlighted as essential both for program success and for sustainability. Although this was identified as a shortcoming from the start of the initiative, with rare exceptions there was little evidence of outreach to the community and, therefore, little if any parental commitment.

Educators were not adequately informed of the nature and structure of this program. Stakeholder knowledge about pay-for-performance policy and practice continued to vary across the districts. The depth and accuracy of this knowledge were a function of communication patterns, the perceived district's commitment to the work, and the time that the individual school had been involved in TAP or the OTIF work. Despite some improvement in teachers' knowledge of OTIF, survey and interview data continued to show considerable misunderstanding of the program. As of year 3 of the OTIF implementation, for example, teachers were only able to correctly answer half of the questions about the OTIF program on a teacher survey (MacAllum et al., December 2009). As the most recent survey revealed, knowledge actually declined in year 5. Communication gaps resulted in

teachers not being fully aware of how awards were allocated. For example, some teachers interpreted payouts as recognition for teachers that were already successful, rather than an attempt to motivate changes in behavior for less effective teachers. When actually receiving a payout, some teachers reported being more surprised than motivated, and their excitement was short-lived (MacAllum et al., June 2010).

Problems with communication continued to hamper program implementation and full engagement of stakeholders. Survey results and case study interviews confirmed that teachers and principals, as well as key administrators, often lacked a clear understanding of OTIF structure, goals, and expectations. School-based stakeholders expected to be kept informed by district administrators about changes to the program's governing structure and modifications to expected outcomes. Classroom teachers, union representatives, and principals actively requested that program coordinators facilitate the exchange of information transparently between school sites and district administration. However, the degree to which this occurred varied by site. For example, staff in the Toledo central office indicated that an over reliance on top-down transfer of information led to misunderstandings about how the OTIF goals were calculated and who was eligible for the financial payouts. A respondent in Cincinnati stated that "a beautifully written communication plan exists, but it lacks action across TAP sites." Such reports are troublesome, because they suggest that pay-for-performance policies designed to promote changes in schools are unlikely to have their intended effect when principals and teachers are unfamiliar with these policies.

Turnover among leadership and coordinators had a detrimental effect on implementation. As we found last year, a change in personnel or leadership practices within the district and/or school slowed the program's rate of acceptance and program implementation. In some cases, turnover actively reduced trust in the

people and the processes. On the other hand, stable and consistent leadership encouraged staff to rally around the effort and overcome resistance and inertia.

Growing concerns over limited resources identified the need to pursue resources beyond the TIF grant. Despite the cost-share requirement, districts were never able to raise these supplemental funds. At the outset, stakeholders tended to report that the level of resources provided were adequate for the program. As the initiative unfolded, with a deeper appreciation of the task at hand, principals and teachers commented on the need to be more strategic with resource allocations to yield the greatest impact. School personnel strategized on how to stretch their resources as far as possible to support student learning (e.g., through use of tutors and curriculum specialists) and explored ways to gain greater access to district resources. In two school districts, we noted increased competition among the individual schools for district-level professional development resources (e.g., math coaching) that supported OTIF goals.

Contextual factors were not conducive to implementation. The case studies revealed that all four districts faced challenges common to large urban districts with complex organizational structures, reform histories, budget deficits, and low academic performance. These challenges clearly affected program implementation, as well as the potential impact of the OTIF program. For example, some stakeholders have noted that even high-profile, large-scale, multi-million-dollar grants such as OTIF may only represent a small proportion of these districts' overall operating budgets, which may make it difficult to position and maintain these types of programs as a priority (MacAllum et al., June 2009; MacAllum et al., June 2010). These challenges were exacerbated by declining student enrollments and budget shortfalls, which distracted attention and pulled resources away from full implementation of the OTIF initiative.

Contextual factors were not conducive to sustainability. Local context is important not only for designing the right model, but for continuity and sustainability as well. Unfortunately, confidence among stakeholders in sustaining the current OTIF programs was low—despite the program's built-in cost-sharing feature, the interest and continued support expressed by principals and teachers, and some evidence that the programs were increasing expectations for student success, encouraging educators to be more data driven, and helping to build cultures of collaboration. Each of the OTIF districts faced budgetary constraints, in some cases severe ones, which outweighed these factors and threatened the sustainability of the program at the very time its period of federal funding was winding down. These budgetary constraints resulted in teacher layoffs, reductions in services, and even the elimination of some programs altogether, including ones that long predate OTIF.

For example, in response to budget shortfalls and declining student enrollments, Cleveland launched a major restructuring initiative known as the "Academic Transformation Plan." Announced last year, it represented "the most comprehensive and ambitious plan in the history of the district" and called for fundamental changes in a variety of areas, most notably "how schools are designed and how they will operate" (Cleveland Metropolitan School District, 2010). These events, along with significant teacher layoffs during the past year, have overshadowed local efforts to implement and sustain PEAC.

The circumstances were similar in Toledo, which, for the second year in a row, was dealing with a budget deficit of nearly $40 million and was threatened with the loss of approximately 1,400 students (Staff Reports, 2010). In November 2010, Toledo voters defeated a new tax levy that would have generated as much as $22 million a year for the district and helped to fill the budget hole that occurred as a result of the recent economic downturn. Earlier in the year, voters had already

rejected a tax increase and as a result the school board voted to eliminate middle school and freshman sports programs and lay off hundreds of teachers and other employees. Now that the latest levy has failed, concerns over the deficit persist. The district superintendent has acknowledged that school closings, along with other drastic measures such as additional teacher layoffs, are inevitable.

These circumstances would make it difficult to sustain any new initiative, regardless of its cost or its level of success. The economic climate these districts faced was simply not conducive to new initiatives, especially those such as OTIF that require considerable resources not only in distributed teacher payouts but also for program administration.

The analysis found only one instance of impact on reading in non-TAP district. A central question of the OTI evaluation, and indeed all TIF evaluations, was "To what extent do financial incentive models contribute to the improvement of student achievement?" Our analyses suggested that the impacts of OTIF on student achievement were very limited. Across the five years examined, student test scores in these four large urban districts remained two-thirds of a standard deviation below the state average (Zhang and Slaughter, 2010).

Specifically, we found no statistically significant relationship between OTIF participation and OAT reading and math scores in TAP schools from Columbus and Cincinnati. In Cleveland and Toledo, OTIF participation showed a small but significantly positive effect on reading achievement. The effect on math achievement was not statistically significant.

Closing Remarks

Other recent evaluations of teacher pay-for-performance initiatives (Springer et al., 2010; Glazerman, McKie, and Carey, 2009; Fryer, 2011; Goodman and Turner, 2010) have likewise failed to demonstrate impacts on student achievement. However, it is important to note that our findings can only shed light on incentive programs with similar features to OTIF and cannot necessarily be generalized to other pay-for-performance models.

In addition to numerous contextual and budgetary challenges, all districts experienced serious problems with implementation, such as changing governance structures, turnover of key personnel, communication gaps, and a significant lack of teachers' understanding of the program. Cumulatively, these issues prevented OTIF programs from being fully understood and put into practice by large numbers of educators. It is improbable to expect significant changes in teacher performance under these circumstances.

Other researchers have proffered at least three additional explanations for the absence of noticeable effects of teacher incentive systems on student achievement. (1) The incentives were not adequate. Bonuses were either too small or the prospect of obtaining a bonus was perceived as too remote for teachers to change their instructional practices. (2) Teachers made little or no attempt to improve, either because they believed they were already doing the best job of which they were capable, or because they did not know what else to try. (3) Teachers did attempt to improve their performance, but the measures they took were not effective (Springer et al., 2010; Lasagna, 2010). Our analysis suggested that each of these had some relevance as possible explanatory factors for the lack of observed effects in OTIF.

The value of OTIF financial incentives was generally perceived to be inadequate to serve as an incentive to change teacher behavior and improve student achievement. Teachers felt they already were doing the best they could (MacAllum et al., June 2010). Case study data indicated that incentive criteria need to be designed so they are perceived by educators as meaningful, appropriate, and achievable, and they further suggested that educators are unlikely to respond positively to incentive criteria, which they perceive to be outside of their control, of inadequate value, or based on unrealistic goals. These match some of the issues with variable pay incentive systems described in the wider literature on compensation systems (Heneman, Fay, and Wang, 2002).

Finally, we note that some advocates of alternative compensation systems anticipated different outcomes from those examined here. This support rests on the assumption that over the long term, incentive pay will alter the makeup of the teacher workforce for the better by affecting who enters teaching and how long they remain (Guarino, Santibanez, and Daley, 2006). The OTIF evaluation could not address these issues. However, some anecdotal data collected in the TAP districts suggested that certain teachers are drawn to a system that more rigorously evaluates and rewards teacher performance. A specially crafted study conducted over a much longer period of time would be required to explore the relationship between compensation reform and professional quality.

Attachment 23: OTIF 3 Districts

OTIF 3 Districts

Batavia Local SD

Bellefontaine City Schools

Belpre City Schools

Bloom Vernon Local SD

Cincinnati Public Schools – (Part of the National Evaluation)

Circleville City Schools

Coshocton City Schools

Crooksville Exempted Village SD

Franklin Local SD

Georgetown Exempted Village SD

Marietta City Schools

Maysville Local SD

Mid-East Career and Technology Centers

Morgan Local Schools

New Boston Local SD

New Lexington City

New Miami Local Schools

Noble Local Schools

River View Local School District

Rolling Hills Local SD

Southern Local SD

Valley Local SD

West Muskingum SD

Attachment 24: OTES Pilot LEA List

Pilot Schools for OTES

Akron Digital Academy
Akron Public Schools
Allen East
Alternative Education Academy
Amherst Exempted Village Schools
Auglaize County ESC
Aurora City Schools
Batavia LSD
Beavercreek City
Bellefontaine City Schools
Belpre
Bettsville
Bloom Vernon Local School District
Bridges Community Academy
Brown Local
Buckeye Online School for Success
Canal Winchester Local School District
Canton Local Schools
Cincinnati City
Circleville City Schools
Columbus City
Conneaut City Schools
Coshocton City Schools
Coventry Local Schools
Crestview Local School District
Crittenton Community School
Crooksville EVSD
Dayton Early College Academy
East Cleveland
Eastern Local School District
Edgewood City Schools
Edon Northwest Local
Elida Local Schools
ESC of Cuyahoga County
Fairfield City School District
Fairlawn Local School
Fayette Local Schools
Franklin Local Schools
Fremont City Schools
Galion City Schools
Gallia County Local

Georgetown Exempted Village School District
Goshen Local Schools
Grand Valley Local
Grandview Heights CSD
Greenfield Exempted Village School District
Hamilton City Schools
Highland Local (Medina)
Hilliard City School District
Hudson City Schools
Imagine Harrisburg Pike
Indian Lake Local Schools
Indian Valley Local Schools
Jackson Local Schools
Johnstown Monroe
Kenton City Schools
Lancaster City Schools
Liberty Center Local Schools
Liberty Union-Thurston Local Schools
Licking Heights Local School District
Lion of Judah Academy
Lorain City Schools
Lucas Local School
Lynchburg-Clay Local Schools
Mad River Local School District
Madison Local
Maple Hts. City Schools
Marietta City Schools
Marion City
Marysville Exempted Village School District
Maysville Local
Middletown City
Mid-East Career and Technology Centers
Milford Exempted Village School District
Millcreek-West Unity Local Schools
Mississinawa Valley LSD
Morgan Local School District
Mount Vernon City
Muskingum Valley ESC
New Boston Local School District

New Knoxville School
New Lebanon Local
New Lexington City School District
New Miami Local Schools
Noble Local
Nordonia Hills City Schools
North Central Local
Northmont City Schools
Northwest Local School
Norwood City Schools
Ohio Connections Academy
Ottawa-Glandorf Local
Parma City
Paulding Exempted Village Schools
Perrysburg Schools
Phoenix Community Learning Center
Pickaway-Ross JVSD
Pickerington Local School District
Plymouth-Shiloh
Renaissance Academy
Revere Local School District
Ridgewood
River View Local
Rock Hill Local
Rolling Hills Local School District
Scholarts Prep and Career Center
Sciotoville Community School
Sciotoville Elementary Academy
Sebring Local
Shelby City Schools
Southeast Local Schools
Southern Local
Southern Local
Southern Local-Perry
Southwest Licking Local
St. Bernard- Elmwood Place City
Stryker Local School
Tipp City Exempted Village Schools
Toledo Public Schools
Tomorrow Center
Toronto City

Troy City Schools
Union Local-Belmont
Union Scioto Local Schools
Valley LSD
Van Wert City Schools
Vinton County Local School District
Virtual Schoolhouse
VLT Academy
Walnut Twp. Local Schools
Washington Court House City SD
West Muskingum Local
Western Local
Willard City Schools
Willoughby-Eastlake City Schools
Wilmington City Schools
Worthington City Schools
Xenia Community City

IRN # 043802

Ohio Department of Education

Columbus City School District

270 E. State St., Columbus, OH 43212-2204 - Franklin County

2009-2010 School Year Report Card

Current Superintendent: Gene T. Harris (614) 365-5000

Your District's Designation: Continuous Improvement

Number of State Indicators Met out of 26: 5

Performance Index (0-120 points): 80.3

Adequate Yearly Progress (AYP): Not Met — District Improvement, Improvement Year 6

Value-Added Measure: - = below

The District Report Card for the 2009-2010 school year shows the progress districts have made based on four measures of performance.

State Indicators — Indicators

Performance Index — Performance Index

AYP — Adequate Yearly Progress

Value-Added Measure — Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are
- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency

State Indicators

To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

On the Web: reportcard.ohio.gov

State Indicators	Percentage of Students at and above the Proficient Level: Your District 2009-2010	Similar Districts* 2009-2010	State 2009-2010
3rd Grade Achievement	*The state requirement is 75 percent*		
1. Reading	59.0 %	61.0 %	**78.4 %**
2. Mathematics	55.1 %	57.3 %	**76.9 %**
4th Grade Achievement	*The state requirement is 75 percent*		
3. Reading	62.8 %	61.9 %	**81 %**
4. Mathematics	57.8 %	55.4 %	**76.2 %**
5th Grade Achievement	*The state requirement is 75 percent*		
5. Reading	54.1 %	49.9 %	71.8 %
6. Mathematics	47.1 %	42.5 %	67 %
7. Science	47.6 %	40.9 %	69.9 %
6th Grade Achievement	*The state requirement is 75 percent*		
8. Reading	62.0 %	65.8 %	**84.1 %**
9. Mathematics	54.9 %	54.6 %	**77.4 %**
7th Grade Achievement	*The state requirement is 75 percent*		
10. Reading	57.3 %	60.2 %	**80.2 %**
11. Mathematics	46.1 %	45.5 %	71.1 %
8th Grade Achievement	*The state requirement is 75 percent*		
12. Reading	58.6 %	62.1 %	**80.9 %**
13. Mathematics	43.5 %	44.2 %	69.2 %
14. Science	34.3 %	34.5 %	64.8 %
Ohio Graduation Tests (10th Grade)	*The state requirement is 75 percent*		
15. Reading	**75.6 % ✓**	71.4 %	**83 %**
16. Mathematics	68.6 %	66.8 %	**80.4 %**
17. Writing	**79.5 % ✓**	74.7 %	**84.1 %**
18. Science	53.6 %	53.2 %	73 %
19. Social Studies	71.9 %	66.2 %	**79.6 %**
Ohio Graduation Tests (11th Grade) **	*The state requirement is 85 percent*		
20. Reading	**87.1 % ✓**	**87.4 %**	**91.6 %**
21. Mathematics	79.6 %	81.5 %	**89.2 %**
22. Writing	**89.1 % ✓**	**90.3 %**	**93.2 %**
23. Science	68.6 %	71.9 %	**85.1 %**
24. Social Studies	80.1 %	80.4 %	**88.7 %**
Attendance Rate	*The state requirement is 93 percent*		
25. All Grades	**94.2 % ✓**	**94.0 %**	**94.3 %**
2008-09 Graduation Rate	*The state requirement is 90 percent*		
26. District	72.7 %	71.2 %	83 %

Any result at or above the state standard is indicated by a ✓

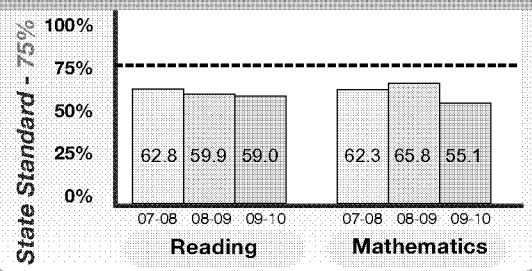
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. **Cumulative results for students who took the tests as 10th or 11th graders.

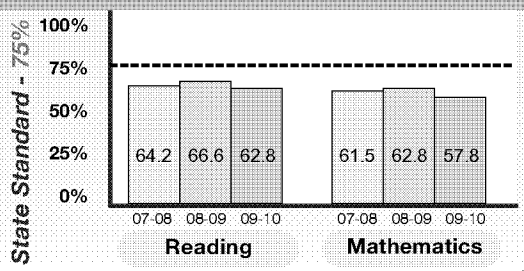
Your District's Assessment Results Over Time

All students in the district for a full academic year are included in the results.

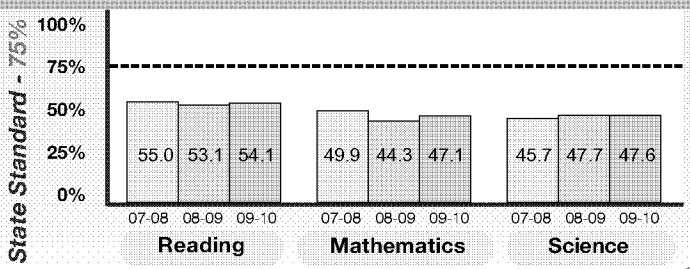
3rd Grade Achievement



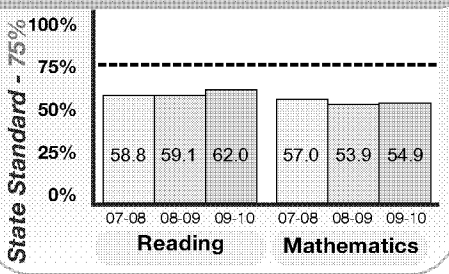
4th Grade Achievement



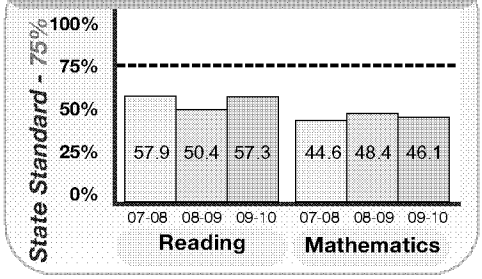
5th Grade Achievement



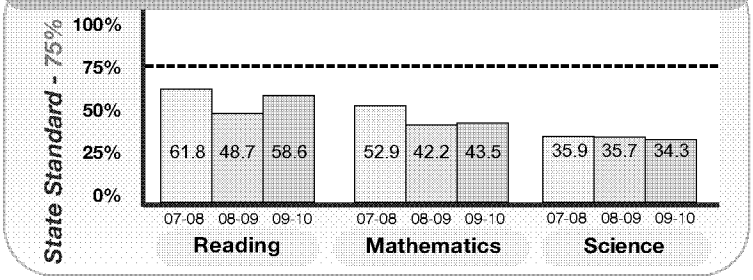
6th Grade Achievement



7th Grade Achievement



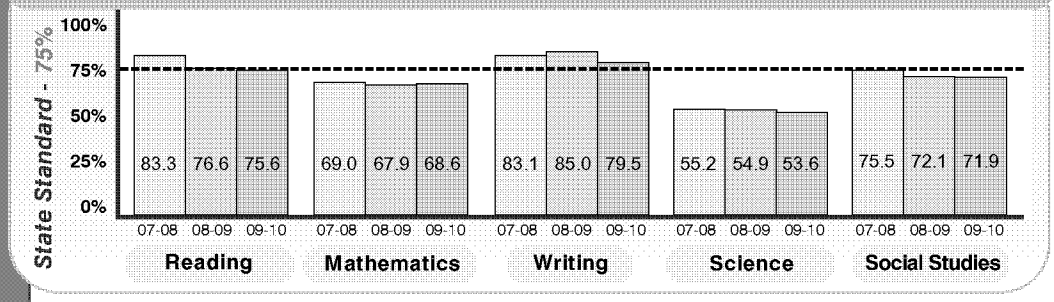
8th Grade Achievement



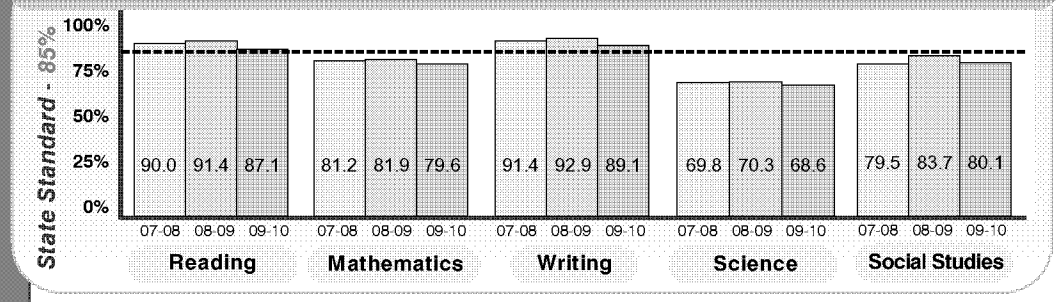
State Indicators

The State Indicators are based on state assessments, as well as on attendance and graduation rates.
To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment.
For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

Ohio Graduation Tests (10th Grade)



Ohio Graduation Tests (11th Grade)*



*Cumulative results for students who took the tests as 10th or 11th graders.

Performance Index

Performance Index Calculations for the 2009-2010 School Year

Performance Level Across Grades 3-8 and 10 for all Tested Subjects (Includes every student enrolled in the district for a full academic year)	Percentage	X	Weight	=	Points
Untested	0.1	X	0.0	=	0.0
Limited	19.0	X	0.3	=	5.7
Basic	24.0	X	0.6	=	14.4
Proficient	33.8	X	1.0	=	33.8
Accelerated	13.9	X	1.1	=	15.3
Advanced	9.3	X	1.2	=	11.1

Your District's Performance Index 80.3

The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

Performance Index Over Time

2009-2010	2008-2009	2007-2008
80.3	80.4	81.7

Value-Added Measure

Overall Composite –

Scores reflect grade level and overall composite ratings for the 2009-2010 school year.

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	–	✓	–	+	+
Mathematics	–	–	–	–	+

Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

Legend

+ = **Above** Expected Growth

✓ = **Met** Expected Growth

– = **Below** Expected Growth

Adequate Yearly Progress (AYP)

Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics		All Students	Economically Disadvantaged	Asian/Pacific Islander	Black, non-Hispanic	American Indian/Alaska Native	Hispanic	Multi-Racial	White, non-Hispanic	Students with Disabilities	Limited English Proficient
Percent Proficient	Reading	Met	Not Met	Met	Not Met	Not Met	Met	Met	Met	Not Met	Not Met
Percent Proficient	Mathematics	Met	Met	Met	Not Met	Met	Met	Met	Met	Not Met	Not Met
Percent Tested	Reading	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Percent Tested	Mathematics	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Graduation Rate*		Not Met									
Attendance Rate*		Met									
AYP Determination by Subgroup		Not Met	Not Met	Met	Not Met	Not Met	Met	Met	Met	Not Met	Not Met

AYP Determination by Indicator

Reading Proficiency:	Not Met
Mathematics Proficiency:	Not Met
Reading Participation:	Met
Mathematics Participation:	Met
Graduation Rate:	Not Met
Attendance Rate:	Met
AYP Determination for Your District:	Not Met

Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:
1) meeting the AYP targets with current year results;
2) meeting the AYP targets with two-year combined results;
3) meeting the improvement requirements of Safe Harbor;
4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:
1) meeting the AYP targets with current year results;
2) meeting the AYP targets with two-year combined results;
3) making improvement over the previous year.

* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

N/A	Not applicable.
NR	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
Met	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
Not Met	This subgroup did not meet AYP for this indicator.

Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.

2008-2009 Graduation Rate Information

American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtgd
--	71%	73.9%	71%

Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities	White, non-Hispanic
56.7%	56.3%	68.4%	81.1%	71.9%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

State and Federally Required District Information

Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/ Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtgd	Econ. Disadvtgd	Limited English Proficient	Female	Male
Percentage of Students Scoring Limited														
Reading	21.5	17.9	9.6	20.1	14.8	14.7	14.5	43.1	--	6.6	21.6	25.7	15.2	22.9
Writing	3.8	--	0.0	2.5	6.4	2.7	1.0	18.1	--	0.9	4.2	5.7	1.8	5.1
Mathematics	27.5	19.6	9.9	23.0	16.1	16.0	18.4	49.3	--	9.3	26.2	29.0	21.9	24.8
Science	17.2	15.0	5.7	15.2	9.6	9.6	11.0	33.8	--	5.5	16.8	21.7	13.3	16.0
Social Studies	15.9	--	1.8	12.7	12.8	7.0	9.4	36.6	--	6.1	15.4	15.2	13.4	12.9
Percentage of Students Scoring Basic														
Reading	22.3	25.0	14.0	20.3	13.9	15.8	18.5	27.2	--	11.4	21.6	22.3	19.0	20.9
Writing	19.4	--	14.3	22.9	12.8	10.5	13.5	39.1	--	9.6	19.5	33.6	14.6	19.7
Mathematics	26.0	25.0	16.0	23.7	20.9	18.5	23.0	25.9	--	13.9	25.4	25.7	23.9	23.0
Science	44.5	40.0	30.3	44.9	34.0	30.2	39.8	42.5	--	25.1	43.8	45.2	42.0	38.4
Social Studies	16.6	--	14.5	10.2	14.9	11.4	13.9	21.9	--	6.9	17.5	20.4	16.0	13.9
Percentage of Students Scoring Proficient														
Reading	38.2	41.1	37.4	38.7	41.0	37.9	42.3	17.4	--	37.5	38.4	36.4	40.5	36.0
Writing	57.2	--	51.8	58.5	46.8	49.9	60.2	24.0	--	48.3	57.3	54.5	56.2	54.1
Mathematics	29.0	28.6	30.8	32.1	32.9	30.1	33.0	12.1	--	30.3	29.5	28.3	31.1	28.2
Science	24.8	20.0	29.1	24.6	31.2	28.0	28.9	10.3	--	30.8	24.7	21.6	26.9	24.9
Social Studies	38.7	--	25.5	44.1	29.8	29.1	39.3	16.2	--	32.3	37.2	37.9	38.7	33.3
Percentage of Students Scoring Accelerated														
Reading	12.4	12.5	25.1	14.8	17.4	19.0	16.9	3.4	--	25.9	12.5	10.1	16.6	12.9
Writing	17.8	--	30.4	16.1	31.9	33.3	25.1	3.5	--	39.7	16.6	5.7	25.6	18.5
Mathematics	9.8	17.9	19.7	11.6	17.8	16.4	13.9	3.3	--	19.7	10.7	9.2	12.2	12.3
Science	9.6	20.0	20.6	10.8	19.2	19.6	14.6	3.6	--	23.1	10.4	8.7	12.3	13.3
Social Studies	14.8	--	27.3	14.4	21.3	19.3	17.9	6.2	--	19.0	15.5	16.6	15.3	17.4
Percentage of Students Scoring Advanced														
Reading	5.6	3.6	13.8	6.2	12.9	12.6	7.8	8.9	--	18.5	5.9	5.5	8.7	7.3
Writing	1.8	--	3.6	0.0	2.1	3.6	0.1	15.3	--	1.6	2.4	0.5	1.8	2.7
Mathematics	7.7	8.9	23.6	9.6	12.3	18.9	11.7	9.3	--	26.9	8.1	7.7	10.9	11.7
Science	3.8	5.0	14.3	4.5	6.0	12.6	5.8	9.8	--	15.5	4.3	2.8	5.4	7.4
Social Studies	14.1	--	30.9	18.6	21.3	33.2	19.6	19.2	--	35.7	14.5	10.0	16.7	22.5

Your District's Students 2009-2010

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
51352	60.1%	0.2%	1.9%	6.0%	4.6%	27.2%	81.9%	10.1%	16.6%	--

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations 348

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

Federally Required School Teacher Information

	All Schools in Your District	High-Poverty Schools Located in Your District*	Low-Poverty Schools Located in Your District*
Percentage of teachers with at least a Bachelor's Degree	99.9	100.0	99.6
Percentage of teachers with at least a Master's Degree	61.0	60.4	60.3
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.4	0.4	0.8
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	99.3	99.3	94.1
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0.0	0.0	0.0

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

*High-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

Schools in *School Improvement*

Name of the School & Years in Improvement

Name of Schools Identified for Improvement and Years in Improvement Status

Arlington Park Elementary School	4	Arts Impact Middle School (Aims)	2		
Avondale Elementary School	3	Beatty Park Elementary School	2		
Beechcroft High School	1	Beery Middle School	6		
Briggs High School	1	Broadleigh Elementary School	5		
Brookhaven High School	6	Buckeye Middle School	4		
Burroughs Elementary School	6	Cassady Alternative Elementary School	4		
Champion Middle School	8	Clearbrook Middle School	5		
Clinton Middle School	6	Cols. Africentric Early College Elem.	4		
COLUMBUS GLOBAL ACADEMY	2	Dana Avenue Elementary School	4		
Deshler Elementary School	9	Dominion Middle School	2		
Douglas Alternative Elementary School	4	Eakin Elementary School	5		
East Columbus Elementary School	3	East High School	5		
Fairmoor Elementary School	4	Fairwood Alternative Elementary School	4	Forest Park Elementary School	3
Franklin Alternative Middle School	3	Georgian Heights Alternative Elem.	1	Hamilton STEM Elementary School	6
Heyl Avenue Elementary School	6	Highland Elementary School	6	Hilltonia Middle School	7
Indianola Math, Science and Tech. Middle	10	Innis Elementary School	4	Johnson Park Middle School	4
Leawood Elementary School	3	Liberty Elementary School	4	Lincoln Park Elementary School	5
Lindbergh Elementary School	3	Linden STEM Elementary School	5	Linden-Mckinley STEM School on Arcadia	3
Literature Based Altern. @ Hubbard Elem.	5	Livingston Elementary School	9	Marion-Franklin High School	1
Maybury Elementary School	4	Medina Middle School	7	Mifflin Alternative Middle School	4
Mifflin High School	2	Monroe Alternative Middle School	3	North Linden Elementary School	4
Northland High School	1	Ohio Avenue Elementary School	7	Ridgeview Middle School	1
Salem Elementary School	4	Scottwood Elementary School	5	Sherwood Middle School	2
Siebert Elementary School	2	South High School	1	South Mifflin STEM Elementary School	7
Southmoor Middle School	6	Southwood Elementary School	4	Special Education Center	3
Starling Middle School	6	Sullivant Elementary School	5	Trevitt Elementary School	6
Valley Forge Elementary School	4	Walnut Ridge High School	6	Watkins Elementary School	2
Wedgewood Middle School	5	Weinland Park Elementary School	5	West Broad Elementary School	4
West High School	5	Westmoor Middle School	3	Whetstone High School	5
Windsor STEM Elementary School	4	Woodward Park Middle School	4	Yorktown Middle School	4

Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

The National Assessment of Educational Progress (NAEP), often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparision of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:
http://education.ohio.gov
and search for key word "NAEP"

Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.

Indicators Met		Performance Index Score		AYP Status		Preliminary Designation
94%-100%	or	100 to 120	and	Met or Not Met	=	**Excellent**
75%-93.9%	or	90 to 99.9	and	Met or Not Met	=	**Effective**
0%-74.9%	or	0 to 89.9	and	Met	=	**Continuous Improvement**
50%-74.9%	or	80 to 89.9	and	Not Met	=	
31%-49.9%	or	70 to 79.9	and	Not Met	=	**Academic Watch**
0%-30.9%	and	0 to 69.9	and	Not Met	=	**Academic Emergency**

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.

Preliminary Designation		Value-Added Measure*	Final Designation
Excellent	and	Above expected growth for at least 2 consecutive years	**Excellent with Distinction**
		or	
		Below expected growth for at least 3 consecutive years	**Effective**
Effective	and	Above expected growth for at least 2 consecutive years	**Excellent**
		or	
		Below expected growth for at least 3 consecutive years	**Continuous Improvement**
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	**Effective**
		or	
		Below expected growth for at least 3 consecutive years	**Academic Watch**
Academic Watch	and	Above expected growth for at least 2 consecutive years	**Continuous Improvement**
		or	
		Below expected growth for at least 3 consecutive years	**Academic Emergency**
Academic Emergency	and	Above expected growth for at least 2 consecutive years	**Academic Watch**
		or	
		Below expected growth for at least 3 consecutive years	**Academic Emergency**

*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Principle 4 - Reducing Duplication and Unnecessary Burden

Current Activity Summary: House Bill153 requires that Ohio stakeholders identify and reduce duplication of services within local, township or governmental entities to streamline services and reduce costs. In addition, it calls for the identification of burdensome rules, processes or procedures and their elimination, where feasible.

- Single Application (One Plan)
  Currently, Ohio districts are required to create numerous plans, including those for academic achievement, school improvement, professional development, highly qualified teachers, use of technology and providing services to various populations (SWD, LEP, etc.) and more. ODE is in the process of soliciting feedback from LEAs to unify planning to reduce the burden and consolidate duplicative components into a single planning tool. ODE is taking the lead on consolidating the plans into "One Plan," which will be housed within its e-grant system or another appropriate venue. The One Plan will promote the use of multiple resources to support the implementation of Ohio's new accountability system in 2014-2015, which includes an Early Warning System.

- E-Transcript/E-Records
  ODE is developing systems to facilitate the sharing of reliable data in a timely way. These systems are being developed for use by Ohio LEAs to provide electronic transfer of student records to other Ohio LEAs and higher education institutions. Ohio also will develop a data warehouse to store the data and gather required data from LEAs.

- IIS/Data Tools Inventory
  ODE is developing a Data Tool Inventory to streamline and integrate the multitude of data analysis tools provided by the state to eliminate duplication and provide a single Web portal for access. Further, work is progressing on the development of a State Standard Instructional Improvement System (State IIS). The State IIS is a classroom tool that will be available to all teachers and will have the following components: standards and curriculum; curriculum customization for differentiated instruction; interim assessments; and data analysis capabilities.

- Expanding School-wide Pooling
  ODE is expanding the flexibility for LEA use of funding, which includes increasing flexibility by waiving the cap on fund transferability for LEAs in Year 3 of School Improvement status (Waiver item 9). Further, ODE continues to reduce administrative and accounting barriers by allowing LEAs to use both transferability and school-wide pooling of funds authorized under ESEA. ODE's e-grant system, the Comprehensive Continuous Improvement Plan (CCIP), allows districts to consolidate funding through pooling or transferring of funds. The system provides seamless reporting by automatically processing the detailed accounting transactions. Planned enhancements include a streamlined payment request that will divide LEA draw requests automatically into their respective funding streams.

- Monitoring system
  ODE has developed a cross-agency Sub-recipient Monitoring and Review Team. The committee is comprised of various financial and programmatic external monitoring groups within ODE. The team concept provides intra-agency communication and cooperation for required financial and programmatic monitoring. The team shares schedules and protocols to assist in reviews or scheduling a review to cover multiple grants, thereby reducing the number of ODE monitoring visits an individual district receives in a given year.

- Comparability
  ODE has implemented a Web-based system that enables LEAs to report annually on Title I comparability. This system reduces burdens on LEAs by increasing data reliability and data integration through interfacing with existing data sources already submitted electronically to ODE via the Ohio Educational Directory – Revised (OEDS-R), the CCIP and the Education Management Information System (EMIS). LEAs verify the data and check their comparability status. If they are comparable, the report can be submitted online, where it is the reviewed and approved by ODE. This process has greatly increased accuracy and efficiency for comparability data collection and reporting.