

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	Ohio Department of Education (ODE)
Request Approved	May 29, 2012
Request Amended	July 11, 2013 and April 24, 2013
ESEA Flex Monitoring Activity	Part B Desk Monitoring
Monitoring Review Date(s)	September 18 and 20, 2013
Exit Conference	December 3, 2013
Interviews Conducted	Tina Thomas-Manning, Pam Van Horn, Sasheen Phillips, John Richard, Lori Lofton, Marianne Mottley, Sue Zake, Jeremy Marks, Matt Lutz, and Emily Buser.
U.S. Department of Education (ED) Monitors	Simone Hardeman-Jones and Elizabeth Ross

OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.

- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA's implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA's work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- ODE creatively engaged parents, students, and families in the reforms it is implementing via ESEA flexibility through a guided communication strategy that included direct, in-person outreach at the Ohio State Fair.
- ODE has a robust monitoring tool that enables it to engage in comprehensive, electronic monitoring for each of its more than 900 LEAs. The utility of ODE's tool has been recognized by other States and ODE has shared its tool with twelve other States via a memorandum of understanding.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations
Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Not Meeting Expectations
Focus Schools (2.E)	Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Not Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Meeting Expectations
Principal Evaluation and Support Systems (3.B)	Meeting Expectations

ELEMENTS REQUIRING NEXT STEPS

Element	Priority Schools (2.D)
Summary and Status of Implementation	The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . As per its approved ESEA flexibility request, ODE committed to implement interventions in all priority schools no later than the 2013-2014 school year. However, during conversations with ED staff in summer 2013, and via a formal amendment request on October 1, 2013, ODE requested to amend its ESEA flexibility request such that a portion of its LEAs with priority schools may use the 2013-2014 school year as a research and planning year and will fully implement interventions aligned with all of the turnaround principles no later than the 2014-2015 school year. Because this amendment request was not approved at the time of this monitoring event, ODE did not meet expectations.
Next Steps	Subsequent to the date of this monitoring, on January 24, 2014, ED approved ODE's October 1, 2013 amendment request. Therefore, ODE is not required to complete any next steps in regard to this element.

Element	State and Local Report Cards (2.B)
Summary and Status of Implementation	The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . ODE provided electronic copies of its State and local report cards for the 2012-2013 school year; however, these report cards do not contain all required information, as per ED's <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013. Specifically,

Element	State and Local Report Cards (2.B)
	<p>ODE's State report cards do not contain all required information in each of the following components: student achievement data; accountability data; teacher quality data; and college-going and college-credit accumulation data. Additionally, ODE's local report cards do not contain all required information in each of the following components: student achievement data based on the National Assessment of Educational Progress; data on student performance on the "other academic indicators"; and teacher quality data. However, ODE indicated that its implementation of a new A-F Report card system included a transition to a more interactive web-based delivery of the report cards, providing users with extensive data in download files and Advanced Reports. With the re-design, some elements of the previous ".pdf"-based delivery system were transitioned to other areas of the Report Card system such as downloadable Excel files. ODE further indicated that it is in the process of adding all required elements to its State and local report cards to ensure compliance with ED's February 8, 2013, guidance.</p>
<p>Next Steps</p>	<p>Within 30 business days of its receipt of this report, ODE will submit its plan for revising its report cards to comply with ED's <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013.</p>

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- ODE would benefit from strengthening its outreach and engagement with civil rights organizations and community based organizations as it continues to implement ESEA flexibility.