
OHIO ESEA FLEXIBILITY RENEWAL REQUEST

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U.S. Department of Education
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ESEA FLEXIBILITY – REQUEST

U.S. DEPARTMENT OF EDUCATION

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester:Richard A. Ross, Ph.D.
State Superintendent of Public Instruction**Requester's Mailing Address:**Ohio Department of Education
25 South Front Street
Columbus, Ohio 43215**State Contact for the ESEA Flexibility Request:****Name:**

J. Christopher Woolard

Position and Office:Senior Executive Director,
Center for Accountability and Continuous Improvement**Contact's Mailing Address:**25 South Front Street
Columbus, Ohio 43215**Telephone:**

614-387-7574

Fax:

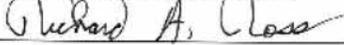
614-728-2627

Email address:Christopher.woolard@education.ohio.gov**Chief State School Officer (Printed Name):**

Richard A. Ross, Ph.D.

Telephone:

614-728-2779

Signature of the Chief State School Officer:**Date:**

March 31, 2015

Principles 1 and 3 have technical clarifications, and Principle 2 has been revised as of March 31, 2015.

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

Waivers

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

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 school-wide 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.

Optional Flexibilities:

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

10. 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.

11. 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.

12. 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 otherwise rank sufficiently high to be served under ESEA section 1113.

13. 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 in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student

who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State’s mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Pages 60 and 95 and in Attachment 37 on page 527 of this waiver.

Assurances

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted 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 State's college- and career-ready standards. (Principle 1)
- 3. It will 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) no later than the 2015–2016 school year. (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 annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.
- 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 ESEA flexibility 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 SEA 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 its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
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, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): 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. In addition, it will 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. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

| Option A | Option B | Option C |
|---|---|--|
| <input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals. | <p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input checked="" type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input checked="" type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p> | <p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p> |

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 communicates 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 RtT 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:



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 and 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.

ESEA Wavier Renewal 2015 Outreach:

The Ohio Department of Education implemented a two-phase process to engage stakeholders and collect feedback. Phase 1 of the department's outreach provided stakeholders the opportunity to comment on Ohio's current ESEA waiver. ODE made changes to its ESEA waiver based on stakeholder input. Phase 2 of the Department's outreach is to provide stakeholders will the opportunity to review the proposed changes and provide comments.

- Ohio Leadership Advisory Council
 - December 11, 2014
- Buckeye Association of School Administrators (BASA) Regional Meetings
 - January 9, 2015
 - January 13, 2015
 - January 14, 2015
 - January 17, 2015
 - January 18, 2015
- BASA Report Card Meetings
 - December 9, 2014
 - February 3, 2015
- Student Growth Advisory Committee
 - February 27, 2015
- Educator Standards Board
 - January 26-27, 2015
 - March 2-3, 2015
- Title I Conference
 - March 17-21, 2015
- 21st Century Summit
 - February 2-4, 2015
- Value-Added Advisory Committee
 - February 19, 2015
- Ohio State Board of Education
 - Full Board
 - January 12-13, 2015
 - Accountability Committee
 - January 12-13, 2015
 - February 9-10, 2015
 - March 9-10, 2015
- Race to the Top Regional Specialists and Coordinators
 - February 17, 2015
- Southern Ohio ESC
 - January 8, 2015
- Webinars - English Language Learners and Students with Disabilities
 - March 6, 2015
 - March 12, 2015
- Committee of Practitioners

- December 4, 2014
- March 6, 2015
- Ohio Association of Administrators of State and Federal Education Programs
 - March 18, 2015
- Hamilton County Gifted Coordinators
 - March 20, 2015
- State Superintendents Advisory Group (approximately 40 district superintendents)
 - March 13, 2015
- Ohio Education Association
 - March 23, 2015
- State Advisory Panel for Exceptional Children
 - March 26, 2015
- Educator Equity Stakeholder Group
 - March 23, 2015
- Ohio Eight Coalition
 - March 27, 2015
- General Updates and Feedback:
 - ELL listserv
 - CCIP listserv
 - Students with Disabilities listserv
 - Treasurer’s Association listserv
 - Education Connection
 - Ohio’s primary communication mechanism for superintendents and other stakeholders
 - Nonpublic School Advisory Committee
 - State Support Teams and Regional Support Structure

As a result of Ohio’s outreach, several stakeholders submitted letters of support, which can be found in Attachment 2 in Appendix D.

- Ohio Education Association
- Ohio’s Committee of Practitioners and members
- Ohio Association of Administrators of State and Federal Education Programs

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.

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 -- 613 school districts, 381 charter schools, four STEM schools, and 73 joint vocational schools serving approximately 1.8 million children daily. Students presently speak more than 110 different languages and attend from homes wherein 49% 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 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. Ohio's New Learning 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. Ohio's New High-quality Assessments
4. Ohio's new 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 [AMO]
 - 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. School Improvement Grants
 - c. One Aligned 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 RTT;

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

-further reduce performance gaps by 50% post RTT;

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

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

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.

| | |
|--|---|
| <p>Option A</p> <p><input checked="" type="checkbox"/> 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.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> | <p>Option B</p> <p><input type="checkbox"/> 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.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>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)</p> |
|--|---|

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) aggressively transitioned 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 House Bill 367 of the 130th General Assembly) established new Ohio graduation requirements that create options for students to earn a diploma beginning with the graduating class of 2018. All students must complete course credits, take seven required state tests, and then may earn a diploma through one of three options. The course credits 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

The seven required state tests include: English I, English II, Algebra 1 or Integrated Math I, Geometry or Integrated Math II, Biology for class of 2019 and beyond (or Physical Science for class of 2018), American History, and American Government. The three options students have for earning the diploma are: 1) accumulate 18 points based on performance on seven state tests; 2) earn a college readiness score on a state approved national college admissions test; or 3) earn an approved, industry-recognized credential and obtain a work-readiness score on a job skills test, WorkKeys.

HB 1 of the 128th General Assembly mandated the 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 new learning standards 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 were revised, and financial literacy standards were developed and adopted by the State Board of Education. The timeline details are below in Table 1. Collectively, Ohio calls the standards in all four of these areas “Ohio’s New Learning Standards.”

Table 1: Ohio’s Timeline for the New Educational System

| 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 Standards | March 2011 | 2013-2014 |
| World Languages | June 2012 | 2013-2014 |
| Financial Literacy | June 2012 | 2013-2014 |

Ohio expanded its Early Learning and Development 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 included infant-toddler standards and preK standards that are fully aligned with Ohio’s New Learning Standards. The standards were adopted by the State Board of Education in October 2012.

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 in Graphic 1:

Graphic 1: Ohio's Transition Timeline

Ohio's Transition Timeline

| June 2010 – July 2011 | 2011 – 2012 School Year | 2012 – 2013 School Year | 2013 – 2014 School Year | 2014 – 2015 School Year | 2015 – 2016 School Year |
|--|-------------------------|--|-------------------------|---|-------------------------|
| Phase 1 – Communications and Awareness <ul style="list-style-type: none"> Statewide awareness and understanding of the New Learning Standards and model curriculum Participating member in both national assessment consortia (PARCC & SBAC) OAA and OGT assessments aligned to the Ohio 2001 and 2002 academic content standards Accountability based on OAA and OGT | | Phase 2 – Alignment and Refinement <ul style="list-style-type: none"> Curriculum alignment to New Learning Standards National assessment consortia and state assessment development work OAA and OGT assessment aligned to Ohio's 2001 and 2002 academic content standards Accountability based on the OAA and OGT | | | |
| | | Phase 3 – Alignment and Initial Transition <ul style="list-style-type: none"> Continued alignment and initial implementation of aligned curriculum and instruction National assessment consortia and state assessment development work Aligned OAA and OGT test banks to New Learning Standards Accountability based on dual-aligned OAA and OGT (2014) | | Phase 4 – Complete Transition and full Implementation <ul style="list-style-type: none"> Implementation of local curriculum and instruction aligned to the New Learning Standards Accountability will be based on a combination of new and dual-aligned assessments National and state assessments operational for grades 3-9* OAA for Grade 3 reading and OGT for 10-12 grade** | |
| | | | | | |
| <small>* Mathematics: grades 3-8 all Ohio students will be taking the new assessments, Grade 9 all students in either Algebra 1 or Geometry (Math I or II) will be taking the new assessments English Language Arts: Grade 3 based on previous years statistics approximately 65% of third graders will take the new assessment, grade 4-8 all students will take the new assessments, Grade 9 students will take either the ELA I or II Science: Grades 5 and 8 all student will be taking the new assessments, Grade 9 student in Physical science will be taking the New assessment Social Studies: Grade 4 and 6 all students will be taking the new assessments, Grade 9 students in American History or American Government will take the new assessments ** The grade 3 OAA and OGT are aligned to the new standards, all grade 10 student will take the OGT for the first time, grade 11 & 12 will only take content test that they have not reach at least the proficient level</small> | | | | | |

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 former standards and Ohio's New Learning 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 used these analyses to inform the transition to the new standards. ODE 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 convened to explore the alignment between the new learning standards 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 was informed by the productive working relationship Ohio developed with the Achieve organization. In the past, this work 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 new-aligned assessments.

In fall 2013, 46,151 recent Ohio high school graduates enrolled in Ohio public colleges and universities as first-time freshmen. In all, 76 percent of these freshmen enrolled in public universities and 24 percent enrolled in public community colleges. Ohio's remediation rates for fall 2013 among public institutions of higher education show that 37 percent of recent high school graduates enrolled in at least one developmental education course in the first year of college: 32 percent enrolled in developmental mathematics courses and 16 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 2006, 35.6 percent of those who took developmental coursework in their first year earned a bachelor's degree within six years, compared to 70.1 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.

In fulfillment of statutory requirements, (Ohio Revised Code 3345.06(F)), Ohio's public college and university presidents established statewide remediation-free standards in mathematics, science, reading and writing in December 2012. These standards were implemented statewide in the 2013-2014 academic year. The standards 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. In developing the standards,

secondary and postsecondary faculty collaborated to make recommendations to the college and university presidents to ensure alignment across the PreK-12 and higher education content standards and assessment systems. With the statewide remediation-free standards in place, the university system collaborates with PreK-12 representatives to:

- Evaluate data collected from campuses via the state’s Higher Education Information (HEI) System, about the effect of the statewide standards and placement practices on student persistence and success;
- Validate that the recommended standards and associated assessment scores are effective and correlate with student success in college; Recommend changes as informed by evaluation of student success under the existing standards and practices: Early results from the 2013-2014 academic year show a statewide decrease in the percentage of students graduating from Ohio high schools requiring remediation when entering Ohio public colleges or universities. OBR and PK-12 representatives will continue to monitor the effects on student success attributable to the statewide remediation-free standards and other initiatives under way in Ohio.

Accessibility for All Students

Ohio’s focus is to ensure that all students, including students who are economically disadvantaged, 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 pathway leading to entry into the workforce. Ohio’s goal is to increase the achievement of students with disabilities and English Language Learners. To achieve this goal, Ohio is utilizing resources and raising 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 Ohio’s New Learning Standards.

Toward these goals, Ohio is working on the following:

Economically Disadvantaged and Low-Achieving Students

Ohio’s strategy for transitioning low-achieving and academically disadvantaged students to college and career ready standards is through providing regional professional development, technical assistance and coaching support of district administrators, building leadership, and teacher-based teams. Professional development and technical assistance targets educational professionals’ use of standards, assessments, and data to drive instruction. The majority of Ohio’s economically disadvantaged and low-achieving students reside in schools that fall under Ohio’s Differentiated Accountability and Support System. Principle 2 describes in detail the intervention and supports these students and their schools will receive as a result of being in a low-performing school or district including the requirement to implement the Ohio Improvement Process (OIP).

State Support Teams located in 16 distinct regions of the state provide the OIP supports in addition to extensive professional development for educators of children aged preschool through grade 12. The Ohio Improvement Process is the framework and vehicle to provide job-embedded professional development and coaching to teachers on using data to strengthen instruction aligned to Ohio’s New Learning Standards. The OIP requires low-performing schools to implement teacher-based teams which serve as weekly professional learning communities for teachers to collaborate and use student data to develop instructional strategies based on individual student needs. Teachers use the process to disaggregate data by subgroups, including economically disadvantaged, to develop strategies to close achievement gaps and meet each child’s needs. Teacher-based teams provide time and spaces for teachers to discuss the professional development they have received by their district on Ohio’s New Learning Standards and apply the professional development in their daily practice with students.

ODE also provides or requires direct supports for preschool aged children through grade 3 to ensure that children from economically disadvantaged families or children who are low achieving start kindergarten ready to be successful and read proficiently by grade 3. Ohio funds high quality preschool for 11,090 children statewide who are from families between 0 and 200 percent of federal poverty level. The funding for this program has nearly doubled over the last two year budget and will triple over the next two year budget. Through State Support Teams, Ohio provides extensive professional development to the educators within these high quality preschool programs to ensure they are using standards and assessments to support children academically, socially, emotionally, and physically. As children enter school at kindergarten level, Ohio requires that districts use a reading diagnostic assessment by September 30 of each year for all children at grades K, 1, 2, and 3 to determine if a child is on track for reading proficiently by grade 3. If the child is not on-track, the district must create a reading improvement and monitoring plan with input from families to ensure children receive necessary interventions geared to the needs of the individual child. If by grade 3, children do not meet a promotion score on Ohio's reading achievement assessment or an alternative reading assessment; the child will be retained and provided with intensive intervention supports.

English Language Learners (ELL) Ohio students speak more than 110 native or home languages, including Spanish, Somali, Arabic, Japanese, Chinese, German, Russian, Vietnamese, Ukrainian, Korean, and Serbo-Croatian. In November 2006, ODE in collaboration with a team of ELL educators 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), which was developed to measure the progress of English Language Learners and attainment in English language proficiency. Ohio's 2006 English Language Proficiency Standards and the OTELA continue to be used widely as tools to meet Ohio's content and English language proficiency standards; however, with Ohio's adoption and transition to a more rigorous Learning Standards, ODE continues to provide technical assistance, professional development and support to Ohio school staff who work with English Language Learners.

- **New English Language Proficiency standards.** In collaboration with ten other states, Ohio developed English language proficiency standards that correspond to the Ohio Learning Standards to support English Language Learners to acquire the language skills needed to: a) participate successfully in school b) meet higher academic expectations c) communicate effectively with others and d) participate fully in college and careers beyond high school.
- **English Language Proficiency Assessment:** To accompany the new English Language Proficiency Standards a common English language proficiency assessment known as the English Language Proficiency Assessment for the 21st Century (ELPA21) was developed. The purpose of the new assessment is to measure English Language Learners' mastery of the communication demands of Ohio's rigorous academic standards.
- **Professional Development and Resources:** Ohio continues to provide statewide and regional professional development to all Ohio teachers (e.g., content area, grade level, ELL, students with disabilities, and gifted) as they transition and implement the new Ohio New Learning Standards and the new English Language Proficiency standards. Professional development provides a deeper understanding of content and English language proficiency standards. Regional professional development opportunities 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 included training on the new ELPA standards, instructional design, approaches to learning, and integration of technology within instruction. Ohio is collaborating with the Great Lakes Regional

Comprehensive Center to provide ongoing and systemic professional development to Ohio schools who are working to meet the annual measurable achievement objectives (AMAOs). In addition, regional workshops are provided to all Ohio schools serving ELLs to train teachers on the integration of content and language utilizing the new English language proficiency standards.

Moreover, teachers of English Language Learners have been members of the pilot sites for the formative assessment and performance-based assessment initiatives. Teachers of English Language Learners continue to participate in the development of portfolios of formative assessment strategies and performance based assessments for English Language Learners. Online modules for teachers who work with English Language Learners have been developed to provide support and guidance to teachers on the new Learning Standards and their correspondence to the new English language proficiency standards.

Webcasts and webinars are planned for teachers who work with English Language Learners, on topics such as implementation of the new English language proficiency standards, instructional design, integration of content and language and universal design for learning.

- **Early Learning Support:** Additional support for early childhood educators working with English Language Learners exists through the RtT-Early Learning Challenge Grant. The grant established an English Language Learner Advisory Group that consists of early childhood ELL educators, experts in statewide policies and practices related to ELLs and higher education faculty with expertise in early childhood ELL education. National experts on ELL also advised this group, providing additional expertise. The advisory group serves 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 ELL Advisory Group provided feedback on the design of professional development that addresses learning trajectories, standards, concepts, assessment and parent engagement for young English Language Learners. The ODE developed a series of new professional development resources 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 available through the State Support Teams.

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 Ohio's New Learning Standards through the Universal Design for Learning (UDL) framework.

Students With Disabilities: Ohio is committed to providing support to students with disabilities and including teachers who work with students with disabilities in the professional development and resource opportunities supported by ODE. ODE in collaboration with the regional, unified state system of support provides technical assistance, professional development and resources designed to improve learning outcomes for children with disabilities. The alignment of ESEA Waiver and IDEA results driven accountability requirements provides a unique opportunity in the design, delivery and evaluation of state efforts to demonstrate growth and closing of achievement gaps for children with disabilities and other underperforming subgroups of students. Below are areas of focus and work that directly impact the learning of students with disabilities:

- **Ohio Improvement Process.** The Ohio Improvement Process (OIP) is Ohio's strategy for implementing a unified state system of support directly focused on building the capacity of districts

and schools to improve the academic achievement of all students and student groups. The OIP emphasizes a systematic and coherent approach to improve instructional practice on a district-wide basis. It is expected that all students will make and sustain significant improvement in academic performance against grade-level benchmarks aligned with academic content standards by:

- Reviewing district and building data and making informed decisions about instructional practices and supports;
- Creating and sustaining collaborative processes by creating and sustaining a District Leadership Team (DLT), Building Leadership Teams (BLTs), and Teacher-based Teams (TBTs); and
- Supporting districts in using an effective tool for completing a comprehensive needs assessment as part of their District and Building Improvement Plans.

- **Results Driven Accountability.** The U.S. Department of Education, Office of Special Education Program (OSEP) adopted a Results Driven Accountability (RDA) system that aims at supporting “improved educational results and functional outcomes for children and youth with disabilities,” while ensuring that states meet the requirements defined in the Individuals with Disabilities Education Act (IDEA). To maximize resources OSEP requires the State Education Agencies (SEA) to align parts of the state’s accountability system into one comprehensive, multi-year State Systemic Improvement Plan (SSIP).

Ohio selected early literacy as a strategic focus area. The SSIP will focus on improving results for children and youth with disabilities through the adoption of strategies that address a well-planned theory of action. The Theory of Action Includes:

- The importance of the role of parents and other concerned individuals, especially in providing children with early language and literacy experiences that foster reading development;
- The importance of early identification and intervention for all children at risk for reading failure;
- The importance of phonemic awareness, phonics, and good literature in reading instruction and the need to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students;
- The need for clear, objective, and scientifically based information on the effectiveness of different types of reading instruction and the need to have such research inform policy and practice;
- The importance of applying the highest standards of scientific evidence to the research review process so that conclusions and determinations are based on findings obtained from experimental studies characterized by methodological rigor with demonstrated reliability, validity, replicability, and applicability; and
- The importance of the role of teachers, their professional development, and their interactions and collaborations with researchers, which should be recognized and encouraged.

- **Positive Behavior Interventions and Supports - PBIS** is a general education initiative, supporting all children and youth as a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements:

- Data for decision making,
- Measurable outcomes supported and evaluated by data,
- Practices with evidence that these outcomes are achievable, and
- Systems that efficiently and effectively support implementation of these practices

The Ohio PBIS Network was established in August 2011 and has maintained stable membership and participation with consistent involvement of 40 to 50 members. The Network members are composed primarily of representatives from Ohio’s 16 State Support Teams. Additional Network members

include representatives from ODE’s Office for Exceptional Children, Office for Early Learning and School Readiness, and Office for P-20 Safety and Security. Staff from the Ohio Center for Autism and Low Incidence (OCALI) and Miami University began regularly participating in the Network this year.

The PBIS work in Ohio will be accelerated with the award of a U.S. Department of Education School Climate Transformation Grant. The Office for Exceptional Children consulted with the Miami University Center for School Based Mental Health Services (CSBMHS) and received the School Climate Transformation Grant and a Department of Health and Human Services Substance Abuse and Mental Health Service Administration (SAMHSA) Project Aware: “Now is the Time” grant. Both grants will expand PBIS and mental health supports to the schools in Ohio.

The State Management Team (SMT) that was developed in support of the SAMHSA Safe Schools & Healthy Students grant will also provide coordination and advisory functions for the School Climate Transformation and Project Aware grants. All three grants (School Climate Transformation, Project Aware, and Safe Schools/Healthy Students) share common and interrelated goals.

Alternate Assessment for students with Significant Cognitive Disabilities. Ohio’s New Learning Standards and the extended standards were the foundation for the development of assessment tasks for new performance-based Alternate Assessment for students with Significant Cognitive Disabilities (AASCD). The extended standards ensure the development of high-quality tasks that comply with the federal requirements that the alternate assessment links to the grade-level content standards, although at less complex skill levels. This assessment provides better measurement information for these students and allows for the measurement of student growth.

Ohio’s New Learning Standards – Extended. In June 2010, Ohio adopted the new learning standards for English language arts and mathematics as well as revisions to the Ohio science and social studies standards. Recognizing the need to make the state standards accessible for all students, Ohio developed extensions to the academic content standards for instruction of students with significant cognitive disabilities. These extensions are designed to assist teachers in providing their students with meaningful access to the standards, while concurrently implementing 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 Ohio’s New Learning Standards. Four online academic modules and two instructional and assessment modules were developed to provide professional development to school-based teams on Ohio’s New Learning Standards-Extended and how to incorporate the new standards into curriculum and instruction for students with significant cognitive disabilities.

- **Highly Qualified Teacher.** Starting in 2016-2017, intervention specialists serving students with significant cognitive disabilities will meet new requirements to achieve highly qualified teacher status. Annually these teachers will show evidence of relevant content knowledge of Ohio’s New Learning Standards-Extended.
- **Professional Development and Resources.** The ODE Office for Exceptional Children is an integral part of the ODE Curriculum and Assessment Professional Development Team focusing on standards implementation. Outreach to school-based teams is maximized through Ohio’s Network of Regional Leaders. Foundational to this transition work is providing a process for teacher teams to review lessons or units against a rubric that qualitatively describes criteria that should be found in a lesson or unit that supports the learning found in the standards. ODE created Ohio’s Quality Review Rubrics for English Language Arts, Mathematics, Social Studies and Science. Ohio’s Quality Review Rubrics provide teacher teams with a strategic framework which to review lessons/units and more importantly to promote deep understanding of the new standards. Through the Rubric process, teacher teams work with lessons, critically reviewing the lesson/unit against four dimensions:

- Alignment to the depth of the Standards
- Key Shifts in the Standards
- Instructional Supports
- Assessment

The Ohio Deans Compact for Exceptional Children is sponsored by the Ohio Department of Education, Office for Exceptional Children. Deans and Department chairs from Ohio’s teacher preparation programs, the Ohio Board of Regents, professional education organizations, and other ODE offices focused on teacher licensure and quality are represented on the Compact. The Compact’s goals are:

- Fostering collective capacity through exchange of practices and perspective,
- Enhancing shared work through collaborative inquiry and cooperative effort, and
- Improving educator preparation and ongoing support through systems change.

In support of the work of the Ohio Deans Compact, ODE was selected as an intensive technical assistance state by CEEDAR (Collaboration for Effective Education Development, Accountability and Reform Center). The work and resources of the national center will support Ohio’s efforts to improve effective instruction and learning outcomes for all students through support and impact on teacher preparation.

Public Outreach and Dissemination

Providing awareness and understanding on college- and career-readiness and the Ohio’s New Learning Standards is a top priority for Ohio. Ohio’s State Board of Education (SBOE) and ODE have made college- and career-readiness the goal of their policy platform and the anchoring message of their communications strategy.

In February 2012, ODE hosted a webinar with PARCC on the transition to the new assessments, which had 700 registrants. Additionally, 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 new learning standards the second-highest trending topic in Columbus that day.

Ohio was one of 35 states in the Achieve-led American Diploma Project (ADP) that worked 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

The goals of the American Diploma Project continue to be evident in the work of the Ohio Department of Education through:

- Implementation of the Ohio’s New Learning Standards in mathematics and English language arts;
- Development of actionable communications and outreach plans around the college- and career-ready agenda.

Continued work in the development of high-quality assessments for mathematics and English language arts aligned to Ohio’s New Learning Standards

Ohio’s current communication strategy includes outreach to the following targeted audiences:

- **Educators (Teachers, Principals, and 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. Ohio redesigned its website to make it easier for educators to quickly find content, including information about the new learning standards. For 2014, the learning standards and related supporting documents were read a total of 2.5 million times. The agency also publishes a “Principal’s Toolkit,” which provides articles and quick-read fact sheets for principals to insert into school newsletters. We have also provided many video resources for educators, including a set of videos explaining how classroom teachers can use formative instructional practices to increase learning and webinar recordings that explain how to use new learning standards. Additionally, the department formed an Educator Leadership Cadre. This is a group of 18 Ohio educators who proactively work with districts in their area of the state to introduce and implement Ohio’s New Learning Standards. They are not paid by the department therefore, are third-party endorsers. They partnered with Student Achievement Partners to conduct meetings across Ohio in fall 2014 with 700 educators on implementing the learning standards. The department hosted four state conferences where one focus was implementing the new learning standards. Communications extended the reach of the conference by tweeting from sessions as well as recording and posting sessions so that more Ohio educators who could not attend could benefit from information and resources. Attendance at the fall 2012 conference was 2,600, spring 2013 conference was 1,700, the fall 2013 conference was 1,800 and the spring 2014 conference was 800.
- **Parents:** Ohio continues to work closely with the Ohio Parent Teacher Association to provide accurate information about standards and assessment. The parent section of the ODE website features PTA-created “Parent Guides to Student Success” that describe Ohio’s standards from kindergarten to high school and how families can support learning at home.
- **Business Leaders and Associations:** Thanks to a grant from the Helmsley Foundation, a coalition of business, civic, non-profit and educational organizations have joined forces to promote the new learning standards. The Ohio Standards coalition has an independent website with key materials for supporters and has been an effective advocate in organizing legislative testimony.
- **Institutions of Higher Education:** Higher education participated actively in the development and implementation of the standards and model curricula, and also served with ODE on the development teams for the new state assessments. All key ODE communications are shared with the deans of all university education programs.
- **Legislators, Policymakers and Opinion Leaders:** 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. We make agency and third party experts on standards and assessment available to reporters on a regular basis.

Professional Development and Supports for Teachers and Administrators

Ohio’s New Learning Standards were designed to support 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 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, students who are economically disadvantaged, and students identified as gifted. The plan is comprised of four components:

Targeted Professional Development: The Ohio Department of Education has provided the materials and resources developed through the targeted professional development series of meetings on the ODE web site. These professional development opportunities remain available for districts to use as we move forward with the implementation of Ohio’s New Learning Standards. The Targeted Professional Development opportunities also lead to two additional projects, Transition Tools and Resources and the Network of Regional Leaders. Each of these projects are described below.

- **Transition Tools and Resources:** The Ohio Department of Education developed a three phase approach to the transitioning to Ohio’s New Learning Standards. Phase 1 provides information and resources to assist districts in performing a Gap Analysis to determine how well their local curricula address the concepts and skills found in the standards. Phase 2 provides resources for districts to complete the curriculum revision including a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices and resources. Finally, Phase 3 provides resources to support teachers in the implementation of Ohio’s New Learning Standards. This third phase is also designed to be added to as new or additional resources are identified or developed.

Network of Regional Leaders: In the summer of 2013 the Ohio Department of Education brought together 150+ instructional leaders in the areas of English language arts, mathematics science, social studies and diverse learners. The development of this group of experts was patterned off of the PARCC Educator Leader Cadre. The goals of the Network of Regional Leaders is to deepen their understanding of Ohio’s New Learning Standards and Ohio’s New State Tests and serve as:

- Strategic thought partners for ODE on the implementation of Ohio’s New Learning Standards;
- Content partners in the identification and review of Ohio’s New Learning Standards and Ohio’s New State Tests resources and materials;
- Disseminators, messengers and ambassadors information on Ohio’s New Learning Standards and Ohio’s New State Tests instructional materials

This group of experts expanded to include a Network of Regional Leaders for Fine Arts, World Languages, and members from each of the content areas identified to be technology integration experts. In 2015 we anticipate adding a Network of Regional Leaders group for Physical Education. During the second year of existence the Network of Regional Leaders identified the focus of their work to:

- Continue the work of the Quality Review Rubrics to reach all districts and provide support for lesson review; and
 - Make connections between and among state initiatives and projects that impact curriculum, instruction and assessment (e.g., Quality Review Rubrics, Student Learning Objectives, Ohio Teacher Evaluation Systems, RttT projects, Assessment Literacy).
- **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 2014, RttT districts have provided professional development to approximately 41,000 educators.

- **Tools to Support Professional Development:** ODE will provide a number of tools and supports for professional development activity. One such project was the Formative Instructional Practices (FIP) where concentrated Race to the Top efforts provided support needed for school improvement. Through FIP Your School Ohio, the State made online learning modules, blended learning facilitation guides, a resource library and a video library available free to all Ohio educators. All of the FIP resources focus on four research-based core components:
 - Creating and using clear learning targets
 - Collecting and documenting evidence of student learning
 - Analyzing evidence and providing effective feedback

Preparing students to take ownership of their learning support for the implementation of FIP was provided by 11 regional FIP Specialists who trained local facilitators to lead blended-learning professional development in teacher-based teams. More than 40,000 teachers, administrators, and regional specialists in the field were trained and supported through these online modules. Participation also includes 100 higher-education faculty and their students from 30 institutions. System usage has been high since its creation, with more than 122,500 online courses already completed. The FIP library now includes 50 videos showcasing Ohio teachers and students using formative instructional practices as they work toward Ohio's New Learning Standards.

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

- **Professional Development-Related Assessment:** Ohio is a governing member of the PARCC assessment consortia. Through the consortia, Ohio had an opportunity to have state representatives trained at the national level to facilitate statewide professional development sessions statewide on the implementation of Ohio's New Learning Standards and Ohio's new state tests.
- **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 Ohio's New Learning Standards and extended standards for students with disabilities. OCALI will prioritize regional training needs and implement high quality professional development and technical assistance to build regional capacity of districts and programs to increase achievement of students with autism and low incidence disabilities.
- **Early Childhood Professional Development:** Early Learning and Development Standards (ELDS) were adopted by the State Board of Education in 2012 and are available at www.earlychildhoodohio.org. Professional development is provided statewide by regional SSTs, Child Care Resource & Referral Agencies, Early Childhood Mental Health Consultants and Health Promotion Consultants to early childhood educators in school districts, community child care, family child care providers and Head Start programs as needed. In addition to over 35 hours of available professional development on the ELDS, modules on Assessment, English Language Learners, Technology in the Classroom, and other topics related to early childhood are available for in-person or web-based learning via the Ohio Professional Registry (www.opdn.org).

As part of the transition to college- and career-readiness standards, ODE's Office of Early Learning and School Readiness conducted overview trainings on the new Early Learning and

Development and accompanying Model Curriculum in all areas of school readiness for regional professional development staff within all regional providers.

ODE made standardized trainings available to major regional professional development providers throughout the state to offer to districts, community child care, and Early Childhood Education and Head Start programs. This professional development is an approved state early childhood in-service training credit that is part of Ohio's tiered quality rating and improvement system, Step Up To Quality

High-Quality Instructional Materials and Resources

Ohio 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:

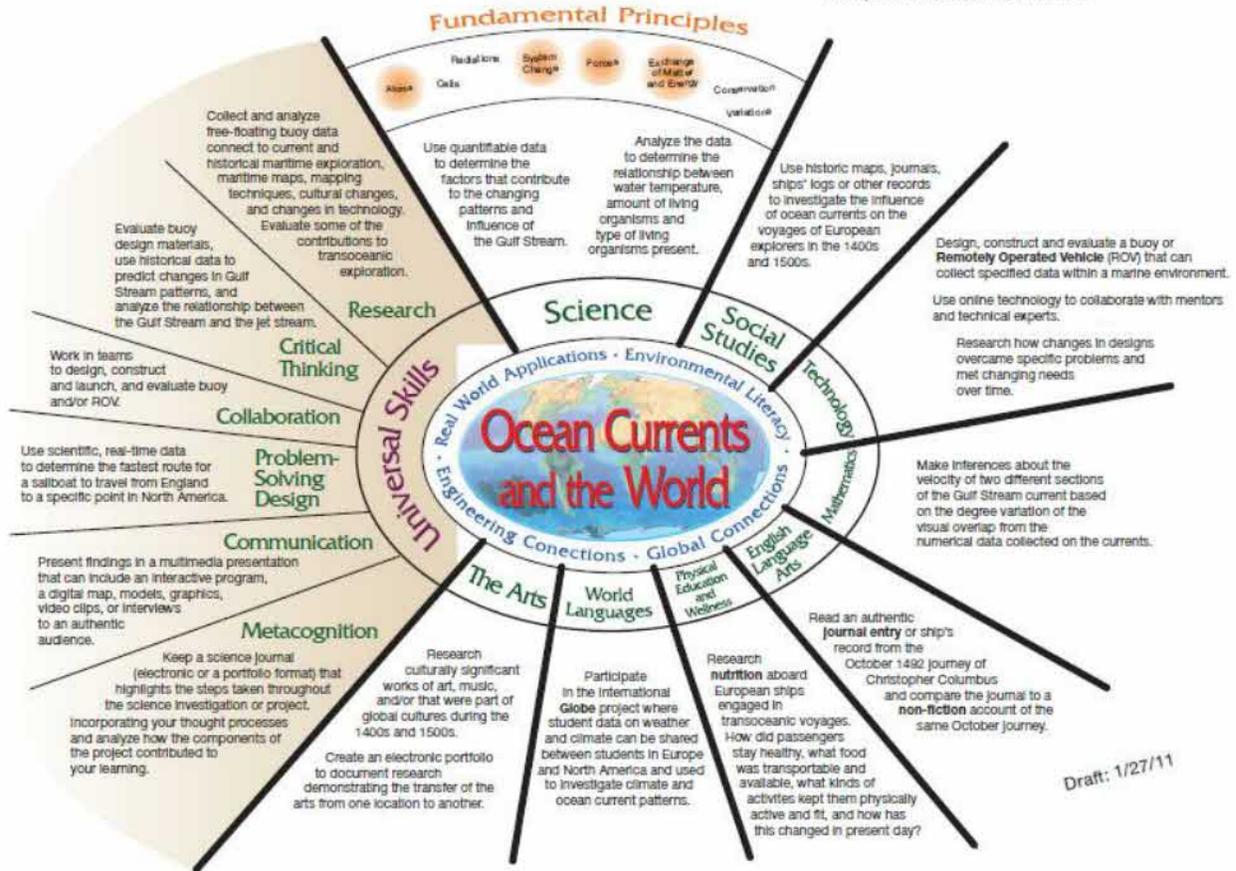
- **Model Curricula:** Ohio developed model curricula aligned to Ohio's New Learning Standards which provide more in-depth information on the content and skills within the standards, instructional strategies and resources, as well as ways to evaluate student progress toward meeting standards. In total, 774 model curricula units have been developed for preschool through grade 12 in English language arts, mathematics, 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 Ohio's New Learning Standards. All model curricula will continue to be updated 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 (See Graphic 2 below). 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.

Graphic 2: Eye of Integration:

Science Eye of Integration

7th Grade Interdisciplinary Experience

Ohio Department of Education, Curriculum and Instruction



As illustrated in Table 2, 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.

Table 2: Statewide Resources and Support

STATEWIDE RESOURCES AND SUPPORT

| Resource | Release Date |
|--|--------------|
| K-12 Standards crosswalks in English language arts, mathematics, social studies and science | 2010 - 2011 |
| Parent Guides (www.pta.org) | 2010 - 2011 |
| Advanced Placement Network Websites | 2010 - 2011 |
| Regional Standards awareness and professional development sessions | 2011 - 2013 |
| Model curriculum aligned to the newly adopted standards | 2011 |
| Opportunities for educators to contribute to the Model Curriculum | 2012 - 2016 |
| Curriculum crosswalks | 2011 - 2014 |
| Comparative Analysis Documents | 2011 - 2014 |
| Guidance Documents for evaluating resources | 2011 - 2014 |
| Webcast, Podcast and videos | 2011 - 2016 |
| Advanced Placement Workshops | 2011 - 2015 |
| High School Higher Education alignment Project | 2011 - 2015 |
| Formative Assessment for Middle school – instructional Strategies | 2011 - 2015 |
| Formative Instructional Practice – professional development Modules | 2011 - 2015 |
| Guidance document for designing and evaluating formative instruction | 2012 - 2015 |
| Transition Tools and Resources | 2012 - 2016 |
| Resources for evaluating lessons and units | 2012 - 2016 |
| Ohio’s Options for a High School Diploma Resources | 2015 - 2016 |
| Assessment Resources | 2013 - 2016 |

Access to College-level or Accelerated Courses

ODE is committed to increasing student access to more rigorous and challenging postsecondary curricula. Through the state’s College Credit Plus dual enrollment program, public universities and colleges are required to offer college credit-bearing courses to eligible students. To be credentialed to teach college credit-bearing courses, individuals must hold a master’s degree inclusive of or in addition to 18 hours of graduate-level college credit in the specific content area. To increase the number of high school teachers holding these credentials, OBR is encouraging universities to create new degree programs and professional development opportunities so high school teachers can be credentialed to teach college courses. These graduate-level educator development programs focus on advanced content, resulting in benefits for high school students by 1) increasing the rigor of all courses taught by the teacher and 2) contributing to building a pool of high school teachers qualified to teach college-level courses in high school classrooms. Ohio high school students will benefit from the expanded opportunity to take dual-enrollment courses taught by credentialed faculty in their high schools, thus 1) increasing access to college level courses, 2) providing at-risk populations, including low-income and first generation students with free access to college credit-bearing courses, and 3) decreasing costs and time-to-degree for Ohio’s students. Ohio offers a number of successful dual credit delivery models, including:

- Postsecondary Enrollment Options:** Ohio’s Postsecondary Enrollment Options (PSEO) program enables 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 Early College High School models or collaborative partnerships between high schools and colleges or universities. This program will end in 2014-2015 school year and will be replaced in 2015-2016 with College Credit Plus.

- College Credit Plus:** (Ohio Revised Code 3365 enacted through HB 487 of the 130th General Assembly) Beginning with the 2015-2016 academic year, Ohio's College Credit Plus program increases access to advanced standing courses for students in grades 7-12. Expanding their opportunities to earn transcribed college credits while in high school. The purpose of the program is to promote rigorous academic pursuits and to provide a variety of options to college-ready students. Students must meet college admissions criteria when applying for the program. Eligible students can take college courses, simultaneously earning transcribed college and high school credit. Courses must apply to a postsecondary degree or professional certificate. There is no cost for the student to participate when the student is enrolled in a public college or university. Students may earn up to 30 college credits hours per academic year and not more than 120 college credit hours in high school.

Table 3: Postsecondary Enrollment Data

| Postsecondary Enrollment Data | SY14 PSEO Stds | SY14 Total HS Enroll | SY13 PSEO Stds | SY13 Total HS Enroll |
|-------------------------------|----------------|----------------------|----------------|----------------------|
| Total of PSEO Enrollment | 16,465 | 529,634 | 16,883 | 534,942 |
| Percentage of PSEO Enrollment | 3.11% | -- | 3.16% | -- |

- 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 continue to 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. In addition to providing support to bolster access, ODE will provide financial support to support the professional growth of teachers and provide professional development mini grants that will allow school districts the additional dollars to strengthen the teachers' instructional skills which will inevitably increase student performance on AP exams. School districts will receive the support of the AP Coordinator in developing and executing professional development plans.

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 were 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.

Table 4: Advanced Placement Enrollment Data

| AP Enrollment Data | SY14 AP Stds | SY14 Total HS Enroll | SY13 AP Stds | SY13 Total HS Enroll |
|-----------------------------|--------------|----------------------|--------------|----------------------|
| Total of AP Enrollment | 48,270 | 529,634 | 44,288 | 534,942 |
| Percentage of AP Enrollment | 9.11% | -- | 8.28% | -- |

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 and implement the state policy for awarding AP credit.

- Scores of a 3 or higher 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 science, technology, engineering, or mathematics (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 Education and Higher Education Integration: Ohio's Carl D. Perkins Plan calls for all high school career-technical education programs to convert to career pathways and programs of study that include:

- Ohio's graduation requirements;
- Seamless career pathways that connects secondary and postsecondary coursework; and
- Opportunity for articulation agreements between secondary schools and institutions of higher education

Currently, postsecondary credit for Career-Technical work is articulated. In many cases, articulation is bilateral, and lacks consistency across the state. Unfortunately, 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. Conversely, statewide articulation 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 fully receive it widely transparent.

In 2008, Ohio began creating and implementing its Career-Technical Education 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. Through this collaboration, Ohio made significant progress in developing statewide articulation agreements to provide students in Career-Technical programs with postsecondary credit. This work continues, and is based on the following principles:

- Teaching the right content identified by business and industry as essential for employee success;
- Integrating Ohio’s New Learning Standards with career-technical content standards;
- Offering career-pathways and programs of study that seamlessly connect secondary and postsecondary coursework;
- Supporting teachers in becoming expert 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 education programs that meet longevity and enrollment minimums. The development of these assessments is 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 articulation agreements between high schools and IHEs.

In support of expanding articulation, six regional Tech Prep Centers will receive grants in FY16 and FY17 to support connecting high schools and IHEs with articulation agreements. These centers also are charged to collect and report bilateral articulation 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 reviewed its program standards and approval process requiring that all programs provide evidence that educator preparation aligns to Ohio’s New Learning Standards. OBR established procedures whereby programs are periodically reviewed (either every five years or every seven years depending upon the program’s accreditation status). This OBR program review schedule is staggered by institution.

Educator preparation programs, mathematics, English and science departments 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 participate in the Annual Educator Preparation Performance Reports. The reports include key measures of quality of educator preparation programs, including performance on licensure exams, Value-Added growth metrics of students taught by program graduates, teacher and principal evaluation results of program graduates, employer surveys, partnerships with high-need schools, and clinical preparation including fieldwork and student teaching experiences. The data gathered and reported in the annual reports is used in program review for consideration of program approval. Educator preparation programs are reviewed by the state at least every seven years, and more frequently as warranted by individual program performance.

Leveraging Existing Assessments and Planned New Approaches

The Ohio Department of Education is in the final stages of transitioning from the existing Ohio Achievement Assessments (OAA) and the Ohio Graduation Tests (OGT) to Ohio’s new high-quality assessments for mathematics, English language arts, science and social studies. Work was completed in the spring of 2012 to align the current item banks to Ohio’s new learning standards. This alignment work included reviews by ODE and vendor (American Institutes for Research (AIR)) content experts as well as a final review by Ohio educators. Any subsequent item development included only items aligned to the new learning standards.

Test blueprints for the 2013-2014 OAA and OGT were aligned to content that appears in both the old and the revised standards so that students in schools transitioning to the new standards were tested appropriately. ODE also provides K-2 Diagnostic Assessments in mathematics and ELA and finalized the revision and alignment of the current diagnostics to the revised standards in the spring of 2012. The revised diagnostic assessments were implemented by districts beginning with the 2012-2013 school year.

Students in Ohio took the new state tests in ELA, mathematics, science and social studies tests in the spring of 2015. The sophomores in 2014-2015 school year were the final class to have the OGT as their graduation requirement and the final full administration of the OGT was in spring 2015. Third grade students took the OAA this spring in reading and the new state test for mathematics. Due to a legislative change in House Bill 64, Ohio will administer new tests aligned to Ohio's learning standards developed in partnership with our vendor American Institutes of Research (AIR). Development of the new tests for science and social studies are complete and were administered for the first time in spring 2015. Ohio will follow the same process to develop and administer tests in 3-8 and high school for mathematics and ELA. Work on development of blueprints and items has begun and the timeline will allow for us to administer these new tests aligned to Ohio's standards in 2015-16. In the first year Ohio created blueprints will be built with AIR developed and field tested items. Ohio items will be field tested in year one and be available for use in 2016-17 and beyond. This approach has been used by several other states that have dropped out of the consortia tests and we will learn from their successes. Plans are being developed to collect the needed evidence to show that these new tests will meet the high quality requirements and the college and career ready marks required.

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 2013, this program expanded with state general revenue funds. Since the expansion, 377 programs have been awarded dollars to serve 11,090 children. Moreover, 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 Early Learning and Development 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 Ohio's New Learning Standards and be supported through professional development efforts to support formative instruction through RttT and state funding.

Through Ohio's Race to the Top Early Learning Challenge Grant (RttT-ELC), Ohio expanded its early childhood to include all areas of readiness. Ohio and Maryland collaboratively developed new PreK and kindergarten formative assessments aligned with the new standards. The RttT-ELC and Race to the Top funding has been used to replace 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 Readiness Assessment will serve as key milestones for our state's new assessment system in Grades 3 to 12. The development of these new formative Kindergarten assessments will be linked to the new statewide assessments Grades 3-12. Beginning in 2013, professional development has been available to PreK and Kindergarten teachers to support their use of the assessments. 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 Kindergarten Readiness Assessment and the new Early Learning Assessment (preschool formative) were administered statewide in public schools in the fall of 2014. The

Early Learning Assessment will be expanded to include childcare programs in 2015.

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 to share the work accomplished in the Ohio Performance Assessment Pilot Project (OPAPP) by providing workshops on how to create performance tasks around the state. Additionally, Ohio is sharing the products of the workshops with districts who participated, participants in the workshops and the Innovative Lab Network schools. 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. This work supports the new assessment model with the “learning task,” supporting the diagnostic and mid-year components, which are not part of the summative score. The “assessment task” is aligned to the performance-based task component, which is part of the summative score. This work allows Ohio teachers 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 from 2011-2014. Teachers experienced a deep understanding of how to effectively use and develop strong formative assessment strategies aligned to Ohio’s New Learning Standards in English language arts and mathematics. During the pilot project, portfolios of formative assessment strategies and practices were maintained and sample entries are available in the Model Curriculum.

The experiences and lessons learned by Ohio educators and teachers with formative assessment techniques and performance-based assessments continue to be applied in their classrooms to better prepare their students for the next generation of assessments aligned to college- and career-ready standards. Formative assessment strategies have spread throughout disciplines, grade levels and districts in the schools that participated in FAMS. The new Ohio assessments in place by 2014-2015 are better aligned to determine a student’s college- and career-ready status in a timely way. Teachers and students 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, Ohio Department of Education, in collaboration with the Ohio Board of Regents (OBR), developed the High School-Higher Education Alignment Initiative. In February of 2012, fourteen partnerships (or consortia) of high school, higher education, career-technical and supporting institutions were awarded grants to advance the work of the project goals:

- Align curriculum in English language arts and mathematics to positively impact postsecondary remediation rates;
- Align teacher preparation programs to meet Ohio's new rigorous content standards; and
- Provide on-going data exchange between high schools and higher education institutions to promote greater student mobility and college success

Through these partnerships ODE provides tools and resources. These are made available to the public to serve the following purposes:

- Serve as a reference point for high school teachers and higher education faculty;
- Communicate the deeper knowledge and cognitive skills sets required of college coursework;
- Provide insight into current practice of the content and rigor of what is typically taught in a first year, non-remedial college course; and
- Reinforce consistency and continuity at the college level

OBR revised the College Readiness Expectations, including a strong alignment to the more rigorous new learning 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 Ohio's New Learning Standards; \
- 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 |
|---|---|--|
| <p>The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p> | <p><input checked="" type="checkbox"/> 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.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no 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.</p> | <p><input type="checkbox"/> 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.</p> <p>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 standards to the Department for peer review. (Attachment 7).</p> |

To meet the requirements of current state law for graduation and the third grade-reading guarantee the following assessment plan will be used during the transition year.

Assessment plan for 2014-15 school year:

Kindergarten: All students took the Kindergarten Readiness Assessment (KRA) between the first day of school and Nov. 1.

Grade 3: All students will take the new state assessment for mathematics. Because the OAA reading test is required for the Third Grade Reading Guarantee and the new state assessment scores will not be returned to districts until after the 2015-16 school year begins, all students will take the OAA reading assessment during the 2014-15 school year (for all administrations, fall, spring and summer). Third graders in the 2015-16 school year will take the new high-quality state assessment for English language arts.

Grade 4: All students will take the new high-quality state assessment for mathematics and English language arts and Ohio developed test for social studies.

Grade 5: All students will take the new high-quality state assessment for mathematics and English language arts and Ohio developed test for science.

Grade 6: All students will take the new high-quality state assessment for mathematics and English language arts and Ohio developed test for social studies.

Grade 7: All students will take the new high-quality state assessment for mathematics and English language arts.

Grade 8: All students will take the new high-quality state assessment for mathematics and English language arts and Ohio developed test for science.

Grade 9: All students will take the appropriate new high-quality state End of Course exam for English language arts and mathematics, and Ohio science and social studies for which the student is enrolled.

Grade 10: All Students will take the Ohio Graduation Tests. These tests are required to meet the assessment requirements that were in place when the students entered 9th grade.

Grades 11-12: Students who have not obtained the proficient level will be given the opportunity to retake the required areas of the Ohio Graduation Test(s).

Assessment plan for 2015-16 school year and beyond:

Kindergarten: All students will take the Kindergarten Readiness Assessment.

Grades 3-10: All students will take the appropriate high-quality state assessment (grade-level or end of course) exams in mathematics, English language arts, science and social studies. These high quality state assessments are being developed by the state with our vendor American Institute of Research. Upon the legislative, Ohio is utilizing an appendix in our current contract which provided science and social studies tests and will now include the required tests for mathematics and ELA. Blueprint and item development is currently underway. During the first year of the new tests (2015-16) Ohio will use field tested items available through our vendor AIR. Ohio will field test the items under development in the spring of 2016 and these new Ohio items will be used to fill test forms beginning in 2016-17. Processes for item and form development follow the high quality standards and processes that Ohio has used with our previous testing system which met all federal requirements. Ohio will collect the necessary evidence to show that the new assessments meet the high quality assessment requirements. Timelines being established will have all new tests in place for the 2015-16 school year for grades 3-8 and high school in mathematics and ELA.

Attachment 37 contains the details of the middle school double testing waiver to insure that accelerated middle school students taking high school courses for credit will take the assessment that aligns to the relevant curriculum.

See Attachment 42 for Ohio’s High-quality Assessment Plan

See Attachment 43 for Ohio’s Spring Testing Schedule

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.

| | |
|---|---|
| <p>Option A</p> <p><input checked="" type="checkbox"/> 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.</p> | <p>Option B</p> <p><input type="checkbox"/> 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:</p> <p>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</p> <p>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.</p> |
|---|---|

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 made enhancements to its differentiated recognition, accountability, and support systems. These enhancements are aligned to Ohio’s adoption and implementation of the college- and career-readiness standards in English, Language Arts and Mathematics as outlined in Principle 1 of Ohio’s ESEA Flexibility Request approved May 29, 2012, and revised Science and Social Studies standards. The implementation of new, rigorous assessments, as outlined in Principle 1, of Ohio’s ESEA Flexibility Request approved May 29, 2012, positioned Ohio well to adopt a new accountability system that provides 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 ensures 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 creates 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 ensures 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 is 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 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 Accountability System¹

Ohio’s previous accountability system was semi-unified; the state provided 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 made the system problematic (and not completely unified) was that nearly all of the consequences and interventions for an LEA stemmed from their performance on AYP and not on overall performance. The elements of AYP provide critical information and continue to be a part of Ohio’s system. Ohio changed 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 created a unified accountability system.

Given the vision for a revised accountability system for Ohio, a transition plan is required. The Ohio Department of Education continues to work with respective members of the General Assembly, the Governor’s Office, the State Board of Education to implement the HB 555 requirements, as well as engaging stakeholders in the process. The State Board of Education specifically created an Accountability Committee to implement the statutory requirements. Based on the implementation decisions made by the State Board’s Accountability Committee, ODE generated and released simulated grades on certain measures based on 2011-2012 data, and subsequently published the A-F measures based on 2012-2013 and 2013-2014. In 2012-13, grades were generated for nine individual measures. In 2014, an additional K-3 Literacy Improvement measure was added, bringing the total number of letter grades to ten (10). These same ten measures will be graded in 2015, 2016 and 2017.

Public feedback was gathered with each iteration of the waiver through the ODE website in conjunction with the proceedings of the Accountability Committee. ODE also conducted focus groups of stakeholders and parents. In the months

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

following the release of the 2013 and 2014 Report Cards, ODE continued to meet with stakeholders to gather additional feedback about the new unified system.

Ohio Department of Education is currently working with the Midwest Regional Education Laboratory to design a plan for statewide parent focus groups.

Table 5: Transition for Ohio’s A-F Accountability System

| ACTIVITY | DATE |
|---|--------------------|
| Public release of simulated A-F data based on HB 555 requirements, and press conferences to discuss simulated data. | April 2013 |
| Approval of initial system administrative rules and requirements by the State Board of Education | June 2013 |
| Modifications to Ohio Administrative Rules through State Board of Education | By June 30, 2013 |
| Release of the new A-F Report Card with measures graded. | August 22, 2013 |
| Release of 2014 letter grades for up to ten (10) measures | September 12, 2014 |
| Release of 2015 letter grades for up to 10 (10) measures | January 2016 |

Ohio’s new system:

- Created a new accountability system based on six major components with seventeen measures:
 - Ohio’s Achievement Component consists of the Performance Index measure and Performance Indicators;
 - Ohio’s Progress Component consists of the original Value-Added measure and new Value-Added measures for Gifted, Students with Disabilities, and Lowest 20% subgroup.
 - Ohio’s Graduation Component consists of both the federally required four-year and five-year cohort graduation rates.
 - Ohio’s Gap Closure Component which includes most of the key factors of AYP, including new, ambitious but achievable AMO targets for each of the ten federally recognized subgroups, and recognition within the accountability system for meeting, or consequences for failure to meet the AMOs;
 - Ohio’s K-3 Literacy Improvement Component measures whether schools and districts are making progress in improving literacy in grades kindergarten through three; and
 - Ohio’s Prepared for Success Component includes several measures on how well students are prepared for College and Careers without needing to take remedial classes. These measures include: ACT/SAT, Dual Enrollment Credits, Industry Credentials, Honors Diplomas Awarded, Advanced Placement, and International Baccalaureate Program metrics.
- Assigns letter grades (*A, B, C, D, F*) to each measure; and
- Eliminates AYP and replaces it with the Gap Closure (AMO) Component

Taken together, changes to Ohio’s current measures, and the addition of new measures allows the state to support every school where educators struggle to meet the needs of all students. These measures 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. Ohio’s proposal requires ESEA Waiver approval. The initial grade distributions throughout this proposal were based on statutory requirements, State Board of Education implementation decisions, and business rules.

Ohio is further unifying its accountability system in its 2015 waiver renewal by clarifying and simplifying its differentiated accountability system, which includes both state and federal requirements. Accordingly, districts will be labeled into four support categories based on district and building performance which determine their level of support: Independent,

Moderate, Intensive, and Academic Distress Commission.

Buildings may fall into one of several support categories including *Priority*, *Focus*, *Watch* and other state-based determinations, including a series of reward categories. Details on supports and requirements for each of the relevant support categories can be found in subsequent sections.

Description of Components and Changes to Ohio’s Accountability System

Graphic 3: District Support Status Continuum

| Academic Distress Commission | Intensive Supports | Moderate Supports | Independent |
|--|--|--|--|
| Any combination of the following for three consecutive years: The district received a grade of “F” for the Performance Index score and a grade of “D” or “F” for value-added or The district received an overall grade of “F”. | Overall “F” on district Report Card or One or two years of ADC trigger or At least 1 Priority School | “D” overall on district Report Card or “D” or “F” on AMO on the district Report Card for the two most recent years or At least one Focus or Watch School | At least a “C” overall on the district Report Card and “C” or better on AMO on district Report Card and No Priority, Focus, or Watch Schools |

Letter-Grade Ratings to Increase Transparency: Ohio uses letter grades (*A*, *B*, *C*, *D*, and *F*) for the measures in its six components: Achievement (comprised of Performance Index and Performance Indicators); Progress (comprised of Value-Added measures); Graduation Rate; Gap Closure; K-3 Literacy Improvement; and Prepared for Success.

Table 6 outlines which measures were graded in 2013 and which will be added in 2014 and the future.

Table 6: Report Card Measures Timeline

| Performance Measures | 2012-13 | 2013-14 | 2014-15, 2015-16 and 2016-17 | 2017-18 |
|--|----------------|----------------|---|----------------|
| Achievement Component | - | - | - | Graded |
| Performance Index | Graded | Graded | Graded | Graded |
| Performance Indicators | Graded | Graded | Graded | Graded |
| Progress Component | - | - | - | Graded |
| Value-Added: Overall | Graded | Graded | Graded | Graded |
| Value-Added: Gifted | Graded | Graded | Graded | Graded |
| Value-Added: Students with Disabilities | Graded | Graded | Graded | Graded |
| Value-Added: Lowest 20% in Achievement | Graded | Graded | Graded | Graded |
| Graduation Rate Component | - | - | - | Graded |
| Graduation Rate (4-year) | Graded | Graded | Graded | Graded |
| Graduation Rate (5-year) | Graded | Graded | Graded | Graded |
| Gap Closing Component | - | - | - | Graded |
| AMOs | Graded | Graded | Graded | Graded |
| K-3 Literacy Component | - | - | - | Graded |
| K-3 Literacy Improvement | - | Graded | Graded | Graded |
| Prepared for Success Component | - | - | - | Graded |
| College Admission Tests (Participation Rate and Non-Remediation Score) | - | Reported | Reported | Reported |
| Dual Enrollment Credits | - | Reported | Reported | Reported |
| Industry Credentials | - | Reported | Reported | Reported |
| Honors Diplomas Awarded | - | Reported | Reported | Reported |
| AP Participation & Score | - | Reported | Reported | Reported |
| IB Participation & Score | - | Reported | Reported | Reported |
| College & Career Ready Assessment | - | Reported | Reported | Reported |
| Overall Grade | - | - | - | Graded |

Ohio's Achievement Component (Performance Index and Performance Indicators):

One of the six components of Ohio's accountability system is an Achievement Component. Ohio's Performance Index and Performance Indicator measures comprise the new Achievement Component of the accountability system. The Performance Index measure rewards the achievement of every student, not just those who score proficient or higher. For 2015, LEAs and schools will earn points based on how well each student performs on all tested subjects in Grades 3-8 and on the Grade 10 OGTs in reading and math. In addition, the next generation end-of-course exams in algebra I, integrated math I and English I will be used in the calculation. In 2016 and beyond, end-of-course exams in geometry, integrated math II and English II will replace the Grade 10 OGTs in the calculation. 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). Additionally, HB 555 created incentives for Accelerated students taking an assessment above their normal grade level. These students will be scored at one level higher on the PI scale. For example, a fourth grade student that takes the fifth grade assessment and scores as "Proficient", is now scored at the higher level of "Accelerated" in the PI scale. An additional weight was created for this particular situation when an Accelerated student scores "Advanced". This student now receives a weighted score = 1.3 in a new "Advanced Plus" category. This creates incentives for LEAs to assess Accelerated students at higher levels. 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 are assigned to the Performance Index measure in accordance with Table 7 below. The Performance Index is 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 is $(90/120) \times 100\% = 75\%$.

Table 7 includes the criteria for the Performance Index conversion to letter grades. Table 7 also indicates, based on 2014 data, the number and percentage of traditional public school districts, traditional public schools, and community schools receiving each letter grade

Table 7: Performance Index Letter Grade Criteria and Letter Grade Designations Results from 2014 Data

| Performance Index Letter Grade | Performance Index Percentage | Districts Based on 2014 Data* | | Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|--------------------------------|------------------------------|-------------------------------|------------|---|------------|
| | | Count | Percentage | Count | Percentage |
| A | 108 to 120 (90% - 100%) | 37 | 6.1 | 252 | 7.7 |
| B | 96 to 107 (80% - 89.9%) | 434 | 71.1 | 1760 | 53.7 |
| C | 84 to 95 (70% - 79.9%) | 115 | 18.9 | 700 | 21.4 |
| D | 72 to 83 (60% - 69.9%) | 24 | 3.9 | 511 | 15.6 |
| F | <72 (<60%) | 0 | 0 | 53 | 1.6 |
| Total | | 610 | 100 | 3276 | 100 |

*Note: These data do not include dropout recovery community schools.

The Indicators Met measure is based on Ohio's previous Indicators measure. The Indicators Met shows how many students have a minimum, or proficient, level of knowledge. These indicators are not new to Ohio students or teachers. They are based on a series of state tests that measure the level of achievement for each student in a grade and subject. For each test in 2012-13, it was required that at least 75 percent of students scored "proficient" or better to get credit for the corresponding indicator. That is commonly called "meeting" the indicator. Starting in the 2013-14 school year, a district or school needed to have 80 percent of their students reach "proficient" or better in order to "meet" an indicator. This change signaled that more students were going to be expected to be at least proficient. For 2015, 80% passage will continue to be required for the 3rd Grade reading OAA and for students taking the 10th Grade OGT. The required passing percentage needed to meet each indicator where there is a new state assessment will be set once data are returned to districts, but no later than January 31, 2016. Table 8 includes the new criteria for the Indicators Met conversion to letter grades. Table 8 also indicates, based on 2014 data, the number and percentage of traditional public school districts, and traditional public schools, including community schools receiving each letter grade.

Table 8: Indicators Met Letter Grade Criteria and Letter Grade Designations Results from 2014 Data

| Performance Indicators Letter Grade | Performance Indicators Percentage | Districts Based on 2014 Data* | | Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|--|--------------------------------------|-------------------------------|------------|---|------------|
| | | Count | Percentage | Count | Percentage |
| A | 90% - 100% | 188 | 30.8 | 1141 | 35.1 |
| B | 80% - 89.9% | 114 | 18.7 | 314 | 9.6 |
| C | 70% - 79.9% | 131 | 21.5 | 277 | 8.5 |
| D | 50% - 69.9% | 113 | 18.5 | 414 | 12.7 |
| F | <50% | 63 | 10.3 | 1109 | 34.1 |
| Total | | 609 | 100 | 3255 | 100 |

*Note: These data do not include dropout recovery community schools.

New Performance Indicator on Gifted Student Performance – Beginning with the Report Card for the 2014-15 school year, a new performance indicator, which reflects the level of services provided to, and the performance of, students identified as gifted, will be incorporated into the LEA and school letter grades. The indicator shall include the performance of students identified as gifted on state assessments. The indicator also shall include a Value-Added growth measure disaggregated for students identified as gifted, which is discussed in the “Progress” section of this waiver application. This language represents an update to Ohio law, which previously required the State Board of Education to adopt a resolution before December 31, 2011 to create a Report Card indicator reflecting the services provided to and the performance of students identified as gifted.

In December 2011 and in May 2014, the State Board of Education adopted resolutions that identified the student performance data and level of service data that will be included in the new indicator. The outcome of those resolutions is the Gifted Indicator, which includes the following measures:

Gifted Progress:

- The Gifted Value-Added Grade from the Report Card will be the progress measure

Gifted Performance:

- The Gifted Performance Index, as originally calculated for the Gifted Rankings, will be the performance measure.

Gifted Inputs:

- Gifted inputs will include gifted identification as a percentage of enrollment (defined as Average Daily Membership, or ADM) and gifted service as a percentage of students identified as gifted
- Point system will include the following categories:
 - Identification and service for Super Cognitive/Academic Subjects by grade at the school and by grade bands K-3, 4-8, and 9-12, for districts
 - Identification and services for Visual & Performing Arts/Creative Thinking (by grade bands K-3, 4-8, and 9-12, for districts only)
 - Identification and service provided to students who are in racial/ethnic minority categories (Federal definition)
 - Identification and service provided to students who are economically disadvantaged

For 2012-13 and 2013-14, LEAs and schools had the gifted student performance data and level of service data reported for informational purposes only. These data will be included in the grade for the Performance Indicators measure beginning with the 2014-15 school year. LEAs and schools will receive a letter grade for the Value-Added growth measure disaggregated for students identified as gifted, as described in the Progress section beginning with the 2012-13 school year.

Ohio's Progress Component

Value-Added Measure: While performance scores demonstrate a student's level of proficiency, Value-Added measures the effects of schools on their students' growth. Through 2014, it was calculated only for schools with students in any grades 4-8. Ohio, using the SAS® at EVAAS® model, computed for these schools and LEAs a Value-Added measure in English language arts and mathematics, as well as a composite of the two subjects. Ohio will continue to use the SAS® at EVAAS® model for its Value-Added measure as the state transitions to its the new assessments and beginning in 2015, and will continue to be able to use this model during the additional changes that will take place in 2016.

Through 2014, LEAs and schools were assigned a letter grade that represented a composite of up to three years of Value-Added data. (For more information, see [Technical Documentation](#)). Previously, Ohio periodically reset a “base year” that provided a basis for determining statewide improvement and set a benchmark for all LEAs. As Ohio transitions to the new state assessments, the state will move to a “within year” approach that will calculate whether students maintain the same relative position with respect to the statewide student achievement for that year. The Value-Added composite will use a single year of data as the calculation changes for 2015 but eventually will use (up to) the three most recent years of gain scores to build the composite. The advantage of this methodology, once data are available, is that it not only creates a more stable measure of gains, but by using multiple years of combined data, can be a more precise (i.e. reduced variance) estimate of gains. Another key feature of the model is that with the implementation of the new assessments, Ohio will still be able to merge all student data to take full advantage of the test history of each student in its Value-Added computation. However, because of the transition to the new state assessments in 2015 there will only be one year of Value-Added computation that determines the composite in 2015.

LEA's and schools are assigned a grade based on the Value-Added Index score, which is the measure determined in EVAAS that is computed by taking the Value-Added Gain Score and dividing it by the Standard Error measure, resulting in a value called the Value-Added Index. The Value-Added Gain Score is a measure of magnitude of average gain. The Standard Error is a measure of precision of the computation. Thus the Value-Added Index combines both the magnitude and precision into one value. The Index can be interpreted such that a value of “0” indicates “one year's growth in one year's time.” The resulting set of grade bands will exactly match the computation and rating levels that Ohio uses in its computation of student growth levels used for teacher and principal evaluation.

Table 9a shows the relationship between Growth Index values and resulting letter grades.

Table 9a: Ohio's Overall Value-Added Measure Grade Distribution by Traditional Public School Districts and Traditional Public Schools including Community Schools Based on 2014 Data

| Value-Added (All Students) | Value-Added (All Students) | Districts Based on 2014 Data* | | Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|-------------------------------|-------------------------------|----------------------------------|------------|---|------------|
| | | Letter Grade | Percentage | Count | Percentage |
| A | ≥ +2 | 288 | 47.2 | 972 | 37.8 |
| B | ≥ +1 and < +2 | 47 | 7.7 | 279 | 10.8 |
| C | ≥ -1 and < +1 | 102 | 16.7 | 499 | 19.4 |
| D | ≥ -2 and < -1 | 35 | 5.7 | 210 | 8.2 |
| F | < -2 | 138 | 22.6 | 613 | 23.8 |
| Total | | 610 | 100 | 2573 | 100 |

*Note: These data do not include dropout recovery community schools.

As noted, Ohio reports Value-Added for all students (meeting the accountability criteria) who are tested in grades 4 through 8 in reading and mathematics. Ohio also reports a composite grade (for each building and district) based on the combination of reading and mathematics.

For each LEA and building, Ohio also generates composite Value-Added grades for specific sub-populations whenever data are sufficient to make these computations. The sub-populations that have separate measures include:

- Students with Disabilities
- Students identified as Gifted
- Students whose current and prior year's test scores place them in the bottom 20% of the state in performance in reading or mathematics

Tables 9b through 9d show the number and percentage of traditional public school districts and traditional public schools, including community schools receiving each letter grade based on 2014 data.

Table 9b: Ohio's Progress Component Distribution for Students with Disabilities by Traditional Public School Districts, Traditional Public Schools and Community Schools Based on 2014 Data

| Value-Added (Students with Disabilities) Letter Grade | Value-Added (Students with Disabilities) Percentage | Districts Based on 2014 Data* | | Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|--|--|----------------------------------|------------|---|------------|
| | | Count | Percentage | Count | Percentage |
| A | $\geq +2$ | 163 | 27.6 | 436 | 19.9 |
| B | $\geq +1$ and $< +2$ | 98 | 16.6 | 376 | 17.1 |
| C | ≥ -1 and $< +1$ | 197 | 33.3 | 854 | 38.9 |
| D | ≥ -2 and < -1 | 56 | 9.5 | 255 | 11.6 |
| F | < -2 | 77 | 13.0 | 275 | 12.5 |
| Total | | 591 | 100 | 2196 | 100 |

***Note:** These data do not include dropout recovery community schools.

Table 9c: Ohio's Progress Component Distribution for Gifted Students by Traditional Public School Districts and Traditional Public Schools, including Community Schools Based on 2014 Data

| Value-Added (Gifted Students) Letter Grade | Value-Added (Gifted Students) Percentage | Districts Based on 2014 Data* | | Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|---|---|-------------------------------|------------|---|------------|
| | | Count | Percentage | Count | Percentage |
| A | ≥ +2 | 107 | 19.1 | 266 | 16.1 |
| B | ≥ +1 and < +2 | 94 | 16.8 | 256 | 15.5 |
| C | ≥ -1 and < +1 | 207 | 37.0 | 707 | 42.8 |
| D | ≥ -2 and < -1 | 84 | 15.0 | 247 | 15.0 |
| F | < -2 | 68 | 12.1 | 176 | 10.7 |
| Total | | 560 | 100 | 1652 | 100 |

*Note: These data do not include dropout recovery community schools.

Table 9d: Ohio's Progress Component Distribution for Students in the Lowest 20% in Achievement by Traditional Public School Districts and Traditional Public Schools, including Community Schools Based on 2014 Data

| Value-Added (Lowest 20% in Achievement) Letter Grade | Value-Added (Lowest 20% in Achievement) Percentage | Districts Based on 2014 Data* | | Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|---|---|-------------------------------|------------|---|------------|
| | | Count | Percentage | Count | Percentage |
| A | ≥ +2 | 115 | 19.5 | 414 | 17.6 |
| B | ≥ +1 and < +2 | 91 | 15.4 | 397 | 16.8 |
| C | ≥ -1 and < +1 | 254 | 43.0 | 1001 | 42.5 |
| D | ≥ -2 and < -1 | 73 | 12.4 | 303 | 12.9 |
| F | < -2 | 58 | 9.8 | 242 | 10.3 |
| Total | | 591 | 100 | 2357 | 100 |

*Note: These data do not include dropout recovery community schools.

Ohio's Graduation Rate Component:

Ohio implemented the four-year adjusted cohort longitudinal graduation rate as required by the U.S. Department of Education beginning with the report cards issued for school year 2011-12. Per the non-regulatory guidance document issued on December 22, 2008 by the U.S. Department of Education, this rate includes only those students who earn a regular diploma or honors diploma within four years of entering the ninth grade for the first time. In 2011-12, graduation was one of twenty six (26) equally weighted performance indicators upon which LEAs and schools were rated.

Beginning with the 2012-13 report cards, graduation became a separate component in Ohio's accountability system. The component is comprised of two measures; the four-year adjusted-cohort longitudinal rate and a new five-year adjusted-longitudinal rate. The Five-Year rate includes only those students who graduate with a regular diploma or honors diploma within five years of entering the ninth grade for the first time. For the 2012-13 and 2013-14 report cards, each graduation rate measure received its own letter grade rating, but no component grade was computed.

Table 10: Four-Year Graduation Rate Performance Data for Traditional School Districts and Traditional Public Schools, including Community Schools Based on 2014 Data

| Four-Year Graduation Rate Letter Grade | Four-Year Graduation Rate Percentage | Districts Based on 2014 Data* | | Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|--|--------------------------------------|-------------------------------|------|---|------|
| | | | | | |
| A | 93% - 100% | 328 | 53.8 | 364 | 45.8 |
| B | 89% - 92.9% | 139 | 22.8 | 153 | 19.2 |
| C | 84% - 88.9% | 86 | 14.1 | 108 | 13.6 |
| D | 79% - 83.9% | 29 | 4.8 | 42 | 5.3 |
| F | <79% | 27 | 4.4 | 128 | 16.1 |
| Total | | 609 | 100 | 795 | 100 |

*Note: These data do not include dropout recovery community schools.

Table 11: Five-Year Graduation Rate Performance Data for Traditional School Districts and Traditional Public Schools, including Community Schools Based on 2014 Data

| Five-Year Graduation Rate Letter Grade | Five-Year Graduation Rate Percentage | Districts Based on 2014 Data* | | Traditional Public Schools (Both Traditional Schools and Community Schools) Based on 2014 Data* | |
|--|--------------------------------------|-------------------------------|------|---|------|
| | | | | | |
| A | 95% - 100% | 270 | 44.3 | 300 | 38.5 |
| B | 90% - 94.9% | 211 | 34.6 | 237 | 30.4 |
| C | 85% - 89.9% | 82 | 13.4 | 102 | 13.1 |
| D | 80% - 84.9% | 31 | 5.1 | 49 | 6.3 |
| F | <80% | 15 | 2.5 | 92 | 11.8 |
| Total | | 609 | 100 | 780 | 100 |

*Note: These data do not include dropout recovery community schools.

Ohio continues to lag the reporting of the graduation rate by one year in order to include summer graduates. The Four-Year rate reported on the 2013-14 Report Cards represents data from the Class of 2013. Similarly, the Five-Year rate is lagged and the data reported in 2013-14 comes from the Class of 2012.

Graduation also is one of three Annual Measurable Objectives included in the Gap Closing component (See Section 2B).

Ohio's Gap Closing Component:

This component replaces AYP in measuring the academic performance of specific groups of students, such as racial and demographic groups. Each subgroup is compared against the collective performance of all students in Ohio to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

Ohio's Gap Closure Component embeds and enhances most of the components of AYP. Specifically, Ohio continues to disaggregate and evaluate the proficiency rate of ten federally recognized student subgroups in reading and mathematics. The same subgroups also are evaluated for graduation rate using the four-year, adjusted cohort graduation rate.

A key enhancement over the old AYP calculation is that the evaluation not only includes whether reading, math and graduation rate AMOs are achieved by each student group, but in cases where the AMO is not met, the calculation takes into account the extent to which the gaps are increasing or decreasing. Points are awarded based on each subgroup's performance and letter grades are assigned to the Gap Closure Component in accordance with Table 12 below.

Table 12: Gap Closure Component Distribution for Traditional School Districts, Traditional Public Schools and Community Schools Based on 2014 Data

| Gap Closure Letter Grade | Percentage of Points Earned | Traditional Districts Based on 2014 Data* | | Public Schools Based Schools (Both Traditional Schools and Community Schools) on 2014 Data* | |
|--------------------------|-----------------------------|---|------|---|------|
| A | 90% - 100% | 28 | 4.6 | 648 | 20.0 |
| B | 80% - 89.9% | 150 | 24.6 | 412 | 12.7 |
| C | 70% - 79.9% | 127 | 20.8 | 279 | 8.6 |
| D | 60% - 69.9% | 114 | 18.7 | 337 | 10.4 |
| F | 60% | 191 | 31.3 | 1559 | 48.2 |
| | Total | 610 | 100 | 3235 | 100 |

*Note: These data do not include dropout recovery community schools.

Section 2B includes additional details and data regarding the implementation of AMOs.

Ohio’s New Kindergarten through Third Grade (K-3) Literacy Improvement Component: Ohio recognizes that reading is the foundation for all learning through its Third Grade Reading Guarantee. The Report Card holds schools and districts accountable for improving the reading ability of Ohio’s youngest student using the K-3 Literacy Improvement Component.

This component measures whether schools or districts are making progress in improving literacy in its students in grades kindergarten through three. The exact calculations and the resulting letter grades can be found in the technical document found [here](#). The legislation creating this component outlined two requirements of the component:

- Any school or district that has less than five percent of their kindergartners reading below grade level will not receive a letter grade for this measure or component.
- The minimum range of a “C” grade will be the statewide average value for this component.

This component uses results from the Third Grade Reading Ohio Achievement Assessment and the reading diagnostic assessments given to all students in kindergarten through grade three at the beginning of each year. Per state law, this measure first appeared on the Report Card in 2014. The State Board of Education determined how this measure grade would be calculated and established the grade ranges in late 2013.

Ohio’s Prepared for Success Component:

When students graduate from Ohio high schools, they must be ready for success in college and careers. This goal is measured by the Prepared for Success component using multiple measures for college and career readiness to allow districts to showcase their unique approaches. For example, some school districts may focus on Advanced Placement courses while others focus on dual enrollment credits.

Prepared for Success is a unique component. It contains six measures that do not receive a grade; they are only reported on the Report Card. The component grade is based on the percentage of a school’s or district’s graduating class that demonstrates college and career readiness. These six measures include:

- College Admission Test(s) (*participation rate and percent receiving non-remediation score*)
- Dual Enrollment Credits (*percent earning at least three credits*)
- Industry Credentials (*percent of students with an industry-recognized credential*)
- Honors Diplomas Awarded (*percent of students with an Honors Diploma*)
- Advanced Placement (*participation rate and percent scoring three or above*)
- International Baccalaureate Program (*participation rate and percent scoring four or above*)

In the coming months, the State Board of Education will designate the method for calculating the component grade for Prepared for Success for the 2016 Report Card. The ungraded measures were reported on the 2013-14 Report Card and will appear again in 2015.

Additional Reported Measures

Rankings Based on Academic and Fiscal Performance: Ohio published a list of LEAs ranked by Performance Index Score and fiscal performance based on 2012-13 and 2013-14 data. The top schools and districts, ranked by student performance and fiscal performance, were publically recognized on the Report Card.

NAEP Data: For the 2012-13 school year the “Resources” page of Ohio’s school and district Report Cards included a URL link to the National Assessment of Educational Progress (NAEP) website where Ohio’s NAEP data could be viewed. Beginning with the 2013-14 school year and beyond, Ohio’s detailed performance data on the NAEP math and reading assessments, disaggregated by subgroup, will be included in an Excel “download file” saved to the Report Card web page. This file can be found [here](#).

Other Academic Indicators: Ohio’s 2012-13 Report Card website contained building and district download files that reported all parts of the AMO calculation including the reading proficiency, math proficiency and graduation AMOs disaggregated by subgroup, the reading and math participation rates disaggregated by subgroup and each school’s or district’s attendance rate disaggregated by subgroup. The reading proficiency, math proficiency and graduation rate AMOs also were reported for each subgroup on each school’s or district’s Report Card page under the “Gap Closing” tab. For the 2013-14 school year and beyond, the download files and the school and district Report Cards continued to report all of the data reported in 2012-13. In addition, the reading and math participation rates and the attendance rate, each disaggregated by subgroup, were included on school or district specific Report Cards on the web application and on the Gap Closing (AMO) download file.

Teacher Quality Data: Aggregate data on Teacher Quality was available on the District and School Details page of the interactive Report Card system for the 2012-13 school year. More detailed information for each school and district, including the percentage of classes in Core Academic Subjects, could be found in download files stored on the web application. Additional teacher quality data, including the number of classes, were added to the 2013-14 download file.

Non-Academic Measures: Ohio recognizes that most of its accountability system is tied to academic performance. While academic measures are critical, there might be other important skills that Ohio’s students will need to be college- and career-ready. The State Board will have the discretion to incorporate measures into its accountability system for public reporting when reliable means for measuring non-academic indicators become available.

Support

Ohio has built a district-level continuum of differentiated supports and interventions that aligns federal and state initiatives. The continuum takes into account *Priority Schools*, *Focus Schools*, and *Watch Schools*, in addition to Report Card scores and Ohio’s initiatives to address the lowest performing schools and districts. In Ohio’s new unified system, the level of autonomy, support and interventions an LEA receives is determined based on their overall performance on all six components in the accountability system and not one measure, as is the case currently. The new methodology is fully described in Principle 2G of this application. Ohio maintains its levels of progressively intensive supports (Moderate, Intensive, and Academic Distress Commission) and adds a fourth level of support (Independent) for all other LEAs. Through differentiated supports and interventions, this system allows tailored District Improvement Plans while increasing capacity and coordination at the district level. Districts in moderate or intensive support will receive a varying level of monitoring and resources from the SEA to ensure successful implementation of improvement plans. Intensive and moderate support districts will create a comprehensive plan to increase student achievement and decrease gaps at the building-level while addressing systematic needs at the district-level. Districts that are in the SEA’s Academic Distress Commission category will create an Academic Recovery Plan with guidance from an assigned commission. Those LEAs in Independent Support status are expected to demonstrate continuous improvement; they receive maximum autonomy and minimum oversight by

the SEA, and have access to all school improvement tools developed by the SEA. LEAs and schools, including identified *Priority* and *Focus* Schools with the most needs, receive intensive and timely support. (See Principles 2D and 2E).

Differentiated Recognition

Under Ohio’s letter grade system of accountability, LEAs and schools that earn high grades will know their achievements are significant. Both LEAs and their communities consider an *A* as recognition for their efforts. In addition, Ohio modified and enhanced its recognition and support for *Reward* schools as described in greater detail under Principle 2C. Ohio maintained the five recognition programs already in place to identify and reward high performance. The state added new recognition programs including 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 recognizes both schools that are high performing and high progress, as measured by the state’s Performance Index, AMO measure, and, in the case of high schools, Graduation Rate measure.

Community School Closure

Ohio has a long history of operating charter schools or “community” schools. Through the state’s accountability system, community schools receive the same Ohio School Report Cards with up to ten (10) letter grades as traditional schools do. Schools that fail to make gains are subject to the same consequences as traditional public schools. Additionally, the contracts that community schools have with their sponsors include academic performance requirements. Schools that fail to meet these contractual requirements, have deficiencies in their financial management or governance, or have physically unsafe conditions for children are subject to suspension and termination. Also, community schools are audited routinely, and audit reports are published on the Auditor of State’s website. Moreover, community schools that fail to show academic progress, based upon Report Card grades and value-added measures, are subject to closure by the Ohio Department of Education.

Implementation Plan

All components of this waiver including *Reward* Schools, *Focus* Schools, *Watch* Schools, and *Priority* Schools were implemented beginning 2012-13.

| Table 13: Implementation Plan Accountability, Support or Intervention | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| New AMOs and graduation rate target for subgroups established | X | | | | | |
| Report letter grades for nine measures for schools and districts | X | | | | | |
| New support and intervention structure fully implemented in the new differentiated accountability system (High, Medium, Low and Independent Support Status) | X | | | | | |
| Report letter grades for ten measures and include another six “report only” measures for schools and districts | | X | | | | |
| Increase the threshold for getting credit for “meeting” performance indicators from 75% to 80% | | X | | | | |
| Gifted indicator data reported | | X | | | | |
| College- and Career-Readiness ELA and mathematics standards and Ohio’s revised science and social studies standards begins to be implemented** | | X | | | | |
| New states assessments begin in grades 3-8 and high school*** | | | X | X | | |
| New AMOs set for reading and math based on transition to next generation assessments*** | | | X | X | | |
| New thresholds set for getting credit for “meeting” performance indicators base on transition to next generation assessments*** | | | X | X | | |
| Report component grades and an Overall grade | | | | | | X |

** Implementation of the College- and Career-Readiness ELA and mathematics standards and Ohio’s revised science and social studies standards was required for Race to the Top LEAs in the 2013-14 school year.

***Because of a legislative mandate, Ohio will transition to new high-quality state assessments during the 2015-16 school year.

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.

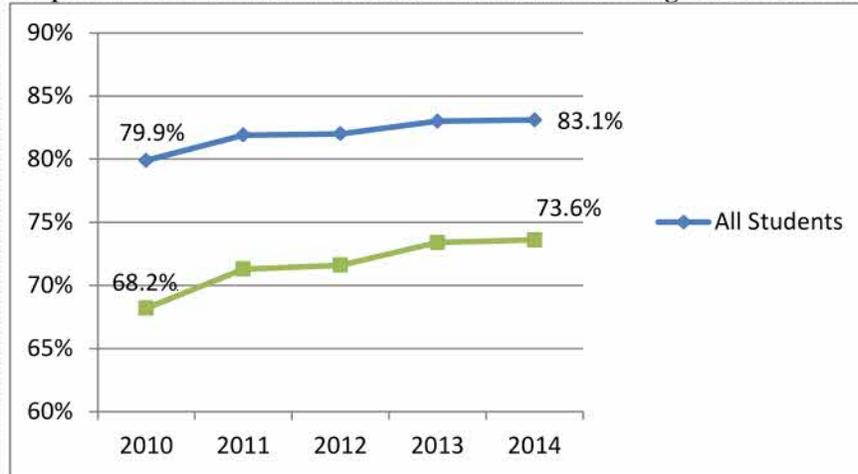
| | | |
|---|--|--|
| <p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> | <p>Option B</p> <p><input type="checkbox"/> 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.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> | <p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>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)</p> |
|---|--|--|

VISUALIZING OHIO'S READING AND MATHEMATICS ACHIEVEMENT GAPS

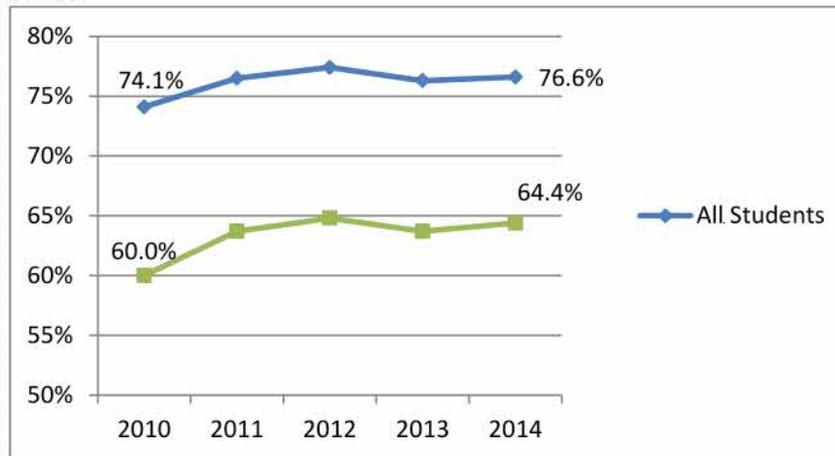
Economically Disadvantaged

Ohio's track record relative to addressing achievement gaps is mixed. In recent years, Ohio has seen some improvement in the performance of its Economically Disadvantaged students in both reading and math on the Ohio Achievement Assessment (OAA) and the Ohio Graduation Test (OGT), but the rate at which the gaps are closing is too slow. The reading gap between Ohio's *All Students* group and Ohio's Economically Disadvantaged subgroup has decreased from 14.2 percentage points in 2010 to 12.2 percentage points in 2014. During this same period, the Economically Disadvantaged gap in mathematics performance *decreased* from 11.7 percentage points to 9.5 percentage points. Although both gaps have decreased, they remain too large.

Graphic 4: Ohio's Percent Proficient and Above on Reading OAA and OGT by Economic Disadvantage Status



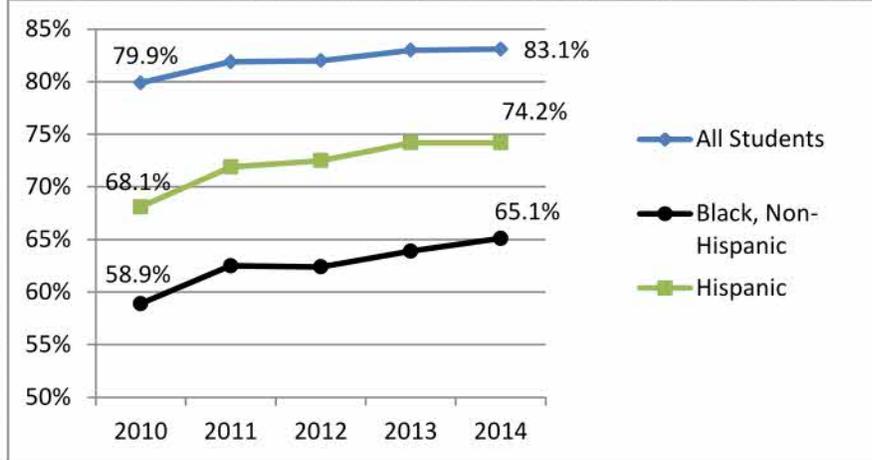
Graphic 5: Ohio's Percent Proficient and Above on Mathematics OAA and OGT by Economic Disadvantage Status



Race/Ethnicity

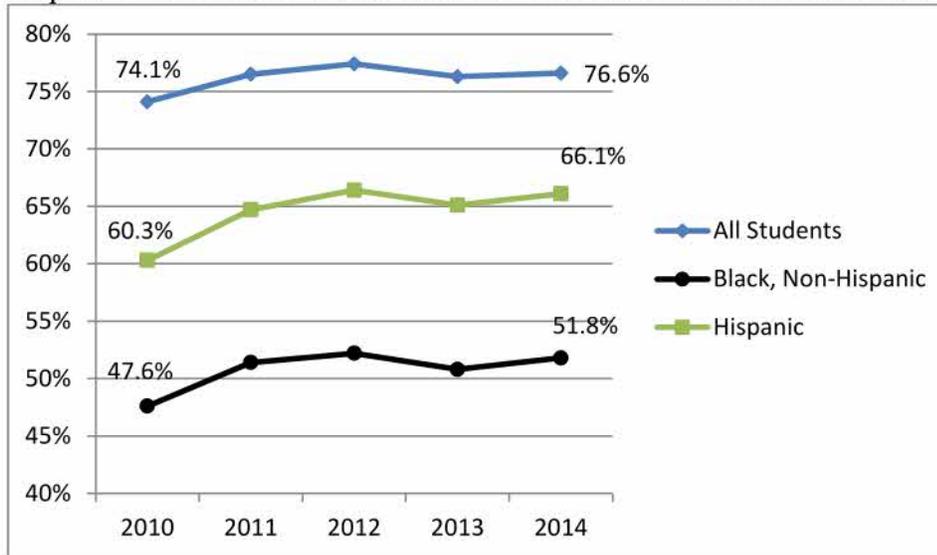
Ohio’s data on the racial gaps in the OAA and OGT reading performance tell a similar story. The *All Students/Black non-Hispanic* gap on Ohio’s reading assessments has decreased in the past five years, from 21.0 percentage points in 2010 to 18 percentage points in 2014. Likewise, the *All Students/Hispanic Reading* gap has decreased from 11.8 percentage points in 2010 to 8.9 percentage points in 2014. These decreases in the gaps are certainly a step in the right direction; however, Ohio needs to significantly increase the rate of change.

Graphic 6: Ohio's Percent Proficient and Above on Reading OAAs and OGT by Race/Ethnicity



Between 2010 and 2014, performance on Ohio’s mathematics assessments improved for the *All Students* subgroup, the Black, non-Hispanic 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.

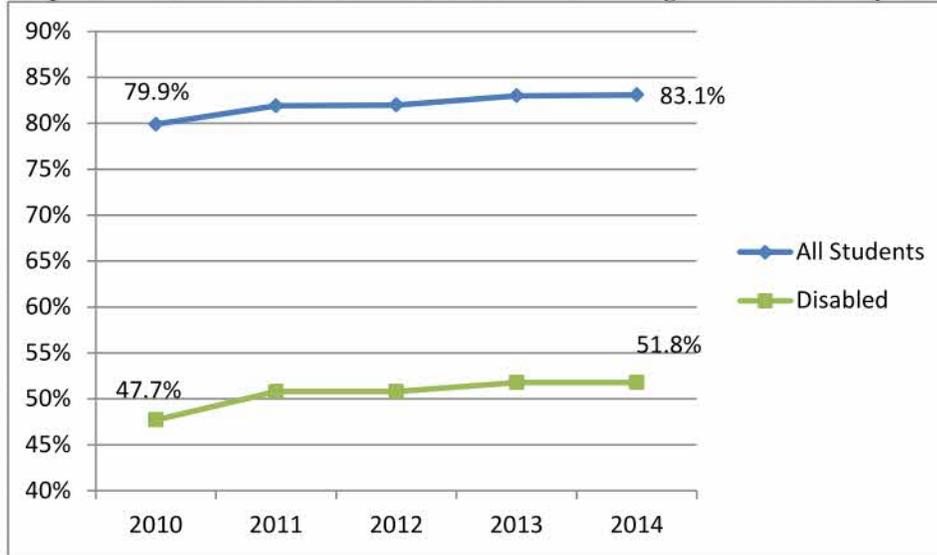
Graphic 7: Ohio's Percent Proficient and Above on Mathematics OAAs and OGT by Race/Ethnicity



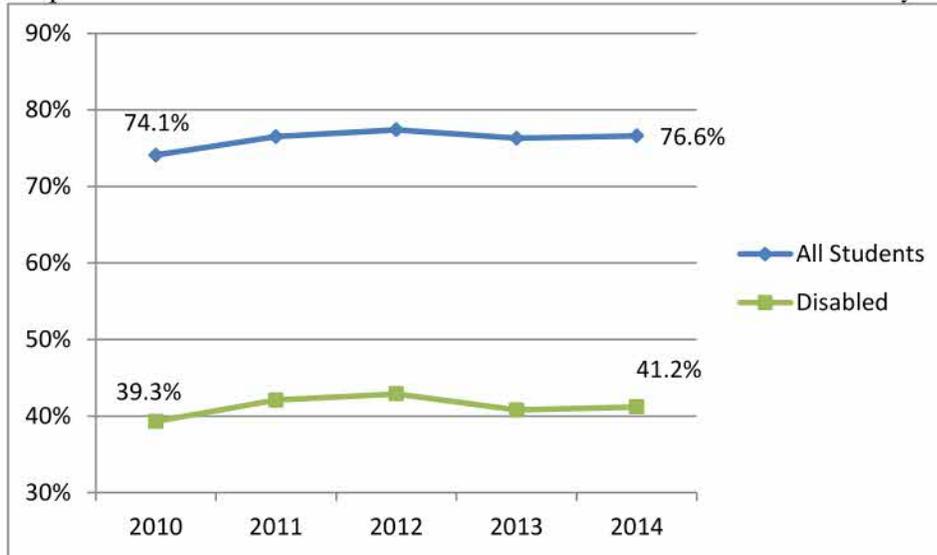
Students with Disabilities

Ohio’s disability gap has decreased just slightly in reading, but *increased* in mathematics since 2010. In reading, the students with disabilities gap decreased from 32.2 percentage points in 2010 to 31.3 percentage points in 2014. In mathematics, during the same time period, the students with disabilities gap increased from 34.8 percentage points to 35.4 percentage points. This is obviously unacceptable.

Graphic 8: Ohio's Percent Proficient and Above on Reading OAA and OGT by Disability Status



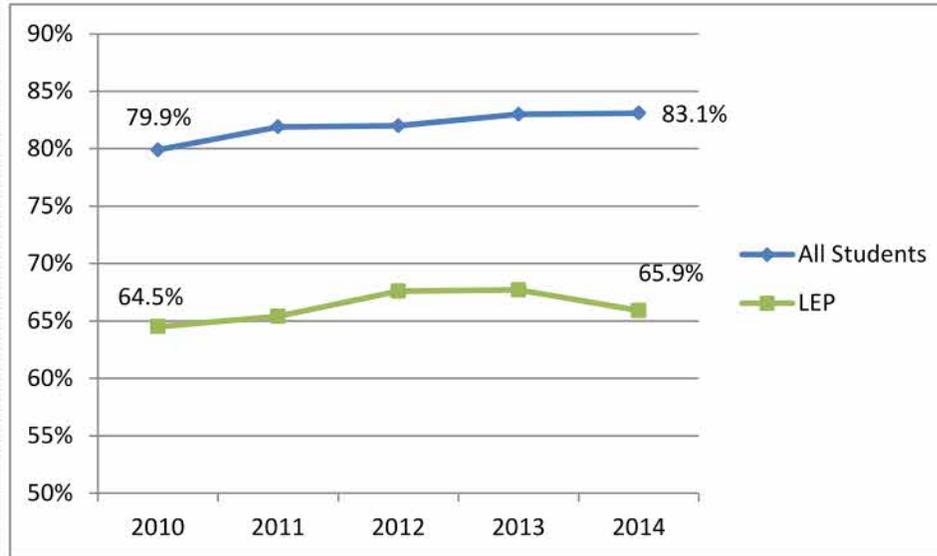
Graphic 9: Ohio's Percent At Least Proficient on Mathematics OAA and OGT by Disability Status



English Language Learners

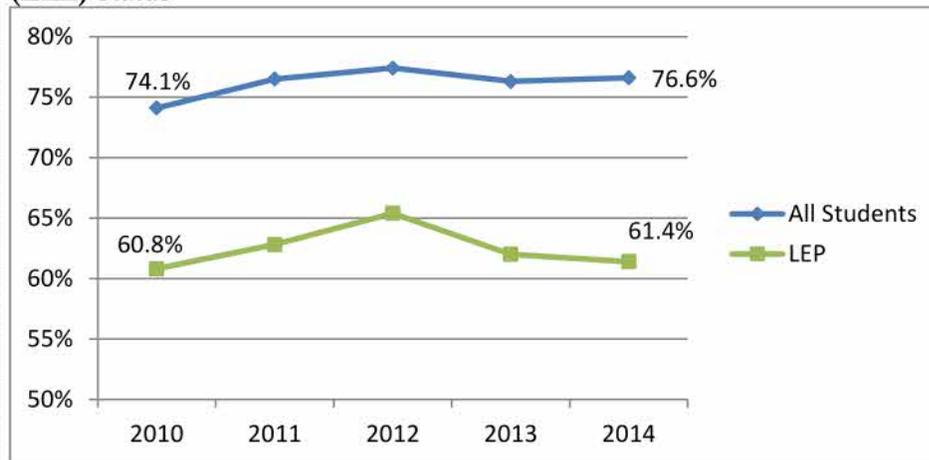
Over the last five years, Ohio's English Language Learner (ELL) students have shown a small amount of progress on Ohio's reading assessments, increasing their proficiency rates from 64.5 percent in 2010 to 65.9 percent in 2014. However, the gap between Ohio's *All Students* and ELL subgroups increased for reading because Ohio's ELL students are not making progress at the same pace as other students. Between 2010 and 2014, the gap between the *All Students* subgroup and the ELL subgroup in reading increased from 15.4 percentage points to 17.2 percentage points.

Graphic 10: Ohio's Percent Proficient and Above on Reading OAA and OGT by English Language Learner (ELL) Status



During this same five-year time period, Ohio's ELL students also have shown a small amount of progress on Ohio's mathematics assessments. In 2010, 60.8 percent of Ohio's ELL students scored at least proficient on their mathematics assessment, while 61.4 percent did so in 2014. While a greater percentage of ELL students are passing their math assessment today, the gap, unfortunately has grown. Over this five-year time period, the gap between Ohio's *All Students* and ELL subgroups increased from 13.3 percentage points to 15.2 percentage points due to larger gains being made by the *All Students* group. These data indicate that there still is work to do.

Graphic 11: Ohio's Percent at Least Proficient on Mathematics OAAs and OGT by English Language Learner (ELL) Status



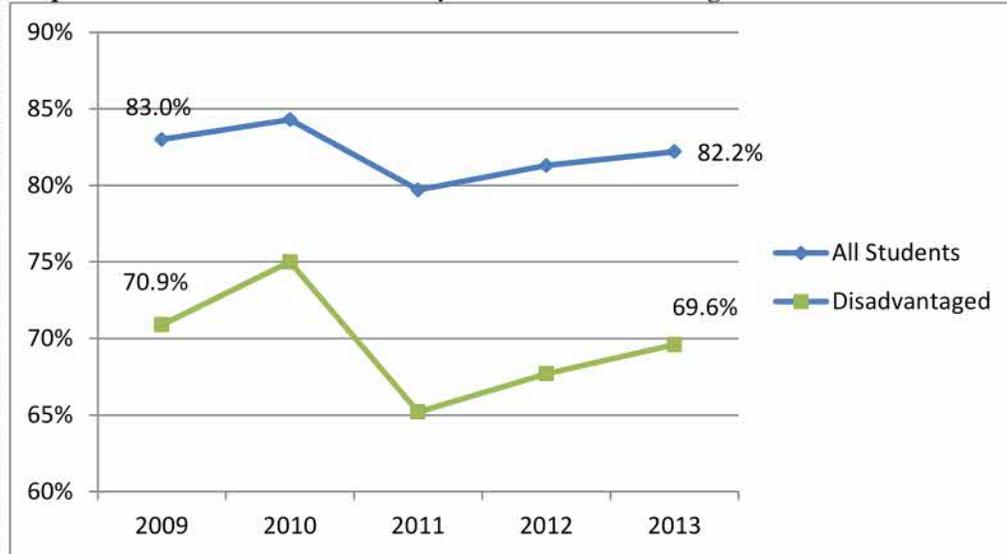
VISUALIZING OHIO'S GRADUATION RATE GAPS

As required by the U.S. Department of Education, Ohio began using the Four-Year, adjusted cohort graduation rate with its graduating Class of 2011. Prior to that, the state used a calculation that *estimated* a cohort rate. The new calculation assigns students to a cohort based on when they first enter the ninth grade. The cohort is adjusted to include students who transfer in and to remove students who transfer out, emigrate to another country or become deceased during the four year period. Students must earn a regular diploma or honors diploma within four years to be counted as “on-time” graduates. With the implementation of the new calculation in 2011, every student group including the state’s *All Students* group saw its graduation rate drop, and all subgroup gaps except one widened.

Economically Disadvantaged

Through 2010, Ohio had seen the gap between the *All Students* group and its Economically Disadvantaged subgroup slowly closing. By that year the gap had decreased to 9.3 percentage points. In 2011, the gap widened to 14.5% indicating that the state needs to do more to address the needs of at-risk students. In 2013, the most recent year for which data are available, the gap closed slightly to 12.6%.

Graphic 12: Ohio’s Graduation Rate by Economic Disadvantage Status

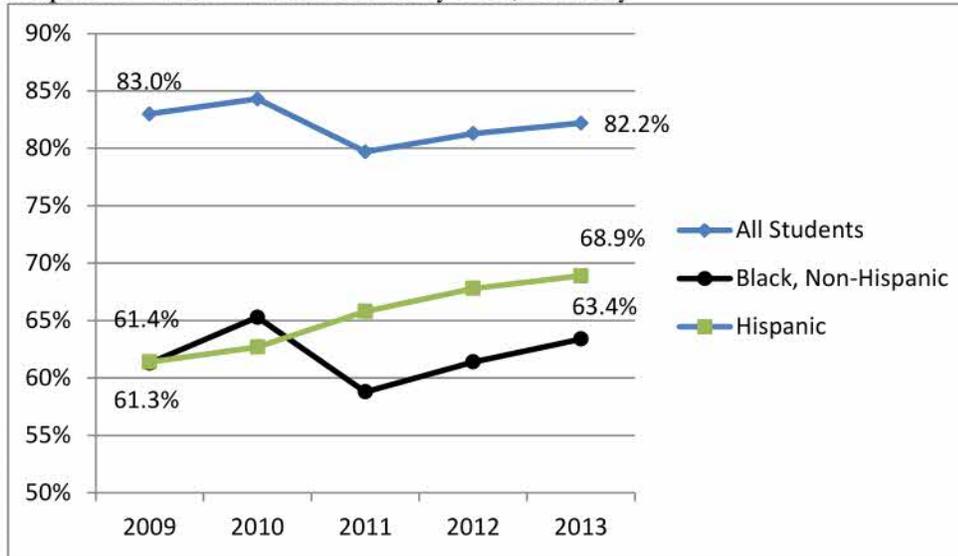


Note: In 2011, Ohio began using the four-year adjusted cohort graduation rate. Prior to that, the state used a calculation that *estimated* a cohort rate.

Race/Ethnicity

Even before the move to the new calculation, the graduation rate gaps between Ohio's *All Students* group and Ohio's Black and Hispanic subgroups were increasing. In 2010, the Black subgroup gap had grown to 19. percentage points and the Hispanic subgroup gap was 21.6 percentage points. In 2013, the *All Students*-Black gap decreased ever so slightly to 18.8 percentage points while the gap between the *All Students* and Hispanic subgroup *decreased* to 13.3 percentage points. Despite the decrease in the *All Students*-Hispanic gap, both rates of graduation are unacceptable.

Graphic 13: Ohio’s Graduation Rate by Race/Ethnicity

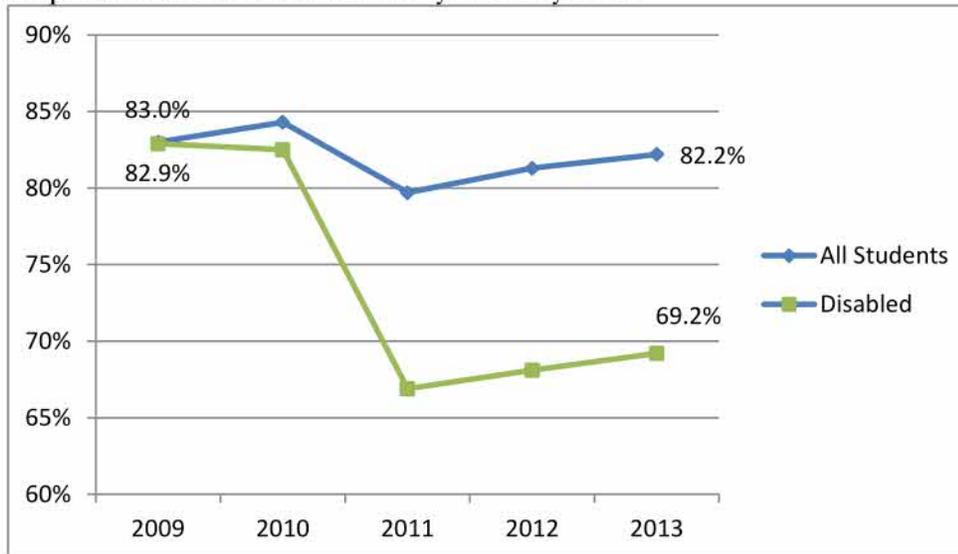


Note: In 2011, Ohio began using the four-year adjusted cohort graduation rate. Prior to that, the state used a calculation that *estimated* a cohort rate.

Students with Disabilities

The largest increase in a subgroup gap between the graduating Classes of 2010 and 2012 was seen when comparing the graduation rates of the *All Students* group to Ohio’s Disability subgroup. In 2010, the gap was very small; just 1.7 percentage points. In 2012 the gap grew to 13 points; more than a *750 percent* increase. A large part of this increase can be attributed to the fact that in the prior calculation, IEP students were counted as being on-time graduates even if they took longer than four years to graduate.

Graphic 14: Ohio’s Graduation Rate by Disability Status

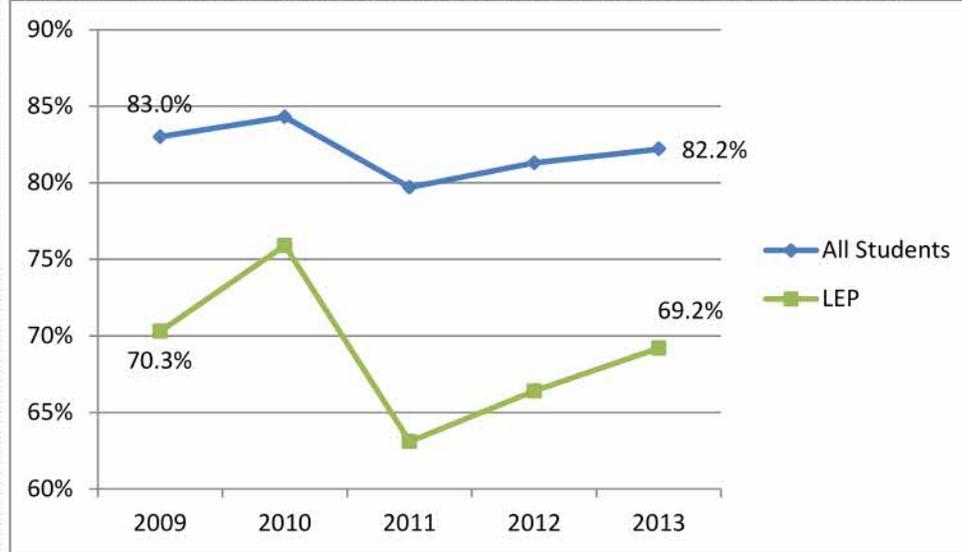


Note: In 2011, Ohio began using the four-year adjusted cohort graduation rate. Prior to that, the state used a calculation that *estimated* a cohort rate.

English Language Learners

Ohio's English Language Learners subgroup gap remained almost unchanged between 2008 and 2009. In 2010, the gap narrowed, but then it widened to 13 percentage points in the most recent year. This increase indicates that additional work is necessary to ensure that our ELL students are graduating on time.

Graphic 15: Ohio's Graduation Rate by English Language Learner (ELL) Status



Note: In 2011, Ohio began using the four-year adjusted cohort graduation rate. Prior to that, the state used a calculation that *estimated* a cohort rate.

The table below compares the old and new graduation rate calculations using data from the 2012-2013 graduating class. The Estimated Cohort Graduation Rate methodology calculates the rate by dividing the number of 2013 “on-time” graduates, which includes those who take longer than four years to earn a diploma, by the number of graduates plus the number of dropouts. Conversely, the Four-Year Adjusted Cohort methodology includes in the numerator only those students from the 2013 cohort who earn a diploma within four years of entering the 9th grade. This table provides another look at the data and illustrates the larger gaps that exist between the subgroups and the *All Students* group compared to the previous calculation. It also shows how ALL rates have dropped because of the new calculation and provides evidence that Ohio must redouble its efforts to ensure that students are graduating on time.

Table 14: Comparison of Graduation Rate Gaps Using Estimated Cohort and Adjusted Cohort Calculations

| | 2012-13 Estimated Cohort Graduation Rate (Old Calculation) | | 2012-13 Four-Year Adjusted-Cohort Graduation Rate (New Calculation) | |
|----------------------------|--|-------|---|-------|
| | Rate | Gap | Rate | Gap |
| All Students | 84.1% | --- | 82.2% | --- |
| Disadvantaged | 73.5% | 10.6% | 69.6% | 12.6% |
| Black, Non-Hispanic | 64.0% | 20.1% | 63.4% | 18.8% |
| Hispanic | 74.4% | 9.7% | 68.9% | 13.3% |
| Disabled | 81.0% | 3.1% | 69.2% | 13.0% |
| LEP/ELL | 77.4% | 6.7% | 69.2% | 13.0% |

OHIO'S GAP CLOSURE COMPONENT

Ohio's reading and mathematics achievement gaps are not closing fast enough and in some cases they are even increasing. Struggling students, particularly racial and ethnic minorities and students with disabilities are underachieving. In addition, far too many students are failing to graduate on time. To address these issues, Ohio implemented a new, innovative Gap Closure component, using the reading, mathematics and graduation rate measures to create a sense of urgency about the goal of ensuring that all students are college- and career-ready.

Ohio's new Gap Closure Component embeds and enhances most of the components of AYP. Specifically, Ohio continues 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 is 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.

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

Ohio is transitioning to new assessments in reading and mathematics and thus will adjust the AMOs for 2015 through 2018 no later than January 31, 2016. The process for computing the state-level AMO targets for 2013-2015 in Reading and Mathematics was calculated as follows:

- Determine the percentage of students in the state *All Students* subgroup who were not proficient in the 2010-11 school year (Table 15A, Column 3). This forms the baseline for further computations;
- Divide that percentage by 2 (Table 15A, Column 4);
- Determine the 2017-18 goal by adding the number in Column 4 to the percentage proficient in 2010-2011 (Table 15A, Column 2);
- Compute annual incremental increases in performance targets by dividing the number in Column 4 by 6 in Table 15A.

The baseline data and original computed AMOs in reading and mathematics for each of the next six academic years are shown in Table 15A. Each subgroup's performance is evaluated against the statewide *All Students* AMO. The AMOs are applied to all subgroups with at least 30 students.

Table 15A: AMO Goals – Option C*

| Subject | Baseline | | | | AMO Goals** | | | | | |
|-------------|------------|------------------------|---------------------|----------------------------|-------------|-----------|-----------|-----------|-----------|-----------|
| | 2010-2011* | Percent Not Proficient | ½ 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% | | | | |
| Mathematics | 76.5 | 23.5% | 11.8% | 2.0% | 78.5% | 80.5% | | | | |

*Note: These AMOs were established 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 included all students counted at the state level in grades 3-8 & 10 for each subject.

A similar calculation will be done no later than January 31, 2016 using data from Ohio's new state assessments. Per E4 of the December 15, 2014 FAQ, Ohio intends to submit a subsequent amendment request to revise the AMO calculation by January 31, 2016 and will provide details for the new calculation at that time. Table 15B below outlines the process that will be used.

Table 15B: AMO Goals for 2015-2018

| | Baseline | | | | AMO Goals | | | |
|----------------|--------------|------------------------|-----------------------------|----------------------------|-----------|---------|---------|---------|
| | 2014-15 Data | Percent Not Proficient | ½ of Percent Not Proficient | Not Proficient Reduction/3 | 2014-15** | 2015-16 | 2016-17 | 2017-18 |
| Reading | ** | | | | | | | |
| Math | ** | | | | | | | |

** The total passing percentage for each subject based on tests taken by all students in grades 3-8 and 10 will be used to determine the baseline data, which in turn will be used to set the 2015 AMO targets

A key enhancement over the old AYP calculation is that the evaluation not only includes whether reading and math AMOs are achieved by each student group, but in cases where the AMO is not met, the calculation takes into account the extent to which the gaps are closing or growing. Each subgroup having 30 students or more for the reading and mathematics assessments is evaluated for the AMOs. The calculation for the reading and math measures is as follows:

- If the percent proficient for the current year, for the subgroup on the assessment is greater than or equal to the current year's AMO, then 100 points are awarded.
- If the subgroup fails to meet the current year's AMO, but the gap is closing and the number of percentage points of improvement between the prior year and the current year for the subgroup on the assessment is **larger** than the gap in the current year, then 100 points are awarded.
- If the subgroup fails to meet the current year's AMO, but the gap is closing and the number of percentage points of improvement between the prior year and the current year for the subgroup on the assessment is **smaller** than the gap in the current year, then points are awarded based on the amount of the gain using the following calculation:

$$\frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 = \text{Points Earned*}$$

Amount of Improvement = Current Year Proficiency Percentage – Previous Year Proficiency Percentage

Current Year Gap = Current Year AMO – Current Year Proficiency Percentage

*Note: 100 points is the maximum that can be earned by any single subgroup. If the calculation yields a fraction that is greater than or equal to 1.0, then the amount of improvement is larger than the current year gap and 100 points are awarded.

If the subgroup fails to meet the current year's AMO and the gap has increased between the previous year and the current year, then 0 points are awarded.

Methodology for Setting An Ambitious, But Achievable AMO for Graduation

Ensuring that every student graduates from high school with college-and-career ready skills is the goal of Ohio's K-12 system. Ohio's new Graduation Rate Gap measure places 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 measure of the accountability system evaluates the performance of all ten federally recognized subgroups against ambitious, but achievable, graduation rate targets. Ohio's Graduation Rate Gap measure is based on the four-year adjusted-cohort graduation rate calculation. Each subgroup having 30 or more students in the graduation cohort is evaluated for the graduation AMO.

Ohio evaluated the four-year, adjusted cohort graduation rates from the 2010-11 report cards for all schools with at least 30 students in the cohort. Using these data, the initial target for 2011-12 was set at the 20th percentile. Starting with the 2012-13 report card, Ohio will increase the target incrementally to reach the ultimate goal of 90 percent by the 2018-19 school year.

Table 16: Graduation Rate Goals

| 2010-2011* | Baseline | | | Graduation Goals | | | | | | | |
|------------|----------|------------|----------------------------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 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% | 16.4% | 2.3% | 73.6% | 75.9% | 78.2% | 80.5% | 82.8% | 85.1% | 87.4% | 90.00% |

*Note: Annual targets were set in equal increments toward a goal of 90% by 2018-19. Annual equal increments were rounded from 2.34 to 2.3 for ease of reference. The subgroup baseline was set using the Four-Year, Adjusted Cohort Graduation Rate from the 2010-11 report card data (2009-10 graduating cohort).

The calculation for the measure will be as follows:

- If the graduation rate for the current year, for the subgroup is greater than or equal to the current year's AMO, then 100 points are awarded.
- If the subgroup fails to meet the current year's AMO for graduation, but the gap is closing and the number of percentage points of improvement between the prior year and the current year for the subgroup is **larger** than the gap in the current year, then 100 points are awarded.
- If the subgroup fails to meet the current year's AMO for graduation, but the gap is closing and the number of percentage points of improvement between the prior year and the current year for the subgroup is **smaller** than the gap in the current year, then points are awarded based on the amount of the gain using the following calculation:

$$\frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 = \text{Points Earned}^*$$

Amount of Improvement = Current Year Graduation Percentage – Previous Year Graduation Percentage

Current Year Gap = Current Year AMO – Current Year Graduation Percentage

*Note: 100 points is the maximum that can be earned by any single subgroup. If the calculation yields a fraction that is greater than or equal to 1.0, then the amount of improvement is larger than the current year gap and 100 points are awarded.

- If the subgroup fails to meet the current year's graduation rate AMO and the gap has increased between the previous year and the current year, then 0 points are awarded.

Once all of the AMO calculations are completed, the points for all the evaluated subgroups for each LEA or school are summed. A Preliminary score is then assigned based on the percentage of total possible points earned as shown below.

Methodology for Assigning Letter Grades to Gap Closing Component

Once the points earned by each subgroup are totaled, a preliminary score is assigned based on the percentage of points earned by the school or district with each sub-component being weighted equally in the calculation. Three additional criteria (test participation, unacceptable subgroup proficiency and unacceptable subgroup graduation rate) are applied to the preliminary score, which may result in the LEA's or school's final score being demoted by one letter grade.

Test Participation

Test participation on state assessments remains a priority in the revised system. All LEAs and schools are expected to assess at least 95 percent of their students in each subgroup on the state’s reading and mathematics assessments. Any LEA or school with less than a 95 percent participation rate for any subgroup in reading or mathematics automatically is demoted one letter grade on the final Gap Closure component. Operationally, this demotion is accomplished by deducting ten (10) percentage points from the preliminary score calculated for the school or district. In cases where the preliminary score is equal to 100% of the total possible points, a deduction of 10.1 percentage points will be made so that the final letter grade falls into the “B” range. LEAs and schools with a preliminary score below 60% of the total possible points also have ten percentage points deducted despite the fact that the letter grade will not change. As with the original AYP calculations, only subgroups with at least 40 students enrolled during the testing window are evaluated for the purpose of the participation rate calculation.

Attendance Rate

Student attendance also remains a priority in the revised system. ODE will publicly report the attendance rates for all student groups on the district and school Report Cards and will continue to display the data on the AMO “download” files which are Excel spreadsheets posted on the Report Card website.

Unacceptable Subgroup Performance on Reading, Math and Graduation Rate AMOs

The accountability system provides a greater level of transparency and ensures that all evaluated subgroups have gaps clearly identified through the Gap Closure Component. To ensure that LEAs and schools take ALL subgroup performance seriously, Ohio incorporated two additional criteria into the calculation when assigning the Gap Closure letter grades.

Per Section II: Continued Commitments to ESEA Flexibility Principles in the November 13, 2014 ESEA Flexibility Guidance for Renewal Process, no school or district can receive the highest rating in Ohio’s accountability system, all A’s on the Report Card, if there are significant achievement or graduation rate gaps across subgroups that are not closing. Ohio will operationalize this by ensuring an LEA or school cannot earn a final letter grade of “A” on the Gap Closure Component if any of their evaluated subgroups have a proficiency percentage that is lower than 70.0%. This provision is both a reward and a consequence. Only those LEAs where the educational needs of all subgroups are being addressed will be recognized with the letter grade “A.” Conversely, Ohio is sending a clear message that *all* achievement gaps must be addressed, even if the gap is “only one small subgroup.”

In addition, an LEA or school cannot earn a final letter grade of “A” on the Gap Closure Component if any of its evaluated subgroups have a graduation rate that is lower than 70.0%. This provision also is both a reward and a consequence. Only those LEAs where all subgroups are working to reach the annual graduation target will be recognized with the letter grade of “A”, as these LEAs and schools are addressing the graduation rate of all their students and preparing every student 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 small subgroup.”

These letter grade demotions will be addressed operationally by deducting ten (10) percentage points from the *preliminary* score, except in cases where 100% of the total possible points are earned. In that special case, a deduction of 10.1 percentage points will be made so that the *final* letter grade falls into the “B” range.

When applying the three criteria for which a letter grade demotion may be made, LEAs or schools are demoted due to participation, subgroup academic performance or graduation performance below the acceptable threshold only once. There are not multiple demotions. For example, Anytown School District has a subgroup test participation rate of 94% and its Students with Disabilities subgroup’s reading percent proficient is 68%. Despite the fact that Anytown School District has met two criteria for which a demotion can be made, the final Gap Closure grade is demoted by just one letter grade.

A district or LEA must earn at least 90% of the total sub-component points possible in order to receive an “A” on the Gap Closure Component; at least 80% of the total sub-component points possible to get a “B”; at least 70% of the total sub-component points possible to earn a “C”; and at least 60% of the total sub-component

points possible to earn a “D”.

ELL Students and Testing

Ohio has taken advantage of the federal flexibility that allows English Language Learners who are new to the United States to be exempt from the accountability system during their first year in an American school. These newly arrived students must take all assessments except for the state’s reading/English Language Arts test and they are included in the state’s Gap Closing participation rate calculation for math, but their scores do not count for any of the performance measures where student proficiency is calculated. All ELL students also must take the Ohio Test of English Language Acquisition (OTELA) during their first year in school to measure their progress in learning English.

Ohio would like to take advantage of additional flexibility with regard to this population of students. Beginning with the 2015-16 school year, the state proposes to exempt newly arrived ELL students from being included in the state’s proficiency calculations until they have been in an American school for two years or more. Students will continue to be required to take all of the assessments previously required (math, science and social studies) from their first year in school. In addition, first year students now will be required to take both the state’s ELA assessment and the OTELA. The first year results from the state’s assessments will be used as baseline data to measure growth for these students in the second year in lieu of including them in the state’s proficiency results. To obtain these growth measurements, all second year ELL students will be included in the appropriate calculations using the SAS® at EVAAS® value-added model.

SAS® at EVAAS® hosts a website with the value-added data for each school or district and this site allows users to create diagnostic reports for specific groups of students. Districts already are able to see the data of their ELL students and an additional disaggregation can be created to identify subsets of students such as those who are newly arrived versus those who have been in an American school for two years or more. These data are reviewed by districts and schools to help inform instructional practice and to gauge whether the students are making adequate progress. Ohio also recently began linking to information about student’s progress in moving from one level on the OTELA to another (Title III’s AMAO 1) on the Report Cards. The link to the OTELA data will continue to be included on future Report Cards to provide additional transparency around the performance of this group of students.

Relief from Double Testing

Beginning with the 2014-15 school year, Ohio was granted relief from double testing and instead was granted permission to use the best test that matched the student’s course of study. This practice ensured that accelerated students taking advanced courses were assessed on the appropriate aligned curriculum. For 2015-16 and beyond, Ohio will continue to assess students with the test that matches the course in situations where accelerated students are taking high school end-of-course exams before entering ninth grade. For example, an eighth-grader taking Algebra I will take the Algebra I assessment, not the eighth grade math assessment.

These data will be reported for relevant federal accountability purposes, and will be integrated into Ohio’s state A-F Report Card according to the provisions approved in Ohio’s ESEA Flexibility Request. Ohio will continue to calculate participation rates for these students. In the eighth grade/Algebra I scenario, an accelerated student will be expected to participate in the Algebra I assessment, and will be reported as part of the eighth grade participation data. Ohio also will comply with all other ESEA reporting requirements using the appropriate assessment based on the course taken by each student.

Ohio will be implementing college and career readiness assessments for all students starting in the 2015-16 school year. Students will be required to participate in these assessments in the spring of eleventh grade. The results of these assessments (a remediation free benchmark) will be included in graded Prepared for Success component, which is Ohio’s College and Career Readiness measure on district and school Report Cards. Additionally, any student who completes the Geometry, ELA II and/or Biology end-of-course assessments in middle school, will use the College and Career Readiness Assessment as the Federal Accountability measure in the year the

assessment is taken. In order to implement this provision, Ohio will create a proficiency determination that will be reported for students that have taken any respective set of content end-of-course assessments while in middle school.

Attachment 37 contains the details of the middle school double testing waiver to insure that accelerated middle school students taking high school courses for credit will take the assessment that aligns to the relevant curriculum.

Dropout Recovery AMO demotions

Ohio’s new Dropout Recovery school report cards also utilize AMOs as a measure. Due to the unique nature of the schools and the metrics, the demotion structure is somewhat different. AMOs and the common goals for reading, math and graduation are still utilized; and include demotions for test participation. The Dropout Recovery Report Card is based on a scale of “Exceeds”, “Meets”, and “Does Not Meet” standards.

Any Dropout Recovery school with less than a 95% participation rate for any subgroup in reading or mathematics is demoted 5 points on the final Annual Measurable Objectives score.

Conclusions

In the example in Table 17, the traditional public school district received a preliminary letter grade of “B”. However, since the LEA’s Students with Disabilities subgroup had a 94% participation rate, the final Gap Closure Component grade is decreased by one letter grade to a “C”.

Table 17: Gap Closure Component Example

| Student Subgroups | Subgroup Proficiency or Graduation Percentage | Subgroup Points Earned | Sub-Component Points | Percentage of Total Points Earned & Preliminary & Final Letter Grade Earned |
|-------------------------------------|---|------------------------|----------------------|--|
| 2014 Reading AMO = 84.9% | | | | <p>84.95%</p> <p>75.9% + 78.6 + 100 = 254.5</p> <p>254.84/300 = 84.8%</p> <hr/> <p>Preliminary Letter Grade = “B”</p> <hr/> <p>Final letter grade demoted to "C" due to low Participation</p> |
| All Students | 94.9% | 100 Points | $455.3/600 = 75.9$ | |
| Amer. Indian/Alaskan Native | NC | <30 students | | |
| Asian/Pacific Islander | NC | <30 students | | |
| Black, non-Hispanic | 81.1% | 55.3 Points | | |
| Hispanic | NC | <30 students | | |
| Multi-Racial | 100% | 100 Points | | |
| White, non-Hispanic | 96.2% | 100 Points | | |
| Economically Disadvantaged | 81.6% | 100 Points* | | |
| Students with Disabilities (IEP) | 73.3% | 0 Points | | |
| Limited English Proficient (LEP) | NC | <30 students | | |
| Total Points Earned Reading | | 455.3 | | |
| 2014 Mathematics AMO = 80.5% | | | | |
| All Students | 91.80% | 100 Points | $471.8/600 = 78.6$ | |
| Amer. Indian/Alaskan Native | NC | <30 students | | |
| Asian/Pacific Islander | NC | <30 students | | |
| Black, non-Hispanic | 78.7% | 100 Points* | | |
| Hispanic | NC | <30 students | | |
| Multi-Racial | 92,2% | 100 Points | | |
| White, non-Hispanic | 93.5% | 100 Points | | |
| Economically Disadvantaged | 72.0% | 0 Points | | |
| Students with Disabilities (IEP) | 68.1% | 71.8 Points | | |
| Limited English Proficient (LEP) | NC | <30 students | | |
| Total Points Earned Math | | 471.8 | | |

| 2014 Graduation AMO = 78.2% | | | 200/200 = 100.0 |
|---------------------------------------|-------|-------------------|--------------------------------------|
| All Students | 99.8% | 100 Points | |
| Amer. Indian/Alaskan Native | NC | <30 students | |
| Asian/Pacific Islander | NC | <30 students | |
| Black, non-Hispanic | NC | <30 students | |
| Hispanic | NC | <30 students | |
| Multi-Racial | NC | <30 students | |
| White, non-Hispanic | 97.4% | 100 Points | |
| Economically Disadvantaged | NC | <30 students | |
| Students with Disabilities (IEP) | NC | <30 students | |
| Limited English Proficient (LEP) | NC | <30 students | |
| Total Points Earned Graduation | | 200 | |

*This table has two subgroups that earned 100 points, but did not meet the AMO. These subgroups earned these points by cutting their gap in half between 2013 and 2014.

Table 18 displays the distribution of the Gap Closure grades based on 2014 data.

Table 18: Gap Closure Component Distribution for Traditional School Districts and Traditional Public Schools, including and Community Schools Based on 2014 Data

| Gap Closure Letter Grade | Percentage of Points Earned | Traditional Districts Based on 2013 Data* | | Public Schools Based Schools (Both Traditional Schools and Community Schools) on 2013 Data* | |
|--------------------------|-----------------------------|---|------|---|------|
| | | | | | |
| A | 90% - 100% | 28 | 4.6 | 648 | 20.0 |
| B | 80% - 89.9% | 150 | 24.6 | 412 | 12.7 |
| C | 70% - 79.9% | 127 | 20.8 | 279 | 8.6 |
| D | 60% - 69.9% | 114 | 18.7 | 337 | 10.4 |
| F | 60% | 191 | 31.3 | 1559 | 48.2 |
| | Total | 610 | 100 | 3235 | 100 |

*Note: These data do not include dropout recovery community schools.

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. Ohio’s state-wide recognition program is based on districts and buildings’ report card grades.

Table 19 Ohio’s Rewards for Districts and Buildings

| District Reward | Building Rewards |
|---|---|
| All A’s | All A’s |
| Overall A | Overall A |
| State Board of Education’s MOMENTUM award | State Board of Education’s MOMENTUM award |
| | Schools of Promise |
| | High Performing Schools of Honor |
| | High Progress Schools of Honor |
| | National Title I Distinguished School Award |
| | National Blue Ribbon School |

The highest reward in Ohio’s accountability system is granted to schools or districts for receiving straight “A’s” on all Report Card measures (up to 10 measures). Because Ohio’s Report Card measures look at individual subgroups, a district or school cannot receive the highest rating if it has large gaps. Beginning in 2015, Ohio formally will recognize schools and districts that receive straight “A’s”. The next highest reward is an overall “A” on the district or building Report Card, and this will be awarded beginning in 2017-2018 (See Table 20 for a list of all measures on the Report Card).

Ohio also will begin to recognize districts and buildings that are making significant progress or growth with their students. Starting in 2015, the State Board of Education’s “MOMENTUM” award will be awarded to districts and schools that are exceeding expectations in student growth and building expectations for students to grow as college and career ready graduates. Any district or school that receives straight “A’s” in all Value-Added measures (must have at least 2 subgroups) will receive this award. Had this award been issued in 2014, 29 districts and 88 schools would have qualified.

In addition to state awards, Ohio schools may be recognized through national awards. Ohio’s Title I schools are eligible for the National Title I Distinguished School Awards. This award is based on a combination of academic achievement and innovative programs that contribute to a school’s success. Schools earning this award demonstrate a wide array of strengths, including team approaches to teaching and learning, focused professional development opportunities, and strong partnerships between the school, parents, and the community. Ohio schools may also be awarded the National Blue Ribbon Award. This award recognizes schools based on their overall academic excellence or progress in closing achievement gaps among student subgroups.

Schools of Promise

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 80 percent passage in both reading and mathematics in all tested grades for the 2013-2014 school year. Not only did the *All Students* group achieve this 80 percent state standard, so did Economically Disadvantaged and all racial/ethnic subgroups. Beginning in the 2014-2015 school year, students with disabilities and English Language Learners subgroups will be added to the list of subgroups required to meet the state standard. In addition, the

school must have an AMO grade of “A” or “B,” on the AMO measure on the Report Card for the two most recent school years and a graduation grade of “A” or “B” on the Report Card. They must have an overall Progress grade of an “A” or a “B”. Ohio identified 98 Schools of Promise in 2013-2014. 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. A new list is generated every year based upon the most current Report Card.

Ohio’s Title I 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. 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 *High Performing Schools of Honor* methodology builds 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 21 below for a comparison of *Schools of Promise*, *High Progress Schools of Honor*, 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 90 percent or higher for a combined reading and mathematics proficiency with no subgroup performance below the state standard (80% in 2013-2014). *High Performing Schools of Honor* also must have at least a B on the overall Value-Added measure and have a Gap Closing measure grade of at least a “C” for the two most recent school years. Beginning in the 2017-2018 school year, schools must earn at least an Overall Grade of “B” in the most recent school year. In addition to the above criteria, high schools identified as *High Performing Schools of Honor* must meet or exceed the state-prescribed benchmark of a 93 percent four-year graduation. 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 represent an elite group that sustains the highest levels of student achievement despite the negative and pervasive impacts of poverty.

High Progress Schools of Honor reward Title I and Title I-eligible schools that not only are improving, but are in the 90th percentile or higher of schools, as ranked by *gains* in student achievement in reading and mathematics over five years. *High Progress Schools of Honor* 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. 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 at least a “B” on the overall Value-Added measure. Finally, *High Progress Schools of Honor* recognition is aligned with Ohio’s new accountability system, requiring each school to have a current Report Card overall grade no lower than a “C” in the current year and a Gap Closing grade no lower than a “C” for the two most recent school years. The overall Report Card grade will begin with the 2017-2018 Report Card. Ohio’s *High Progress Schools of Honor* make truly exceptional improvement. These schools will be making the most significant and sustained improvement in student performance despite high levels of poverty. To maintain consistency, a school cannot receive an Ohio School of Honor award if it is also identified as an Ohio Ed Choice Scholarship school.

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

Table 20: List of Report Card Measures

- | |
|---|
| <ol style="list-style-type: none">1. Performance Index2. Indicators met3. Value-added: Overall*4. Value-added: Gifted*5. Value-added: Students in the lowest 20% in Achievement*6. Value-added: Students with Disabilities*7. Annual Measureable Objective8. K-3 Literacy Improvement Measure9. Four-year Graduation Rate10. Five-year Graduation Rate |
|---|

*Note: Not all districts and/or buildings will have a grade due to subgroup sizes.

Table 21: Reward Criteria

| Award | Award Recognizes | Poverty Level | Title 1 Status | Tested Grade Levels | Subject Areas | Student Proficiency | | Subgroups Examined | Graduation Grade / Rate | Overall Progress Grade | AMO Grade |
|---|--|---------------|----------------------------|---------------------|--|---|-----------|--------------------|---|------------------------|---|
| | | | | | | All Students | Subgroups | | | | |
| Schools of Promise | High poverty schools closing achievement gaps in the most recent school year. | 40% + | - NA - | 3 - 8, 10 | Reading and Math in each tested grade and subject. | 80% + | 80% + | ED, Race, SWD, ELL | “A” or “B” | “A” or “B”. | “A” or “B” for the two most recent school years |
| High Performing Schools of Honor | Title 1 Schools performing at the highest levels over a five-year period. | 40% +. | Title 1 served or eligible | 3 - 8, 10 | Reading and Math combined across all tested grades | 90% +. | 80% +. | ED, Race, SWD, ELL | 93% +. combined five-year grade rate | “A” or “B” | “A”, “B”, or “C” for the three most recent school years |
| High Progress Schools of Honor | Title 1 schools showing the greatest gains in student performance over a five-year period. | 40% +. | Title 1 served or eligible | 3 - 8, 10 | Reading and Math combined across all tested grades | 90th percentile or higher gains over five year period | - NA - | - NA - | 90th percentile or higher gains in graduation over five years | “A” or “B” | “A”, “B”, or “C” for the two most recent school years. |

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 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

Exemplars

Both high-performing and high-progress *Reward* schools, along with *Schools of Promise*, will be identified as exemplars for others to model. Exemplars from *Ohio’s Schools of Promise* served as a foundation for the creation of Ohio’s School Improvement Diagnostic Review in the past. Case studies and model practices from these schools will be collected and shared on the SEA Web site. 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 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.

Ohio’s Title I Incentive Program

Ohio is exploring the use of Title I funds for a rewards program for Ohio’s schools of Honor and Progress.

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 2015-2016 School Year

Step 1: Determining the Pool and Calculating the Percentages

Ohio identified its second cohort of *Priority* Schools based on 2013-2014 data, the most recent year of available data, for implementation beginning in the 2015-2016 school year. A school will continue to be identified as being in *Priority* Status if it previously was identified as a Cohort 1 *Priority* School and it continues to be in the lowest 5% using the SIG methodology, continues to have a combined graduation rate less than 60%, or continues to receive SIG funds. Ohio will identify additional schools as needed so that the new list equals at least five percent of all Title I schools in the state. Ohio’s pool of schools receiving Title I funding in FY2015 is 2,329 schools. Five percent of 2,329 is 116.45; when rounded, this equates to at least 116 schools that must be identified as priority.

In addition, any school that performs poorly for three consecutive years as defined in Ohio Revised Code Section 3302.12 will be added to the *Priority* School list in the school year following the one where it is deemed to have met the criteria outlined in the law. Any school identified through this additional means must meet the *Priority* School requirements as described in the ESEA Flexibility Waiver.

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 (2013-2014 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 (2010-2014). Each school year (i.e., 2010, 2011, 2012, 2013 and 2014) 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 four years as its timeframe, which covers school years 2010-2013. This timeframe was selected because this represents the period of years during which the state used the federally required, four-year adjusted cohort graduation rate. The most recent graduation rate data available in Ohio was for the 2012-2013 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 four-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 I-served schools (Tier I) and Title I-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 2,329 schools are eligible for Tier I (FY2015). Five percent of 2,329 is 116.45; when rounded, this equates to 116 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 lowest performing schools. When creating the Cohort 2 list, any schools that previously had been identified as being in *Priority* Status and that continued to be in the lowest five percent carried forward and continued to receive the *Priority* label. Eighty-one schools met this condition.

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 18 Title I secondary schools from the Cohort 1 list that continued to have a "combined graduation rate" less than 60 percent. The SEA added these schools to the 81 that continued to be in the lowest 5 percent to arrive at a total of 99 schools on Ohio's list of "Persistently Lowest Achieving Tier 1 Schools." An additional three (3) Cohort 1 *Priority* Schools were also carried forward onto the Cohort 2 list because they currently are receiving a School Improvement Grant (see details below).

Of the schools that were not on the Cohort 1 *Priority* list, Ohio identified an additional 14 schools as being in the lowest five percent and an additional 13 schools that had a combined graduation rate less than 60 percent for a total of 129 Tier 1 schools that are classified as being in *Priority* Status.

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 271 schools are eligible for Title I funds and thus were placed in Tier 2. Five percent of 271 is 13.55; when rounded this equates to 14 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 eligible schools on their "combined percent proficiency" measure and identified in the lowest performing schools. One school from the Cohort 1 *Priority* list continued to be in the lowest five percent.

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 that was on the Cohort 1 list that continued to have a "combined graduation rate" less than 60 percent. Ohio added this single school to the 1 that continued to be in the lowest 5 percent to arrive at a total of two schools that carried forward from the Cohort 1 to the Cohort 2 on Ohio's list of "Persistently Lowest Achieving Tier 2 Schools." To these two schools, Ohio added the next twelve lowest achieving schools to obtain the required list of 14 schools. No additional Tier 2 schools had a graduation rate less than 60% so a total of 14 schools were identified as being in *Priority* Status.

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.

(FY2013 SIG Application) – 24 Tier I/Tier II schools received SIG funds

A total of 24 Tier I and Tier II schools were awarded SIG funds in the latest application round and were

on the Cohort 1 *Priority* list. Of these schools, all 24 remain open in the 2014-2015 school year. The vast majority (21/24) of the SIG-funded schools are already identified as *Priority* Schools via the PLA lists described above. Moving beyond the Tier 1 and 2 lists of “Persistently Lowest Achieving Schools,” three additional schools were automatically identified as *Priority* Schools due to their SIG funding status.

Table 22: Priority School Summary

| FY2015 Priority School Summary Table | |
|---|-------|
| Total Title I FY15 participating schools | 2,329 |
| 5% Priority School requirement | 116 |
| Count of total Priority Schools identified | 143 |
| Tier I Eligible Schools (all Title I participating schools) | 2,329 |
| Tier 1 Eligible Schools in <i>Priority</i> Status for both Cohort 1 and Cohort 2 | 99 |
| Count of additional Tier I schools in lowest achieving five percent | 14 |
| Count of additional Tier I schools with grad. rate less than 60 percent | 13 |
| Count of Tier I SIG funded schools in <i>Priority</i> Status for both Cohort 1 and Cohort 2 | 3 |
| Total Tier I Priority Schools | 129 |
| Tier 2 Eligible Schools (Title I eligible secondary schools) | 271 |
| Tier 2 Eligible Schools in <i>Priority</i> Status for both Cohort 1 and Cohort 2 | 2 |
| Count of additional Tier 2 lowest achieving five percent | 12 |
| Count of Tier 2 schools with a graduation rate less than 60 percent | 0 |
| Count of Tier 2 SIG funded schools not already identified | 0 |
| Total Tier 2 Priority Schools | 14 |

*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.

Additionally, no schools were added to the list for being identified as a poor performing school per the criteria outlined in Section 3302.12 of the Ohio Revised Code.

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 identified and implemented interventions to close the achievement gaps and increase student achievement in *Priority* Schools. Ohio proposes to continue allowing *Priority* Schools that are currently SIG-funded to select one of the intervention models (Closure, Restart, Transformation, or Turnaround). *Priority* Schools that do not receive SIG funding have the option to select, Ohio’s Intervention and Improvement Model. Whichever model is selected, all components of the selected model must be implemented with fidelity *Priority* Schools receiving future SIG funds will be allowed to choose from one of the federal SIG Intervention Models.

Priority Schools

Ohio will notify all LEAs and schools that have been identified as *Priority Schools* by August 2015. All LEA designees and school principals will be required to attend a technical assistance orientation. 2012. The purpose of the technical assistance session is to orient principals and administrators to the intervention model requirements, supports and monitoring for the LEA and *Priority Schools*. After the technical assistance session, individual assistance will be provided to the LEA and schools as needed to ensure the fidelity of implementation of the turnaround principles and the Ohio Improvement Process. The technical assistance will be provided by the Transformation Specialists.

Priority Schools vary in the number of years of intervention model implementation. Currently, 44 Cohort 2 schools have implemented one of the four required intervention models (Turnaround, Transformation, Closure, Restart) for three or more years. Sixty Cohort 2 schools are in the second year of implementing one of the four intervention models or Ohio's Intervention and Improvement Model. Thirty-nine are newly identified *Priority Schools* and will have to choose one of the four intervention models or the Ohio's fifth model. Any *Priority School* receiving SIG funds in 2015 or in upcoming years can choose one of the federal SIG Intervention models. Cohort 2 *Priority Schools* implementing a SIG model for more than three years and receiving a new SIG award will have to change their intervention model and cannot choose the OIP model. Forty-four *Priority Schools* that have implemented one of the four required intervention models for three years and have not made enough progress to exit the *Priority* list will be required to modify and increase the rigor of its interventions. *Priority Schools* in their second year of intervention implementation will have to continue to implement their selected intervention model. *Priority Schools* starting their initial year in *Priority Status* will be required to choose a model by May 2016. New *Priority Schools* will use the 2015-2016 year for pre-implementation planning and will implement starting in the 2016-2017 school year. Intervention requirements supports, and monitoring for *Priority School* implementation is listed in Table 23.

Interventions for all *Priority Schools*

All *Priority Schools* will implement the OIP process with fidelity, including the OIP Rubric starting in the 2015-2016 school year. *Priority Schools* and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and support from the State Support Team. LEAs and *Priority Schools* use state and local-data sources to complete the OIP Implementation Rubric within 60 days of official designation or within 60 days of the start of the school year (whichever is later) and annually thereafter. They will participate in on-site monitoring and technical assistance visits by the Transformation Specialists to assure implementation of the required intervention model components and the OIP. They will be required to implement Teacher-based Team (TBT) common planning time with a minimum of 40 minutes per week, Building Leadership Team (BLT) time with a minimum of 120 minutes per month and will ensure that information flows from the Teacher-based Teams to the Building Leadership Teams to the District Leadership Teams (DLT) and back down. All teams must use the five-step process in their meetings. These schools will use the Decision Framework and the School Improvement Diagnostic Review (SIDR) (as directed by the SEA) to inform the development of their building School Improvement Plan. *Priority Schools* will implement a tiered model of intervention within their school day with a focus on strengthening Tier I core instruction as the first level of intervention. They will use frequent formative and quarterly assessments to inform instructional practices and to monitor impact of BLT and DLT School Improvement Plan.

Priority high schools will have the option of incorporating the Career Pathways Framework into their School Improvement Plan (See Section 2G for more information). Title I funds must be targeted to *Priority Schools* and used to implement their school's selected intervention model (See Table 34 in Section 2G).

Interventions for Returning *Priority Schools*

Priority Schools that haven't met the exit criteria and have implemented their intervention model for three years must continue to implement their intervention model and complete the criteria outlined above while increasing the rigor of their interventions, supports, and monitoring. They must also examine and revise the current School Improvement Plan to reflect data-driven decisions.

Returning *Priority Schools* will include research-based strategies to support early literacy in elementary schools and college- and-career readiness and planning for middle and high school students. The research-based strategies must

be aligned to the intervention model components in their School Improvement Plan, and include strategies for diverse learners. Second-time *Priority* buildings will provide 40 additional hours per school year of school-wide professional development outside of the regular school day (i.e., before school, after school, or summer) aligned to building's needs and, at a minimum, one of the following: intervention model component strategies, Ohio's New Learning Standards, research-based early literacy strategies for elementary schools, college- and-career readiness strategies for middle and high schools and formative instructional practices.

As part of increased rigor for *Priority* buildings that do not exit, the SEA will build the capacity of LEAs to support their *Priority* buildings in implementing the OIP and Turnaround principles. LEAs with *Priority* buildings will be placed in Intensive Support status and will be required to assign staff to serve as internal OIP facilitators to support buildings in planning and monitoring the implementation of their selected intervention model and the OIP. LEAs with *Priority* buildings will use the OIP process and create a District Improvement Plan in addition to all *Priority* buildings. LEAs at-risk for getting an Academic Distress Commission will receive a District Review as a part of their district needs assessment, as determined by the SEA, and will develop strategies within their District Improvement Plan to increase performance. The SEA will increase its monitoring and supports to ensure LEAs are implementing, with fidelity, strategies to recruit, place and train highly effective staff. Monitoring and supports will be provided to prevent ineffective teachers from transferring to *Priority* Schools and retain only those in the *Priority* School determined to be effective (i.e. teachers receiving a rating of skilled or accomplished). Principals must use eTPES in their recruiting and hiring practices to ensure ineffective or developing teachers are not placed in returning *Priority* Schools. Principals that have been leading buildings for a minimum of three years will be evaluated by the district using the OPES. The LEA will provide professional development on principal leadership and areas identified in the performance review and will monitor the principals' progress for one year. Principals not showing progress on the OPES rubric should be considered for removal.

Table 23: Priority School Required Interventions

| | <i>Priority</i> School Required Interventions | All Priority Schools | Returning Priority Schools |
|-----|--|----------------------|----------------------------|
| 1. | Implement Selected Turnaround Intervention Model with fidelity | Required | Required |
| 2. | <i>Priority</i> Schools and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and support from the State Support Team using state and local-data sources and complete the OIP Implementation Rubric within 60 days of official designation or within 60 of the start of the school year (whichever is later) and annually thereafter. | Required | Required |
| 3. | All LEA designees and school principals will be required to attend a technical assistance orientation | Required | Required |
| 4. | LEA designees and school principals participate in on-site monitoring and technical assistance by the Transformation Specialists to ensure the fidelity of implementation of intervention models and the Ohio Improvement Process. | Required | Required |
| 5. | Implement Ohio Improvement Process with fidelity, including creating and implementing a School Improvement Plan for the building and the OIP rubric in collaboration with the Transformation Specialists | Required | Required |
| 6. | Implement Teacher-based Team common planning time for at least 40 minutes per week and Building Leadership Teams must meet for at least 120 minutes per month using the five step process. TBTs and BLTs must engage in data-driven discussions using Ohio's Five-step Process. | Required | Required |
| 7. | Use the Decision Framework to inform the School Improvement Plan | Required | Required |
| 8. | Use the School Improvement Diagnostic Review (as directed by the SEA) to inform the School Improvement Plan | Required | Required |
| 9. | Implement a tiered model of intervention within their school day with a focus on Tier I core instruction | Required | Required |
| 10. | Use Frequent formative and quarterly assessments to inform instructional practices and to monitor the impact of the School Improvement Plan. | Required | Required |
| 11. | Incorporate Strategies for Diverse Learners into School Improvement Plan | Required | Required |
| 12. | LEAs with <i>Priority</i> schools will be placed in an Intensive Support Status and will be required to assign staff to serve as internal facilitators for the OIP and Turnaround Intervention Model Implementation | Required | Required |
| 13. | Include research-based strategies to support early literacy in elementary schools and include college and career readiness and planning for middle school and high school students. These strategies must be aligned to the model components in the School Improvement Plan | Not Required | Required |
| 14. | Provide 40 additional hours per school year of school-wide professional development outside of the regular school day aligned to building needs and one of the following intervention model components, Ohio's new Learning Standards, formative instructional practices, research-based early literacy strategies and research-based college and career readiness. | Not Required | Required |
| 15. | Principals must use eTPES in their recruiting and hiring practices to ensure ineffective or developing teachers are not placed in returning <i>Priority</i> schools. | Not Required | Required |
| 16. | Principals that have been leading buildings for a minimum of three years will be evaluated by the district using the OPES. The LEA will provide professional development on principal leadership and areas identified in the performance review and will monitor the principals' progress for one year. Principals not showing progress on the OPES rubric should be considered for removal. | Not Required | Required |
| 17. | LEAs with <i>Priority</i> schools will be placed in an Intensive Support Status and will be required to assign staff to serve as internal facilitators for the OIP and Turnaround Intervention Model Implementation | Required | Required |
| 18. | Option to implement Career Pathways Framework into high School Improvement Plans | Not required | Not Required |

Support for all Priority Schools

All *Priority* Schools received a Diagnostic Review during the first year of identification as a *Priority* school. Each school developed a work plan using the data analysis and root causes from the review. All *Priority* Schools will use the Diagnostic Review to inform the creation of their School Improvement Plan. Any new *Priority* Schools may receive a diagnostic review based on needs and SEA capacity.

- Individual technical assistance will be provided as needed to all *Priority* Schools by Transformation Specialists. The goal is to drive the chosen turnaround principles and strategies through the school and District Improvement Plans to accelerate improvements in instruction and student achievement.
- Technical assistance from the Transformation Specialists include: coaching and job-embedded professional development, data analysis assistance around all components of the selected intervention model and implementation of the OIP. Schools and districts will be provided technical assistance on using the school Report Card and Decision Framework to develop their district and building improvement plans.
- In the past, some *Priority* Schools chose and integrated innovation models and CCSSO’s sponsored Next Generation principles into the selected intervention model to accelerate student achievement. Ohio *Priority* Schools may use the following innovation models: Avid, New Tech, STEM, Early College, International Studies (Asia Society), approved Career Pathways Framework and other proven models. Schools may use Title I funds to support these efforts.
- Additional LEA supports and monitoring will be provided to districts with *Priority* Schools that have not met the exit criteria as outlined in Section 2G.

Monitoring Priority Schools

The Ohio Improvement Process is a framework for developing a continuous and connected improvement system at the district and building level. DLT and BLTs will be expected to monitor adult implementation and student achievement in monthly DLT and BLT meetings and provide feedback to TBTs to strengthen instruction. Transformation Specialists will provide continuous monitoring and support to districts and buildings through monthly on-site visits. During these visits, Transformation Specialists will support principals in developing a classroom rounds feedback system to collect data on teachers’ implementation of professional development, instructional model and instructional strategies. Transformation Specialist coach BLTs and TBTs in implementing, monitoring and evaluating the OIP, School Improvement Plans and their intervention model components. Transformation Specialists will formally monitor implementation of all *Priority* School interventions including extended learning time and redesigning the school, week or year and the OIP three times a year; evidence of implementation and feedback will be collected in ODE’s monitoring tool. The Transformation Specialists, State Support Teams and LEA will meet to discuss all *Priority* Schools’ progress and feedback will be provided directly to the principal by the Transformation Specialist. If the school is not in compliance or not making sufficient progress as defined by the SEA, a plan will be made with the LEA, principal, and Transformation Specialist to provide support and remove barriers to implementation. If a school continues to not show compliance or progress the school will be put on probationary status and Title I and/or SIG funds can be withheld from the LEA until actions are taken to implement the intervention model and OIP with fidelity.

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 24: Requirements of SIG-Funded Priority School Turnaround Models

| Model | Requirements for Priority Schools |
|-----------------------|--|
| Turnaround | <ul style="list-style-type: none"> • 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 <i>Priority</i> Schools and retain only those in the <i>Priority</i> 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 College- and Career-Readiness 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 | <ul style="list-style-type: none"> • 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 <i>Priority</i> Schools and retain only those in the <i>Priority</i> School determined to be effective • Select and implement an instructional model based upon research, student needs and aligned with the state-adopted College- and Career-Readiness 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 | <ul style="list-style-type: none"> • Convert or close and reopen a school under a: <ul style="list-style-type: none"> • Charter school operator • Charter management organization • Education management organization • Follow all components of the transformation model except replacement of the |

| | |
|----------------|--|
| | principal |
| Closure | <ul style="list-style-type: none"> An LEA closes a school and enrolls its students in schools that are higher achieving |

Table 25: Requirements of the Non-SIG-Funded Priority Schools

| | |
|--|---|
| Ohio's Intervention and Improvement Model | <ul style="list-style-type: none"> 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 <i>Priority</i> Schools and retain only those in the <i>Priority</i> 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 College- and Career-Readiness 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 Redesign the school day, week or year to include time for student and teacher collaboration. |
|--|---|

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 the exit criteria will be subject to provisions outlined by Ohio Revised Code. *Priority* Schools failing to implement the selected intervention model components with fidelity and participate in technical assistance and support may face fiscal or other sanctions per the Elementary and Secondary Education Act of 2001. Initially, the district or school may receive a finding of non-compliance with a corrective action plan for the purpose of alerting the district to an area needing improvement and establishing a timeline for when the district must make corrections. Subsequently, districts that do not resolve the non-compliance finding and complete a corrective action plan in a timely manner may receive additional sanctions, including the withholding of cash payments temporarily, disallowing all or part of the activity, wholly or partly suspending or terminating the current award, withholding further grant awards and other legally available options.

For LEAs that are persistently low-performing, Ohio has several provisions in law:

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 for Columbus City Schools: Schools in Columbus City that rank 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.

Restructuring: Per ORC 3302.12, a school ranked in the lowest 5% for performance index for three consecutive years and receives a value-added grade of "F" or receives an overall Report Card grade of "F" for three consecutive years, it is subject to restructuring. These schools must close, contract with a non-profit, for-profit, or another school

district, replace the principal and teaching staff, or reopen as a community schools at the end of the year they are identified. To further align improvement systems, these schools will be considered a *Priority School* and will be afforded supports from the SEA to assist in their reforms.

Accountability for Subgroup Funding: Any school or district that receives funding for students with disabilities, students identified as gifted, students who are economically disadvantaged, or students who are Limited English Proficient and fails to show satisfactory progress and achievement for these subgroups must submit an improvement plan to the SEA.

Teacher Retesting: Teachers of core subjects (reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography) in STEM schools and community 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.

Community School Authorizer Evaluation: Ohio Department of Education is creating an evaluation system that rates community school authorizers based on academic performance of students, implementation of quality practices, and compliance with laws and rules. Authorizers will be rated as “exemplary,” “effective,” “emerging” or “ineffective.” If an authorizer is rated as ineffective or is not in compliance with state laws, it will not be allowed to sponsor additional community schools

Community School Closure: Ohio has a long history of operating charter schools or “community” schools. Through the state’s accountability system, community schools receive the same Ohio School Report Cards with up to ten (10) letter grades as traditional schools do. Schools that fail to make gains are subject to the same consequences as traditional public schools. Additionally, the contracts that community schools have with their sponsors include academic performance requirements. Schools that fail to meet these contractual requirements, have deficiencies in their financial management or governance, or have physically unsafe conditions for children are subject to suspension and termination. Also, community schools are audited routinely, and audit reports are published on the Auditor of State’s website. Moreover, community schools that fail to show academic progress, based upon Report Card grades and value-added measures, are subject to closure by the Ohio Department of Education. See section 2.F. for more information about 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* (138). Ohio’s interventions began in the 2010-2011 school year with the implementation of the SIG 1003(g) grant.
- For implementation beginning in the 2010-2011 school year, Ohio awarded 41 SIG grants
- The awardees initiating implementation in 2010-2011 were collectively known as “Cohort 1 SIG Schools.”
- Cohort 1 schools consisted of 27 transformation model grants, 8 turnaround model grants, and 6 Tier III strategies model grants.
- 38 of the Cohort 1 SIG schools completed the 3 year implementation of their chosen intervention model (2010-11 through 2012-13). Three Cohort 1 schools did not complete the three-year implementation due to removal of SIG funds by the SEA or because the school closed.
- Of the 38 Cohort 1 schools that completed 3 full years of the chosen intervention model, 14 schools chose to implement the model for a fourth year (2013-2014), and 13 schools chose to implement the model for a fifth year (2014-2015).
- For implementation beginning in the 2011-2012 school year, Ohio awarded 43 SIG grants
- The awardees initiating implementation in 2011-12 were collectively known as “Cohort 2 SIG

Schools”

- Cohort 2 schools consisted of 33 transformation model grants, 9 turnaround model grants, and 1 restart model grant.
- 37 of the Cohort 2 SIG schools completed the 3 year implementation of their chosen intervention model (2011-12 through 2013-14). 6 Cohort 2 schools did not complete the three-year implementation due to removal of SIG funds by the SEA, return of SIG funds by the LEA, or because the school closed.
- Of the 37 Cohort 2 schools that completed 3 full years of the chosen intervention model, 27 schools chose to implement the model for a fourth year (2014-2015).
- During the 2011-2012 school year, Ohio developed its initial ESEA Flexibility Waiver Request. As a part of that waiver, Ohio identified the methodology to identify the first group of Priority Schools. As a result of Ohio’s initial ESEA Flexibility Waiver, 80 schools were identified as *Priority Schools*, in addition to the 77 schools with active SIG grants. Ohio’s initial *Priority School* list for the 2012-13 school year contained 157 buildings.
 - Ohio identified these schools based on the data from the 2011-2012 Report Card released in September, 2012.
 - All *Priority Schools* were notified in September 2012 of their status as *Priority Schools* and all school principals and LEAs not implementing a SIG grant were required to attend a series of technical assistance sessions during the fall of 2012-13 school year. The purpose of the technical assistance session was to introduce the intervention models and process in order for the schools and LEAs to select one of five intervention models required for implementation.
 - Schools without SIG grants that were newly identified as *Priority Schools* were collectively known as “Non-SIG-Funded (NSF) *Priority Schools*.”
 - After the technical assistance workshops in the 2012-13 school year, NSF *Priority Schools* completed an application in which they selected an intervention model for full implementation in the 2013-14 school year.
 - During the 2012-13 school year, each NSF *Priority School* was assigned an ODE support staff contact. The ODE support staff was available to the schools as the technical assistance and applications were being completed.
- By July 1, 2013, Ohio reviewed and provided feedback on the NSF school applications and approved each intervention model prior to implementation. Non-funded *Priority Schools* were required to implement the intervention model beginning with the 2013-14 school year.
- Each non-funded *Priority School* received technical support, coaching, and monitoring from ODE staff and contractors.
-
- New and returning *Priority Schools* will be notified upon approval of the waiver renewal.
 - *Priority Schools* and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and support from the State Support Team using state and local-data sources and complete the OIP Implementation Rubric within 60 days of official designation or within 60 of the start of the school year (whichever is later) and annually thereafter.
- Starting in August 2015, *Priority Schools* that have not met the exit criteria will begin more rigorous interventions and supports. Schools that are new to the *Priority* lists will begin pre-implementation planning.

Starting in August 2016, first-time *Priority Schools* will begin their interventions, including the chosen turnaround model.

Table 26: SIG Cohorts Served 2011-12 to 2014-15

| Cohort | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|--------------------------|------------------------------------|-----------------------------|-----------------------------|
| Cohort 1 | Year 2 Implementation | Year 3 Implementation | Continued Implementation | Continued implementation |
| Cohort 2 | Year 1 Implementation | Year 2 Implementation | Year 3 Implementation | Continued Implementation |
| Additional Priority schools | | Year 1 Research and planning | Year 1 Implementation | Year 2 Implementation |
| Cohort 3 (24 schools) | | Year 1 Research and planning | Year 1 Implementation | Year 2 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 the list of *Priority* Schools using the methodology included in this request in March 2015, reflecting the most current data available from the 2013-2014 Report Card. The SEA will not update the *Priority* list until August 2018. *Priority* Schools that have not met the criteria to exit priority status in three years will be subject to sanctions identified in Section 2.D.iii.b. Schools may exit the *Priority* School status only 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 have less than 60 percent graduation rate over time, using the *Priority* School methodology included in this submission.

The Gap Closure component will be used to evaluate the performance of all subgroups against the AMO goals. While operationalizing the new Report Card system, ODE determined that the criteria for “meeting an AMO” in terms of a letter grade (an equivalent to “meeting AYP”) should be set at a “C”. This reflects recent AMO scoring changes that include participation demotions for all subgroups, as well as the decision not to move forward with the growth model path to proficiency. These changes make it more difficult to receive full points in the AMO scoring structure. Accordingly, receiving a “C” for two years is a substantial target, and aligns with the conceptual notion of the A-F system. (For example, a “C” in Value-Added is equivalent to meeting expectations for a year of growth).

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 Title I funding in FY2014 is 2,329 schools. Ten percent of 2,329 is 232.9; when rounded, this equates to 233 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 (2013-2014 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 2013-2014 to the same measure in 2011-2012. Any subgroup demonstrating less progress than the state *All Students* group of 0.19 percentage points 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 downward until the full 10% is identified.

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 available² (Class of 2012-2013). 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 2012-2013 and 2010-2011 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* graduation rate increased from 79.7 percent (2010-2011) to 82.2 percent (2012-2013); therefore, an increase of 2.5 percentage points was used as the cut-point to identify school subgroups not making enough progress compared to the state.

Table 27: Subgroup Proficiency and Graduation 85th Percentile Gaps

| School Subgroup, N>=30 | School-to-State Proficiency Gap 85 th Percentile | State's 3 Year Change in Proficiency | School-to-State Graduation Rate Gap 85 th Percentile | State's 3 Year Change in Graduation Rate |
|-------------------------------|---|--------------------------------------|---|--|
| American Indian/Alaska Native | NC* | 0.19% | NC* | 2.5% |
| Asian/Pacific Islander | 45.84% | 0.19% | NC* | 2.5% |
| Black, non-Hispanic | 39.35% | 0.19% | 74.77% | 2.5% |
| Students with Disabilities | 54.14% | 0.19% | 49.79% | 2.5% |
| Economically Disadvantaged | 29.71% | 0.19% | 70.98% | 2.5% |
| Hispanic | 29.89% | 0.19% | 75.97% | 2.5% |
| English Language Learners | 39.48% | 0.19% | NC* | 2.5% |
| Multiracial | 18.92% | 0.19% | 63.62% | 2.5% |
| White, non-Hispanic | 21.56% | 0.19% | 68.84% | 2.5% |

*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 greater³, and 2) identified as not making enough progress compared to the state.¹

*Note: If the 85th percentile does not yield the federally required 10% of Title I schools, then the percentile value will be adjusted. **Table 28 – Focus School Summary**

²The original 2012 Focus list was created 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 list, using data from the Class of 2013 used the new, federally mandated Four-Year Adjusted-Cohort Graduation Rate.

³ The 85th percentile for proficiency and graduation was calculated based on all Title I schools. Dropout recovery schools were excluded from the 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.

FY2014 Focus School Summary Table

| | |
|---|-------|
| Total Title I FY14 participating schools | 2,329 |
| 10% <i>Focus</i> School requirement (Title I eligible and served) | 233 |
| Count of Title I <i>Focus</i> Schools identified | 233 |
| Count of total <i>Focus</i> Schools identified (Title I eligible and served). | 233 |

The category of Alert Schools was monitored and served until the 2013-2014 school year. The required interventions are listed under the Alert Schools column located in Table 25 in Attachment 38. Ohio has updated the Differentiated Accountability System to simplify and align federal ESEA Flexibility and Ohio ORC accountability requirements. In this updated system, Ohio has reclassified other low performing Title I schools as *Watch* Schools. Ohio has removed the classification of *Alert* Schools and will place schools that were previously *Alert* that meet the *Watch* school criteria into the *Watch* category. These schools will begin implementation of the *Watch* School interventions beginning the 2015-2016 school year.

Ohio has created a more rigorous *Watch* list, as detailed in section 2F to address other low performing Title I schools.

- 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 is a 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 2015-2016 school year.

Focus Schools and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and State Support Team. Within 60 days of official designation or within 60 days of the start of the school year (whichever is later), *Focus* Schools will be required to complete the Ohio Improvement Process Implementation Rubric with their Building Leadership Team and a member of the State Support Team. The State Support Team will use state- and local-level data sources to help LEAs identify the specific needs that contributed to the identification of the LEAs' *Focus* Schools.

In addition to the Implementation Rubric, building teams will revise their 2015-2016 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 building plan will be monitored by the State Support Teams in collaboration with the SEA and LEA and will include on-site support and desktop reviews of required documentation. Title I funds must be targeted to *Focus* Schools to support the implementation of strategies outlined in the School Improvement Plan, including professional development on effective instruction practices for subgroups identified as high-need (See Table 34). Within the Ohio Improvement Process, Building Leadership Teams will participate in OIP professional development and coaching, monitor the implementation of the OIP three times a year and evaluate and revise the plan annually. The LEA will assign personnel to work with the State Support Team to receive professional development, coaching and develop the capacity of the LEA to provide OIP support to their *Focus* buildings. Teacher-based Teams will be responsible for making instructional strategy decisions based on a variety of data sources; this includes 40 minutes of common planning time per week. Teacher-based Teams will work in coordination with Building Leadership teams (who will meet for 120 minutes per month) to insure sure information is communicated from the Teacher-based Teams up to District Leadership teams and back down.

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 identified as 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. Student assessment data tied to IEP goals and based in the College- and Career-Readiness 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 supports. This approach will assist educators in providing appropriate levels of intervention. English Language Learners are assessed each year using the Ohio Test for English Language Acquisition. That data, in addition to student 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, and 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 Support Teams through monthly Building Leadership team meetings student assessment data, benchmarking student growth and achievement.

Focus Schools not meeting the exit criteria must increase the rigor of their interventions, supports, and monitoring starting with the 2015-2016 school year. *Focus* Schools that have not met the exit criteria must revise and implement their School Improvement Plan and all interventions mentioned above. In addition, they will receive additional monitoring and support from the LEA to strengthen BLTs, TBT and implementation of their School Improvement Plan and the five step process. These schools are required to use the Decision Framework and SIDR (as directed by the SEA) to conduct a root cause analysis, identify areas of need and design school improvement strategies within their OIP. Building Leadership Teams will monitor and TBTs will select and implement high-leverage or evidence-based interventions and supports to effectively narrow the achievement gap during the 2015-2016 school year. As part of Moderate Support Status requirements, LEAs with a *Focus* School will attend professional development on OIP in order to provide support and monitoring the schools in using the five-step process and School Improvement Plan implementation. The LEA will increase oversight and support to assist building staff in the implementation and monitoring of the *Focus* School's plan. Principals will be evaluated by the LEA using OPES and attend leadership training and support based on their professional growth plan.

Interventions and monitoring for *Focus* School implementation is listed in Table 29.

Table 29: Focus School Required Interventions

| <i>Focus</i> School Required Interventions | | All <i>Focus</i> Schools | Returning <i>Focus</i> Schools |
|--|---|--------------------------|--------------------------------|
| 1. | <i>Focus</i> Schools and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and support from the State Support Team using state and local-data sources and complete the OIP Implementation Rubric within 60 days of official designation or within 60 of the start of the school year (whichever is later) and annually thereafter. | Required | Required |
| 2. | The building plan will be monitored by the State Support Teams in collaboration with the SEA and LEA and will include on-site support and desktop reviews of required documentation. | Required | Required |
| 3. | Building Leadership Teams will participate in OIP professional development and coaching, monitor the implementation of the OIP three times a year and evaluate and revise the plan annually. | Required | Required |
| 4. | Teacher-based Teams will be responsible for making instructional strategy decisions based on a variety of data sources; this includes 40 minutes of common planning time per week. Teacher-based Teams will work in coordination with Building Leadership teams (who will meet for at least 120 minutes per month) to insure sure information is communication from the Teacher-based Teams up to District Leadership teams and back down | Required | Required |
| 5. | The LEA will assign personnel to work with the State Support Team to receive professional development, coaching and develop the capacity of the LEA to provide OIP support to their <i>Focus</i> buildings. | Required | Required |
| 6. | Title I funds must be targeted to <i>Focus</i> Schools to support the implementation of strategies outlined in the School Improvement Plan, including professional development on effective instruction practices for subgroups identified as high need (See Table 34). | Required | Required |
| 7. | Individual Education Plan (IEP) will be the cornerstone for instructional decision-making. Student assessment data tied to IEP goals and based on the College- and Career-Readiness Curriculum will be incorporated into instruction and assessment to enable students eligible for Special Education services to fully access a system of tiered instruction and supports. | Required | Required |

| | | | |
|-----|--|--------------|--------------|
| 8. | Assess English Language Learners each year using the Ohio Test for English Language Acquisition. That data, in addition to student assessment data for the ELL students, will be used to choose from a variety of educational approaches. | Required | Required |
| 9. | LEAs with <i>Focus</i> Schools will be placed in at least the Moderate Support category. LEAs will attend professional development on OIP to provide support and monitoring of <i>Focus</i> Schools' improvement plan implementation. The LEA will increase oversight and support to assist building staff in the implementation and monitoring of the <i>Focus</i> School's plan and the five-step process. | Required | Required |
| 10. | Incorporate Strategies for Diverse Learners into School Improvement Plan | Required | Required |
| 11. | Conduct a root cause analysis designed to identify areas of need using the Decision Framework and SIDR (as directed by the SEA) | Required | Required |
| 12. | Building Leadership Teams will monitor TBTs, will select and implement high-leverage or evidence-based interventions and supports to effectively narrow the achievement gap. | Required | Required |
| 13. | Focus Schools that have not met the exit criteria must revise and implement their School Improvement Plan. In addition, they will receive additional monitoring and support from the LEA to strengthen BLTs, TBT and implementation of their School Improvement Plan. | Not Required | Required |
| 14. | Career Pathways Framework option in high schools | Not Required | Not Required |

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. District and building leadership teams 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 may 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 as 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.

Supports for All Focus Schools:

- State Support Teams will provide technical assistance and professional development based on the needs identified by the multiple data sources targeted to raising student performance of the lowest-performing subgroups.
- State Support Teams will provide regional and on-site professional development, coaching and technical assistance to DLT, BLT and TBTs to implement the OIP and district and school plans.
- State Support Teams will work closely with the LEA internal facilitators to build their capacity to support implementation of OIP and insure district and School Improvement Plans are implemented with fidelity.
- *Focus* Schools will have access to all state-wide universal professional development tools see section G for universal supports.

Monitoring by the SEA and State Support Team, 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 student assessment data to design appropriate instructional strategies. Student-growth data will be part of the State Support Team and LEA’s monitoring. This monitoring will continue until the school exits *Focus* Status.

State Support Team monitoring will selectively check the school’s implementation of LEA-chosen improvement initiatives targeted at raising 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 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 33 in Section 2G illustrates Ohio’s system of differentiated interventions and supports for LEAs and identified *Focus* Schools.

Timeline for Implementation:

- On or before March 31, 2015, new *Focus* Schools will be identified as well as *Focus* Schools identified for a second time. *Focus* Schools will be notified upon approval of the waiver renewal.
 - *Focus* Schools and their LEAs will be required to implement the Ohio Improvement Process with the oversight of the LEA and support from the State Support Team using state and local-data sources and complete the OIP Implementation Rubric within 60 days of official designation or within 60 days of the start of the school year (whichever is later) and annually thereafter.
- Starting in August 2015, Returning *Focus* Schools will begin more rigorous interventions and supports.
- Starting in August 2015, schools on the *Focus* list for the first time will begin to implement the Ohio Improvement Process.

- 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 its second list of *Focus* Schools using the methodology included in this request in March 2015, reflecting the most current data available from the 2013-2014 Report Card. The list will be publically released and schools will be notified upon approval of the waiver.

A list of *Focus* Schools will be publicly released every three years based on the most recent Report Card data. 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 and not have gaps in other subgroups that meet the *Focus* list criteria. 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. 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.

The Gap Closure Component measures evaluate the performance of all subgroups against the AMO goals. While operationalizing the Report Card system, ODE determined that the criteria for "meeting an AMO" in terms of a letter grade (an equivalent to "meeting AYP" for purposes of exiting *Priority* and *Focus* School status) should be set at a "C". This reflects recent AMO scoring changes that include participation demotions for all subgroups, as well as the decision not to move forward with the growth model path to proficiency. These changes make it more difficult to receive full points in the AMO scoring structure. Accordingly, receiving a "C" for two years aligns with the conceptual notion of the A-F system. (For example, a "C" in Value-Added is equivalent to meeting expectations for a year of growth).

Ohio's Cohort 2 *Focus* list contains any school that failed to make progress in the achievement of the subgroup or subgroups of students which led to its identification on the initial Cohort 1 *Focus* School list, remained in *Focus* School status as a Cohort 2 school. 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.

Ohio's original Cohort 1 *Focus* list included a total of 248 schools that had significant subgroup gaps and that had subgroups failing to make adequate progress when compared to the state as a whole. 219 of the original 248 schools remained open and had not met the exit criteria prior to the end of the 2013-14 school year. Before the Cohort 2 list was generated, an analysis was performed to determine how many schools from the Cohort 1 list had made enough progress and had closed their gaps enough to meet the exit criteria. A total of 120 schools made enough progress to exit while 101 Cohort 1 schools remained on the list as a Cohort 2 school. An additional 132 schools were identified using the Focus methodology described above to ensure that the Cohort 2 list met the requirement of identifying at least 10 percent of the Title I served schools.

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

Schools that have not met the exit criteria and remain on the list a second time will implement more rigorous interventions

TABLE 30: 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 SCHOOLS USING DATA FROM THE 2013-2014 SCHOOL YEAR:

Total # of Reward Schools: 74

Total # of Priority Schools: 143

Total # of Focus Schools: 233

Total # of Title I served schools in the State: 2,329

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 31

Key:

| | |
|--|--|
| <p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the <i>All Students</i> 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 | <p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> 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.

CONTINUOUS IMPROVEMENT FOR OTHER TITLE I SCHOOLS:

Watch Schools are Title I schools that are not *Priority* or *Focus* Schools and have a “D” or “F” on AMO for two of the three most previous years. The list accompanying this waiver was generated using 2012-2013 and 2013-2014 AMO data because 2012-2013 was the first year Ohio calculated AMOs. Future lists will include three years of data, with schools being added to the list if they have a “D” or “F” on AMO for two of the three years. As described in Section 2B, the AMO grade measures how well schools and districts are closing subgroup gaps in reading and math proficiency as well as graduation. Schools with a “D” or “F” on AMO have substantial gaps in one or more subgroups in reading or math proficiency or graduation rate.

Schools that are not Title I schools can also become a *Watch* School if the school receives funding for subgroups (Students with Disabilities, Economically Disadvantaged Students, Limited English Proficient Students, and Students Identified as Gifted) that do not show satisfactory achievement and progress per Ohio Revised Code. Such schools will receive supports accordingly. These schools will be added to the *Watch* list pending Ohio Board of Education approval of measures.

Each *Watch* School will submit an improvement plan to the SEA outlining its plan for closing subgroup gaps. These plans may be submitted separately or may be a part of another plan submitted to the SEA, such as the CCIP or an improvement plan. *Watch* Schools will use their Title I funding for targeted interventions and supports to strengthen school improvement interventions based on student data and to ensure strategies for subgroups are included in their CCIP. LEAs that receive Title I funding must target a 20% set aside for Title I *Watch* buildings (See Table 34). *Watch* Schools that do not receive Title I funding must address funding for subgroup support in an Improvement Plan. If the LEA is required to create a District Improvement Plan, this can be included in the existing plan and does not have to be separate. LEAs will be responsible for monitoring plans and ensuring funds are allocated appropriately. In addition to targeted Title I funding, *Watch* Schools will have access to SEA-provided supports to assist with gap-closing initiatives. The SEA will provide differentiated supports and monitoring for LEAs’ gap closing initiatives based on the pervasiveness and persistence of gaps, the amount of *Priority*, *Focus*, and *Watch* Schools, and Report Card grades.

Watch Schools will be identified every three years. Schools may exit the *Watch* list if they do not have a “D” or “F” on their AMO grade for two of three most recent years. Those that were added to the list because they received funding for a subgroup and that subgroup did not show satisfactory achievement and progress, can exit if they have shown satisfactory achievement and progress per the Ohio Revised Code. Data will be monitored annually through the state’s accountability system. Schools at-risk for becoming a *Watch* School will be notified and will be provided with supports to close subgroup gaps.

Watch Schools will be provided clear, timely, and reliable subgroup performance data on an annual basis through the SEA’s accountability system, particularly the Report Card. *Watch* Schools will provide interventions to low-achieving students and these interventions will be evaluated for effectiveness and efficiency. LEAs with *Watch* Schools will be categorized as Moderate Support Status and will provide schools with additional financial support and leadership opportunities, including targeted Title I funding for professional development opportunities for Title I eligible or served *Watch* Schools. The pervasiveness and persistence of subgroup gaps in schools will be differentiated at the LEA-level, with LEAs having large or long-term gaps being provided additional supports and

intervention requirements.

SEA Provided Supports for *Watch* Schools (see Section 2G for a full description of interventions):

1. An SEA-created list of approved external providers that have demonstrated an ability to effectively serve each subgroup of students
 - a. Per ORC 3317.40 *“The department shall publish a list of schools, school districts, and other educational providers that have demonstrated an ability to serve each subgroup of students”*
2. A robust data system to analyze growth data for subgroups, including students with disabilities. This includes student projected data by subgroup to inform instruction (See Attachment 39 for example).
3. Ohio’s Decision Framework
4. Access to a State Improvement Diagnostic Review.
5. Early warning system for dropout prevention
 - a. Beginning in the 2015-2016 school year, LEAs must identify students at risk of dropping out of school using a research based method. Once identified, the school must develop a student success plan that provides career advising and interventions that will lead that student to successful graduation. The Ohio Department of Education is currently designing an Early Warning System (EWS) that measures each student’s risk of dropping out of school, repeating a grade level, and/or not graduating on time. This online system utilizes current and historical academic, demographic, and behavioral data in the Ohio Education Management Information System to predict an individual student’s risk of dropout. In addition, the EWS includes a clearinghouse of resources and practices to assist schools in developing intervention based career plans. In the fall of 2015 the EWS will be available free of charge to all public schools in Ohio who choose to use it.
6. Career Pathways Framework
7. Lau Resource Center for English Language Learners
8. The Autism and Low Incidence Center
9. Technical assistance provided by the State Support Teams as determined by the SEA.

Interventions for Community Schools

Maintaining the autonomy and accountability of community/charter schools is a priority. Ohio supports a sponsor/authorizer’s decision and responsibility to close low-performing charter schools pursuant to the performance framework in the school’s contract. Interventions provided as a consequence of a school’s designation as a *Priority* or *Focus* School should not be in opposition to an authorizer’s plan of action for the school. Specifically, community schools will be designated as *Priority* or *Focus* as appropriate and will implement required interventions; however, these interventions will not preclude an authorizer’s decision for closure.

Ohio included all charter schools that are not dropout prevention and recovery schools in the calculations when determining the Cohort 2 *Priority*, *Focus* and *Watch* list. Any Tier 1 or 2 schools that met the criteria were placed in *Priority*, *Focus* and *Watch* Status. All *Priority* and *Focus* Charter schools are required to implement interventions as defined in Tables 23 and 29 including additional intervention for returning *Priority* and *Focus* Schools and support from Transformation Specialists and the State Support Team. Current and future *Priority* Schools receiving SIG funds will have to implement one of the federal SIG models and adhere to federal and SEA support and monitoring. *Watch* Schools will submit an improvement plan to the SEA outlining its plan for closing subgroup gaps. These plans may be submitted separately or may be a part of another plan submitted to the SEA such as the CCIP or improvement plans. *Watch* Schools will use their Title I funding for targeted interventions and supports to strengthen school improvement interventions based on student data and to ensure strategies for subgroups are included in their CCIP. LEAs that receive Title I funding must target a 20% set aside for Title I *Watch* buildings (See Table 34). For charter schools, these plans will be subject to the authorizer’s review and approval.

Building level improvement plans must align with the school’s performance contract and with any interventions already required by the authorizer. Several safeguards have been put in place to make certain that whichever intervention model a charter school selects, its authorizer will ensure that the school implements the model with fidelity or the low-performing charter school will be closed.

Ohio has one of the nation’s strongest laws for holding charter school authorizers accountable for their oversight and the academic performance of the charter schools they authorize. Ohio scrutinizes all phases of an authorizer’s practices, including school applications; performance contracting; ongoing oversight and monitoring of schools; renewal, revocation, and closure of schools; technical assistance to schools; and, agency commitment to quality authorizing.

Beginning in 2015 every authorizer will be evaluated by ODE and will receive one of the following four ratings: (1) exemplary; (2) effective; (3) ineffective; or (4) poor. An authorizer rated poor will have its authority to authorize charter schools revoked and its existing schools will be required to find new authorizers. An authorizer rated ineffective will be placed on a one-year corrective action plan and will not be permitted to establish any additional charter schools in that year. The department expects to work with an authorizer rated ineffective to develop quality practices, but the authorizer will have to exhibit commitment and provide the resources necessary to reach an evaluation of effective at the end of the one-year period to continue authorizing schools.

Besides holding authorizers accountable for their work with schools, the Ohio Department of Education engages authorizers in ongoing, long-term development efforts. Continuous improvement is expected of every authorizer and required of those rated ineffective. Stronger oversight and development of authorizers supports the turnaround of low-performing charter schools.

- Starting with the 2015-2016 school year, the charter schools identified as *Priority*, *Focus* and *Watch* will receive intervention and required supports if it is not in opposition to an authorizer’s plan of action for the school’s continued operations. Moreover, the intervention will be aligned to the goals in the school’s performance contract with its authorizer.
- For all schools and traditional public school districts, there will be universal access to higher level training around the OIP
- For Community schools receiving SIG monies, all the requirements would be maintained. The school would have a transformation specialist assigned and follow the prescribed interventions.

Summary of *Priority*, *Focus*, *Watch* Lists

Priority Schools:

Ohio identified 5% of its Title I Schools (eligible or served) to be *Priority* Schools. *Priority* Schools were identified using five years of data – 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014. *Priority* Schools are among the lowest 5% of Title I eligible or Title I served schools in the state based on proficiency and lack of progress for the *All Students* group. Schools will also be identified to be in *Priority* Status if they are a Title I participating or Title I eligible high school with a graduation rate less than 60% over four years (2010-2011, 2011-2012, 2012-2013, and 2013-2014). Schools receiving SIG funding and implementing a SIG model are also identified as *Priority* Schools.

A school will be categorized as a Returning *Priority* School if they are identified as a *Priority* school for a second time. Schools remain on the list because: 1) they did not meet the *Priority* School exit criteria of a earning "C" or better for the AMO grade for two years; 2) they did they make enough progress to place their combined proficiency levels above the bottom 5% in the state; or 3) they did not have a combined graduation rate above 60%. Returning *Priority* Schools will continue to implement their chosen turnaround model, but will receive more intensive supports and will implement more rigorous interventions.

First-time *Priority* Schools will receive notice in the summer after the waiver has been approved and will have a pre-implementation year beginning with the 2015-2016 school year to choose a turnaround model and plan for interventions. Returning *Priority* Schools will begin their more rigorous interventions starting in the 2015-2016

school year.

Focus Schools:

Ohio identified 10% of its Title I Schools to be *Focus* Schools. *Focus* Schools were identified using three years of data: 2011-12, 2012-13, and 2013-14. *Focus* Schools have the largest gaps between the state's *All Students* Group and each subgroup within a school. *Focus* Schools also have the largest gaps in graduation over the three years.

A school will be categorized as a Returning *Focus* School if it is identified as a *Focus* School for a second time. Schools remain on the list because: 1) they did not meet the exit criteria of earning a "C" or better for the AMO grade for two years; or 2) they continue to have the largest gaps between the state and school subgroups for proficiency or graduation. Returning *Focus* Schools will be provided with more intensive supports and must implement more rigorous interventions. All *Focus* Schools will begin interventions (new or more rigorous) beginning in the 2015-2016 school year.

Watch Schools:

Watch Schools are Title I and non-Title I schools that have a "D" or "F" on the AMO Report Card measure for two years: 2012-2013 and 2013-2014 or they are schools receiving dedicated state funding for subgroups and those subgroups are not making adequate subgroup achievement and progress per ORC 3317.40. These State Board-developed measures have not been finalized, but will be based on existing Report Card measures.

Watch Schools are a new category of school that has been added to Ohio's accountability system. These schools must implement an improvement plan to close gaps among low-achieving subgroups by targeting resources and interventions beginning in the 2015-2016 school year.

| Table 31: Summary of Entrance and Exit Criteria for <i>Priority, Focus,</i> and <i>Watch</i> School | | |
|---|---|--|
| | Entrance Criteria – 2014-2015 | Number of Schools for the 2014-2015 List |
| Priority | <ul style="list-style-type: none"> - Among the lowest 5% of Title I eligible or served schools in the state based on proficiency and lack of progress of the <i>All Students</i> group <ul style="list-style-type: none"> o 2009-10, 2010-11, 2011-12 2012-13, 2013-14 <p style="text-align: center;">Or</p> - Title I participating or Title I-eligible high schools with a graduation rate less than 60% <ul style="list-style-type: none"> o 2009-10, 2010-11 2011-12, 2012-13 <p style="text-align: center;">Or</p> - SIG school implementing a school intervention model | 143 |
| Focus | <ul style="list-style-type: none"> - Has the largest gaps between the state <i>All Students</i> group and one or more subgroups within a school <ul style="list-style-type: none"> o 2011-12 2012-13, 2013-14 <p style="text-align: center;">Or</p> - At the high school level, has the largest subgroup gaps in the graduation rate. <ul style="list-style-type: none"> o 2010-11, 2011-12, 2012-13 | 233 |
| Watch | <ul style="list-style-type: none"> - Title I schools with a “D” or “F” for 2012-2013 and 2013-2014 <p style="text-align: center;">Or</p> - Any school that does not show satisfactory progress and achievement as outlined by the State Board of Education. | 787 |

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.

2.G.i Timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools

THE OHIO MODEL OF DIFFERENTIATED RECOGNITIONS, SUPPORTS AND INTERVENTIONS FOR LEAS

Accountability for student achievement under NCLB has been the key driver of focused educational change in Ohio. After 10 years of NCLB implementation and seven 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 seven 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 is ensuring continuous improvement of all schools, including Title I schools, through a robust and aligned differentiated accountability system. The continuum of supports, interventions, and monitoring that Ohio has created will increase school and LEA capacity while providing resources for more rigorous initiatives. Ohio created a completely unified system of accountability, supports, interventions and recognition aligned to the state Report Card and federal and state requirements. By doing so, Ohio minimized confusion for school administrators and teachers, and incentivized 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 Differentiated Recognitions Supports and Interventions Model is based on Ohio’s new accountability system. Rather than basing Differentiated Accountability status on AYP alone, Ohio chose to use multiple measures within its accountability system to determine the support status of an LEA. In coordination with the phased-in implementation of the Accountability system, a Combined Percentile Ranking (CPR) was computed using the components of the new A-F Accountability system. For 2012-13, percentile rankings were created for each of the four applicable measures and then combined into an overall CPR for all LEAs. Each of these components counted for one-fourth of the total CPR. Once the CPR was calculated, the LEA was assigned a support level. This process was repeated in 2013-14, with a support level determined by the CPR.

Initially, the lowest five percent of LEAs as determined by the CPR were identified for High Support. The next 6 to 15 percent of LEAs were assigned to Medium Support. Low Support was assigned to LEAs in the 16 to 35 percentile of schools. The highest 65 percent of LEAs were assigned to Independent Support status. This procedure for ranking LEAs was 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 received differentiated levels of intervention and supports.

Beginning with 2015-2016 Ohio will identify districts as Independent, Moderate, Intensive, and Academic Distress Commission based on a combination of a district's Report Card grades, Title I building improvement statuses, and various ORC provisions (See Graphic 16). Ohio's new Differentiated Accountability continuum of supports and interventions is still based on Ohio's new accountability system, but it is now better aligned to the state's Report Card and federal and state requirements. LEAs fall into the continuum based on their Report Card grades, *Priority*, *Focus*, or *Watch* Schools in the district, and other state requirements. This continuum of supports and interventions is shown in Graphic 16.

Districts in Intensive or Moderate Support Status due to having a *Priority*, *Focus*, and/or *Watch* building in their district will remain in the respective support designation until the building data is re-evaluated in 2018. Districts in Moderate Support Status due to their AMO grade on the Report Card will remain in that support status until they have two years of a "C" or better for their AMO grade. Data will be evaluated annually and districts meeting at least one Academic Distress Commission criteria as outlined by the ORC will move into Intensive Support Status effective upon notice to the district. Beginning in 2018, overall grades will be considered for district-level support status. Districts may move throughout the continuum of supports with an increase or decrease of their overall grades. A district with a *Priority*, *Focus*, or *Watch* School will not be moved to a lower support status with an increase of Report Card grade. On the other hand, a district may be moved into a higher support status based on their overall Report Card grade.

Graphic 16: Accountability and Supports Continuum

| Academic Distress Commission | Intensive Support Status | Moderate Support Status | Independent Support Status |
|--|--|--|--|
| Any combination of the following for three consecutive years: The district received a grade of "F" for the Performance Index score and a grade of "D" or "F" for value-added or The district received an overall grade of "F" | One or two years of ADC trigger or Overall "F" on district report card or At least 1 Priority school | "D" overall on district report card or "D" or "F" on AMO on the district report card for the two most recent years or At least one Focus or Watch school | At least a "C" overall on the district report card and "C" or better on AMO on district report card and No Priority, Focus, or Watch schools |
| Access to OIP Quick Start | | | |
| Option to implement the Career-Pathways model | | | |
| Create a district improvement plan | | | |
| Access to Ohio Leadership Advisory Council resources | | | |
| Access to Technical Assistance | | | |
| Letter outlining support status and implications | | | |
| Implement OIP in Focus and Priority schools and Districts* | | | |
| Decision Framework in buildings and districts | | | |
| SIDR in Priority and Focus Schools** | | | |
| Targeted 20% set aside funding | | | |
| Implement Focus and Watch building interventions | | | |
| Improvement Liaison** | | | |
| District Review** | | | |
| Priority school intervention models | | | |

*if Applicable

**Selected by the SEA

Table 32: Number of Focus and Priority Schools

| LEA DA Status | District Focus School Count | Community School Focus Count | District Priority School Count | Community School Priority School Count |
|------------------------------|-----------------------------|------------------------------|--------------------------------|--|
| Academic Distress Commission | 10 | 0 | 2 | 0 |
| Intensive | 125 | 0 | 101 | 23 |
| Moderate | 62 | 36 | 0 | 0 |
| Independent | 0 | 0 | 0 | 0 |
| Total | 197 | 36 | 103 | 23 |

LEVELS OF INTERVENTION AND SUPPORT

Ohio has developed a model of differentiated support, monitoring and technical assistance to provide early, and systemic assistance to LEAs. 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 constructed a district-level support continuum that aligns our state accountability system, Ohio Revised Code, and federal requirements. District-level supports will be determined by district Report Card grades; *Priority*, *Focus*, and *Watch* building determinations; and Academic Distress Commission criteria. Similarly, supports will be differentiated at the district-level to recognize districts that are making progress, raising achievement and closing gaps. Ohio recognizes that districts have unique needs; therefore, supports will be differentiated accordingly. Ohio will categorize districts’ support needs with several criteria, including building-level performance. Districts will be categorized as Independent Support, Moderate Support, Intensive Support, or Academic Distress Commission, with supports and resources focused on districts in intensive support that are at-risk for receiving an Academic Distress Commission.

Ohio provides a selection of tools and interventions to support LEAs that are assigned to Independent, Moderate Intensive, and Academic Distress Commission Supports status. These include a continuum of support and interventions outlined in Table 33. 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 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. Ohio’s revised system recognizes the importance of closing subgroup gaps by embedding reading and math proficiency and graduation rate gaps into the continuum through district support level criteria, as well as *Priority*, *Focus*, and *Watch* criteria.

With the assumption that change begins at the LEA level, districts in Moderate or Intensive Support status will receive a letter outlining the reason for their support status, required supports and technical assistance, optional supports from the SEA, and if applicable, any state sanctions as determined by ORC. The letter will be sent to the superintendent, applicable building principals, and the district school board president. In collaboration with building principals, districts must submit a District Improvement Plan to acknowledge their support status and their plan to improve achievement and close gaps. Having one unified plan for the district, written in collaboration with principals will ensure that districts are meeting the needs of all of their schools systematically. Having a district plan will allow for more coordinated district leadership and support. While there is one plan, individual buildings’ needs will be addressed within it, particularly buildings identified as *Priority*, *Focus*, or *Watch* in need of additional support to raise achievement and close gaps. Additionally, *Priority*, *Focus*, and *Watch* buildings will complete a School Improvement Plan

Independent Support Status

Independent LEAs are defined as having no buildings in *Priority*, *Focus*, or *Watch* Status and do not have any substantial school-to-state gaps. They must also have at least a “C” on their overall Report Card grade. Independent districts will not have any obligations with their Title I monies, such as a 20% set aside. Ohio values continuous improvement for all districts; therefore, Independent LEAs will still have access to supports and technical assistance provided by the SEA. 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. Data will be reviewed annually to evaluate progress and improvement of all schools. If during the review it is determined that a school in an Independent district is at risk of becoming a *Priority*, *Focus*, or *Watch* School, the district will receive a letter outlining available supports and effective practices to increase the school's performance.

Moderate Support Status

Moderate Support districts are defined as any district with an overall Report Card grade of “D,” or have a Gap Closing grade of a “D” or “F” in the two most recent years, or at least one *Focus* or *Watch* building.

Moderate support districts will receive a letter from the SEA outlining why the district is in moderate support status and which supports are available based on their overall district AMO and number of *Focus* or *Watch* Schools. The letter will outline required interventions, supports, technical assistance and rewards. It may outline applicable ORC sanctions.

Within the Moderate Support Status, there is a tiered system of intervention, support and flexibility. Moderate Support Districts must assist with implementing *Focus* and *Watch* building interventions. Moderate Support LEAs with an overall “D” on the Report Card or a “D” or “F” on AMO must implement OIP with fidelity, or a similar SEA-approved improvement process, in every building and the district. Districts implementing the OIP will receive regional and on-site professional development, technical assistance and support from State Support teams. Coaching will be provided to district internal facilitators to build district capacity to implement the OIP in all buildings. The State Support Team will provide additional on-site support and coaching to *Focus* buildings to ensure they are implementing the OIP and School Improvement Plan with fidelity. The SEA in collaboration with the State Support Team will ensure LEAs are monitoring the improvement plans of its schools, including those schools not identified as *Focus* and *Watch* Schools that are Title I and not meeting AMOs. The SEA will ensure LEAs are making progress towards implementing the OIP, including the LEA's progress toward meeting Ohio's AMOs identified in this flexibility request (see Section 2B).

A district in Moderate support status with a an overall Report Card grade of “C” or better has the flexibility and responsibility to determine their District Improvement Plan and process for all of their building except *Focus* Schools. Districts with *Focus* Schools will support them in implementing the OIP and their School Improvement Plan and will ensure Title I funds are allocated to support strategies within the plan. Districts with *Watch* Schools will support them in creating a plan for closing subgroups within the CCIP and will ensure Title I funds are allocated to support strategies within the plan. Districts will have access to universal OIP resources found on the Ohio Leadership Advisory Council website and can choose to attend State Support Team regional trainings if they want to use the OIP In addition, Moderate Support districts have the option to implement the Career Pathways framework in their high schools with support of the SEA as outlined in Section 2G.

All Moderate districts must set aside 20% of their Title I funds and use 50% of the set aside in *Focus* and *Watch* (Title I served or eligible) buildings to support improvement efforts in the building (See Table 34). This must be outlined in the CCIP for *Watch* Schools and in the School Improvement Plan for *Focus* Schools. LEAs designated as Moderate Intervention Support status must use Ohio's Decision Framework and the School Improvement Diagnostic Review (as determined by the state) to complete an LEA and school-level needs assessments to inform their district and School Improvement Plans. Moderate Support LEAs will be required to address school safety, discipline and non-academic barriers to learning in their LEA and School Improvement Plans. A Moderate district may receive a District Review and/or support from an ODE Improvement Liaison.

Intensive Support Status

Intensive Support Districts are defined as any district having one or two years of an Academic Distress Commission trigger per Ohio Revised Code, or an overall “F” on the state Report Card, at least one *Priority* School.

Ohio recognizes the importance of tiered support and differentiation among districts’ needs. Intensive support districts will receive a letter from the SEA outlining why the district is in Intensive Support status and which supports are available based on the number of *Priority* Schools, the number of buildings with an overall “D” or “F,” and the size of the gaps in the district. The letter will outline required interventions, supports and rewards. It may outline applicable ORC sanctions.

Within the Intensive Support Status there is a tiered system of support and districts at-risk of getting an ADC receiving the most in-depth supports and assistance. These districts may receive a District Review in addition to the supports and assistance provided to all Intensive Support Districts. Intensive districts may support from an ODE Improvement Liaison.

All Intensive Support Districts must assist with implementing *Priority*, *Focus*, and *Watch* interventions. They must implement OIP with fidelity at every building and at the district-level. They must build district capacity to implement OIP by targeting 75% of their 20% Title I set aside to *Priority*, *Focus*, and *Watch* Schools. The use of these funds must be specified in the district and applicable School Improvement Plans. LEAs must dedicate personnel to be internal facilitators of the OIP process in order to build capacity and provide support DLTs, BLTs, and TBTs, including professional development for teachers and administrators. Internal facilitators will be responsible for ensuring buildings are implementing their School Improvement Plans with fidelity, with priority given to supporting *Priority* and *Focus* Schools. Intensive Support Districts must use Ohio’s Decision Framework and the School Improvement Diagnostic Review (as directed by the state) as part of an LEA and school-level needs assessment and to inform the development of a focused improvement plan for the LEA and each school. Districts at-risk of going into an Academic Distress Commission will receive a District Review and recommendations will be prioritized and incorporated into the LEA improvement plan. Intensive Support LEAs will be required to address school safety, discipline and non-academic barriers to learning in their LEA and School Improvement Plans.

Transformation Specialists and State Support Teams will focus their supports and services to build the capacity of Intensive Support Districts to implement the OIP and the Turnaround Intervention Model components with fidelity. Intensive Support Districts will receive support from Transformation Specialists and State Support Teams based on district and school needs, as determined by level of OIP and intervention model implementation. Transformation Specialists and State Support teams will support OIP implementation by providing professional development and on-site coaching to LEA internal facilitators, DLT, BLT and TBTs and leadership coaching to school leaders. Transformation Specialists and State Support Teams in collaboration with the district will monitor and support implementation of *Priority* and *Focus* Schools’ improvement plans. Districts choosing to implement the Career Pathways Framework in their high schools will receive support for implementation from the SEA. Districts receiving the District Review will be provided additional supports and best practices to remediate systemic challenges.

Transformation Specialists and State Support Teams will assist the LEA in developing a process to monitor the implementation of the OIP and improvement plans in all of their buildings. DLTs will monitor adult implementation and student achievement quarterly. Transformation Specialists and State Support Teams will monitor LEA implementation of OIP and School Improvement Plans three times a year. The SEA, State Support Teams and LEA will meet to discuss progress of OIP and improvement plan implementation and determine if additional supports and services are needed. If an LEA is found to be out of compliance with implementing the OIP or *Priority*, *Focus* or *Watch* required interventions, a Corrective Action plan will be developed between the SEA and LEA with specific action steps to be completed by the next review. If the LEA continues to be out of compliance LEA Title I funds may be withheld.

Academic Distress Commission

The Ohio Revised Code outlines Academic Distress Commission criteria and requirements for persistently low performing districts. By incorporating Academic Distress Commission criteria into the district-level continuum of supports, Ohio is aligning federal requirements, Ohio Revised Code, and the state’s accountability system. By using ORC

ADC triggers to target intensive support district, Ohio is ensuring a complete continuum at the district level. District with Academic Distress Commissions will be afforded the most in-depth supports, including all supports provided to Intensive Support Districts and an Improvement Liaison. They must build district capacity to implement OIP by using 100% of their 20% Title I set aside to *Priority*, *Focus*, and *Watch* Schools. The use of these funds must be specified in the district and applicable building improvement plans.

The *Improvement Liaison* will serve as Liaison between ODE, the Academic Distress Commission, the Local Board, and community groups. This position will work full-time locally within the community that the ADC operates or in communities with districts at-risk of getting an ADC. This position will serve the ADC as a full-time Liaison to the district and community. The Improvement Liaison will be specifically identified as a support resource within the school improvement system to support of the lowest performing buildings and reducing achievement Gaps. The Liaison will be an ODE employee (or contractor), but serve the ADC, and coordinate work with district and community stakeholders. The position will have daily access to all district buildings.

Table 33: Differentiated Supports for LEAs

| LEA Required Interventions | | Independent Support Status | Moderate Support Status | Intensive Support Status | Academic Distress Commission |
|----------------------------|--|----------------------------|--|--------------------------|------------------------------|
| 1. | Targeted 20% Title I Set Aside as outlined in CCIP or other improvement plan (See Table 34) | Not Required | Required | Required | Required |
| 2. | Receive a letter from the SEA outlining support status, available supports, required interventions, and applicable ORC sanctions | Not Required | Required | Required | Required |
| 3. | Assist with implementing <i>Focus</i> and <i>Watch</i> interventions in applicable buildings | Not Required | Required | Required | Required |
| 4. | Must implement OIP, or a similar approved improvement process in every building and the district with fidelity | Not Required | Required if overall “D” on Report Card or “D” or “F” on AMO (see item 5) | Required | Required |
| 5. | Flexibility in determining District Improvement Plan and process except for <i>Focus</i> buildings | Not Required | Required if district has an overall “C” or better | Not Required | Not Required |
| 6. | Districts implementing the OIP will receive regional and on-site professional development, technical assistance and support from State Support teams based on district need. Coaching will be provided to district internal facilitators to build district capacity to implement the OIP in all buildings. The State Support Team will provide additional on-site support and coaching to <i>Focus</i> buildings to ensure they are implementing the OIP and School Improvement Plans with fidelity. | Not Required | Required if overall “D” on Report Card or “D” or “F” on AMO (see item 5) | Required | Required |
| 7. | Transformation Specialists and in the State Support Team will ensure LEAs are monitoring the improvement plans of its schools. The SEA will ensure LEAs are making progress towards implementing the OIP, including the LEA’s progress toward meeting Ohio’s AMOs identified in this flexibility request | Not Required | Required | Required | Required |
| 8. | Must dedicate personnel to be internal facilitators of the OIP process to build capacity and support DLTs, BLTS, and TBTs | Not Required | Required if overall “D” on Report Card or “D” or “F” on AMO (see item 5) or have a Focus | Required | Required |

| | | | School. | | |
|-----|---|--------------|--|--------------------------|----------|
| 9. | Must use Ohio's Decision Framework and the School Improvement Diagnostic Review (as determined by the SEA) to complete a LEA and school-level needs assessment and to inform the district and School Improvement Plans | Not Required | Required | Required | Required |
| 10. | Address school safety, discipline, and non-academic barriers to learning in the LEA and School Improvement Plans. | Not Required | Required | Required | Required |
| 11. | Participate in regional and on-site professional development, technical assistance, and support from the State Support Teams. | Not Required | Required | Required | Required |
| 13. | Districts with an ADC or at risk of getting an ADC will receive a District Review | Not Required | As determined by the SEA | As determined by the SEA | Required |
| 14. | In collaboration with Transformation Specialists, LEAs must assist <i>Priority</i> buildings in implementing Turnaround Intervention models | Not Required | Not Required | Required | Required |
| 15. | Participate in on-site professional development and coaching by the State Support Teams and Transformation Specialists to support and monitor the District Improvement Plan and the intervention models and improvement plans for <i>Priority</i> and <i>Focus</i> Schools. | Not Required | Required if overall "D" on Report Card of "D" or "F" on AMO (see item 5) or have a <i>Focus</i> School | Required | Required |
| 16. | DLTs will monitor adult implementation and student achievement quarterly | Not Required | Required if overall "D" on Report Card or "D" or "F" on AMO (see item 5) | Required | Required |
| 17. | Transformation Specialists and State Support Teams will monitor LEA implementation of OIP and School Improvement Plans up to three times a year. Transformation Specialists, State Support Teams and LEA will meet to discuss progress of OIP and improvement implementation and determine if additional supports and services are needed. If an LEA is found to be out of compliance with implementing the OIP or <i>Priority</i> , <i>Focus</i> or <i>Watch</i> required interventions, a Corrective Action plan will be developed between the SEA and LEA with specific action steps to be completed by the next review. If the LEA continues to be out of compliance LEA funds may be withheld. | Not Required | Required if overall "D" on Report Card or "D" or "F" on AMO (see item 5)Not Required | Required | Required |
| 18. | Comply with ORC requirements for Academic Distress Commissions | Not Required | Not Required | Not Required | Required |
| 19. | Work with the Improvement Liaison assigned to the district | Not Required | As determined by the SEA | As determined by the SEA | Required |

2.G.ii Holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

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 *Watch* 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.

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. 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. LEAs must target a tiered amount of their 20% Title I set aside based on their district support designation to *Priority*, *Focus*, and *Watch* buildings in an effort to build capacity and ensure buildings have necessary resources to raise student achievement.

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. Ohio's Model of Differentiated Recognitions, Interventions and Supports accelerate 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.

Table 34: Targeted 20% Title I Set Aside for *Priority, Focus, and Watch* Schools by District Support Status

| Percent of ESEA LEA 20% Set Aside Required to be targeted to buildings | District Support Status | Served Schools | Requirements for Set Aside | Additional Percent of 20% Contributed to Approved Optional LEA activities |
|--|-------------------------|-------------------------------------|--|---|
| 100% of 20% set aside | ADC | Priority, Focus, and Watch* Schools | Required interventions and Supports outlined in Table 33 | N/A |
| 75% of 20% set aside | Intensive | Priority, Focus, and Watch* Schools | Required interventions and Supports outlined in Table 33 | Up to 25% of 20% set aside |
| 50% of 20% set aside | Moderate | Focus and Watch* Schools | Required interventions and Supports outlined in Table 33 | Up to 50% of 20% set aside |
| No set aside requirement | Independent | N/A | N/A | N/A |

Details on Approved Optional Priorities (20% Set Aside)

As part of their 20% set aside directed to Priority, Focus, Watch, LEAs may also choose from a listing of Ohio-based priorities to improve district-wide supports as long as the amount does not exceed 20%. Such activities include:

- Provide supplemental instruction to improve pre-K-3 literacy for Title I eligible students in targeted programs or for all at-risk students in schoolwide programs
- Provide supplemental services to improve the building or district lowest report card grade component focused on Title I eligible students in targeted programs or for all at-risk students in schoolwide programs.
- Provide supplemental services to build capacity in middle and high schools to implement drop-out prevention strategies and keep students engaged and enrolled in school.
- Provide services to improve college and career readiness for Title I eligible students in target programs and to all students in schoolwide programs
- Provide expanded learning time opportunities for Title I eligible students in targeted programs or for all at-risk students in schoolwide programs focused on improving literacy.
- Provide districtwide professional development to all teachers on the above activities.
- Other agency-approved activities and initiatives

*Only *Watch* Schools that are Title I served or eligible will receive Targeted 20% Title I set aside funds.

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 two Academic Distress Commissions currently in place in two 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.

Restructuring: Per ORC 3302.12, a school ranked in the lowest 5% for performance index for three consecutive years and receives a value-added grade of “F” or receives an overall Report Card grade of “F” for three consecutive years, it is subject to restructuring. These schools must close; contract with a non-profit, for-profit, or another school district; replace the principal and teaching staff; or reopen as a community schools at the end of the year they are identified. To further align improvement systems, these schools will be added to the *Priority* School list in the school year immediately following identification, will be required to implement *Priority* School requirements, and will be afforded supports from the SEA to assist in their reforms

Parent Takeover Pilot Project for Columbus City Schools: Schools in Columbus City School District that rank 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 for proficiency 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.

Accountability for Subgroup Funding: Any school or district that receives funding for students with disabilities, students identified as gifted, students who are economically disadvantaged, or students who are Limited English Proficient and fails to show satisfactory progress and achievement for these subgroups must submit an improvement plan to the SEA.

Community School Authorizer Evaluation: Ohio Department of Education is creating an evaluation system that rates community school authorizers based on academic performance of students, implementation of quality practices, and compliance with laws and rules. Authorizers will be rated as “exemplary,” “effective,” or “ineffective.” If an authorizer is rated as ineffective or is not in compliance with state laws, it will not be allowed to sponsor additional community schools

Community School Closure: Ohio has a long history of operating charter schools or “community” schools. Through the state’s accountability system, community schools receive the same Ohio School Report Cards with up to ten (10) letter grades as traditional schools do. Schools that fail to make gains are subject to the same consequences as traditional public schools. Additionally, the contracts that community schools have with their sponsors include academic performance requirements. Schools that fail to meet these contractual requirements, have deficiencies in their financial management or governance, or have physically unsafe conditions for children are subject to suspension and termination. Also, community schools are audited routinely, and audit reports are published on the Auditor of State’s website. Moreover, community schools that fail to show academic progress, based upon Report Card grades and value-added measures, are subject to closure by the Ohio Department of Education.

2.G.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.

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. Aligning accountability and support offices under one center lends itself to Ohio’s continuum of support with school improvement, federal

programs, Academic Distress Commission, and the state Report Card initiatives positioned for center-wide collaboration and coordination. This creates one point-of-contact for districts and streamlines the support system. This waiver reflects the alignment between ADC, school improvement; federal programs ensuring districts are creating one improvement plan and are receiving financial and technical supports based on the intensity of need.

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. 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. 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.

Supports and Interventions for All LEAs

Based on the experience and data in implementing the OIP over the past seven years, Ohio has elected to increase supports for districts and buildings in the highest intensity of need and to allow districts that are doing well to have flexibility in designing their improvement process. This has been done to better support districts and to help prevent them from progressing to higher levels of support while allowing for innovation and flexibility for high-performing districts. Although we are focused on providing intensive supports in districts with the highest need, all districts will have access to the following resources.

Ohio Improvement Process (OIP): The Ohio Improvement Process is a 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. See Attachment 14.

ODE Center for Accountability and Continuous Improvement: The Center for Accountability and Continuous Improvement was created 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. Aligning accountability and support offices under one center lends itself to Ohio's continuum of support with school improvement, federal programs, Academic Distress Commission, and the state Report Card initiatives positioned for center-wide collaboration and coordination. This waiver reflects the alignment between ADC, school improvement; federal programs ensuring districts are creating one improvement plan and are receiving financial and technical supports based on the intensity of need.

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 Ohio's new College and Career Readiness 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 understanding shared strategies and resources, they can work together to help students in these diverse groups access Ohio's learning standards. Ohio will continue to train educators over the next three years to effectively implement the learning standards, as well as help educators understand innovative and student-centered learning environments that support these new standards. The Office of Curriculum and Assessment has created professional development for teachers to address the needs of diverse learners. State Support Team

members will be trained in the strategies for reaching diverse learners and target regional professional development communities. In addition, Ohio will continue support the particular needs of LEAs that serve urban communities.

Ohio’s Value-Added System: 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. This professional development also assists educators in using all Report Card data to inform decision-making.

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. Professional development is provided to Local Boards of Education, Superintendents, district and school administration, teachers and State Support Teams.

Lau Resource Center: The Lau Resource Center for English as a Second Language, Bilingual and Multicultural Education of the Ohio Department of Education’s Office for Curriculum and Assessment serves the needs of Ohio school districts to provide access to equal educational opportunities for language minority students who are learning English in Ohio schools. A primary activity is to provide information and updates standards, instruction and assessment and to support the efforts of K-12 educators working with English Language Learners (ELLs). The Lau Resource Center supports and engages regional consortia and local efforts to support school districts and community schools as they serve increasing numbers of students who are learning English as a new language. In addition, the Lau Resource Center coordinates Ohio’s Advisory Committee for English Language Learners. The group composed of educators, classroom teachers and district ELL program coordinators is representative of the state’s diverse multilingual community which inform the state on policy and resource development to improve the quality of teaching and learning for English Language Learners

The Lau Resource Center co-sponsors an annual statewide conference with Ohio Teachers of English to Speakers of Other Languages (OTESOL), the state’s largest organization for TESOL professionals and affiliate of the TESOL International. The Lau Resource Center also works with federal programs staff to review the use of Title III federal funds and provide technical assistance to improve educational services for ELL students.

LEP/ELL Improvement Plan: Ohio school districts and community schools that did not meet annual measurable achievement objectives (AMAOs) for two or four consecutive years are required by law to submit an improvement plan through the state’s comprehensive continuous improvement planning (CCIP). This process results in a document to assist LEAs in the analysis of student data, instructional strategies, and improve instruction for ELLs. The data provided for LEAs include student progress, attainment in learning English, and their participation and achievement in state achievement tests in Mathematics and English language Arts through the Annual Measurable Achievement Objectives (AMAO) report sent to Ohio school district and community schools annually. The Lau Resource Center staff review LEP/ELL Improvement Plans and provide guidance to Ohio schools implementing them.

SEA Supports for Students With Disabilities: Across the state of Ohio, ODE supports SWDs through a variety of state initiatives which include, but are not limited to, a statewide system of support, Ohio Center for Autism and Low Incidence (OCALI), and The Ohio Leadership Advisory Council (OLAC) to improve results for students with disabilities. The goal of the system of support is to build the capacity of LEAs and related agencies to engage in inclusive, continuous and sustainable improvement to raise student

achievement and close the achievement gap for SWDs. The statewide system of support 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 on the Report Card.

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.

Instructional Improvement System (IIS): This system will provide timely information regarding student achievement, including ELL students and students with disabilities, to teachers, students, parents, and school administrators. The IIS provides teachers with online access to electronic curriculum, resources, and tools that are aligned to the new academic content standards, and which teachers may use to differentiate instruction based upon individual student needs. In addition to formative and summative assessments, the IIS has 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.

Decision Framework: The Decision Framework is a tool designed to assist DLTs and BLTs in making data-driven decisions to develop a coherent district plan to make significant and sustainable improvements in student performance. The tool walks the DLT and BLT through the Report Card with a structured set of essential questions designed to facilitate a discussion about the analysis of data around Report Card outcomes. These essential questions help districts and buildings identify and analyze critical components for improving academic performance of all students, including subgroups. The tool follows the 5 step process as established in the Ohio Improvement Process (OIP). The district and buildings identify data concerns, potential influences of those data concerns, then instructs the team to align each data concern, potential influence to a skilled or accomplished items in the OTES/OPES rubric. The teams use the selected items and data concerns to organize structures, systems and resources around four themes: student proficiency, instructional management, expectations and conditions, and resource management. After completing the Decision Framework, the team prioritizes areas of greatest concern as well as causes of the concerns. These decisions provide a foundation for creating a focused plan with a limited number of attainable and informed goals and distinct strategies and action steps to systematically achieve the goals.

Career Pathways Framework: The SEA provides supports to LEAs that choose to implement a Career Pathways Framework into their middle schools or high schools. Career pathways are intended to increase student engagement, reduce high school dropout rates, improve student achievement, increase high school completion and postsecondary transition rates, and boost students' earning power after high school - in short, transform the high school experience and prepare students for multiple options after high school. Career Pathways offer a promising strategy for transforming high schools and improving student outcomes. Career-technical education has historically played a vital role in preparing high school students with the knowledge and skills they need to be competitive in today's global labor market. In Ohio especially, data shows that career-technical education programs are effective in preparing qualified students for success in college and careers. Students learn academics in context and explore career potential early-on through hands-on training with today's cutting edge equipment and technology that enables them to make committed college and career decisions. The state's career pathway approach provides a framework for a collective look at education, training, wage and outlook information through multiple entry points so that an individual can begin their career path at their readiness level.

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 implemented 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. OTES is nearing full implementation (see Principle 3).

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. OPES has been fully implemented (see Principle 3).

eTPES: The Ohio Teacher and Principal Evaluation Systems (eTPES) is an online educator evaluation system for statewide use by Ohio districts and schools. Evaluators can collect and store growth and improvement plans, evidence and documented observations to determine educator performance based upon defined rubrics. The electronic system will follow the framework for educator evaluation as adopted by the State Board of Education, which includes multiple measures of teacher and principal performance (50 percent) and student academic growth (50 percent) or the alternative framework 42.5% teacher performance, 42.5% student academic growth and 15 % student survey, self-evaluation, portfolio or peer review.

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 College- and Career-Readiness State Standards: As detailed in Principle Area 1, Ohio has adopted College- and Career-Readiness 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-readiness 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.

Early Warning System for Dropout Prevention: Beginning in the 2015-2016 school year, LEAs must identify students at risk of dropping out of school using a research based method. Once identified, the school must develop a student success plan that provides career advising and interventions that will lead that student to successful graduation. The Ohio Department of Education is currently designing an Early Warning System (EWS) that measures each student's risk of dropping out of school, repeating a grade

level, and/or not graduating on time. This online system utilizes current and historical academic, demographic, and behavioral data in the Ohio Education Management Information System to predict an individual student's risk of dropout. In addition, the EWS includes a clearinghouse of resources and practices to assist schools in developing intervention based career plans. In the fall of 2015 the EWS will be available free of charge to all public schools in Ohio who choose to use it.

External Providers: The SEA will create and publish a list schools, school districts, and other educational providers that have demonstrated an ability to serve each subgroup of students per ORC 3317.40.

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.

1. 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.
2. 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.
3. 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.

Targeted Support, Monitoring, and Technical Assistance for Moderate Support LEAs

Moderate Support districts will have access to supports available for all LEAs and additional supports to address unique needs of the district.

State Support Teams: Ohio's state support system includes State Support Teams divided into 16 regions across the state. 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 school improvement tools to improve instructional practice and student performance on a continuing basis. State Support Teams provide support to districts in ADC, Intensive and Moderate categories and to *Focus* Schools.

The Ohio Improvement Process Technical Assistance: This monitoring and support system consists of desktop reviews (gap analysis), extended telephone reviews and onsite visits for LEAs to support their development and implementation of the district and School Improvement Plans. 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 State Support Teams. Desktop audits are coordinated and aligned with the Diagnostic Review process, which is described later in this section.

Federal Programs Technical Assistance and Monitoring: LEAs will have access to technical assistance on using Title Funds to support the implementation of school improvement strategies in their *Watch* buildings. Technical assistance will include resources on best practices that would support their identified need in their CCIP.

Support, Monitoring and Technical Assistance for Intensive and ADC LEAs

These districts have the same support, monitoring, and technical assistance available to all LEAs and Moderate Support LEAs. They will also receive additional support, technical assistance, and monitoring to increase the achievement of all students.

Transformation Specialists: Transformation Specialists are experienced school educators and administrators with demonstrated academic success working in high-poverty schools. Transformation Specialists are located regionally throughout the state and provide on-site leadership coaching, technical assistance and monitoring of *Priority* School’s implementation of ESEA and SIG Turnaround Intervention models. They work collaboratively with the SSTs to provide comprehensive school turnaround and improvement supports using the Ohio Improvement Process, assisting Intensive districts and their buildings to develop a comprehensive and focused improvement plan.

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 State Support Team to ensure transformational strategies are implemented to reverse the school’s performance trajectory. In addition, the SSTs and Transformation Specialists monitor the implementation of the diagnostic strategies in the district and building improvement plan.

Project PASS: Low performing schools and districts may work with universities to provide stipends and other incentives to teacher candidates who provide supplemental tutoring services to at-risk students on literacy proficiency.

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. 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 were required to direct these funds to *Alert* Schools and other low performing Title I schools not already identified as *Priority* or *Focus* Schools. In the 2013-2014 school year, LEAs continued to direct these funds to *Alert* schools and other low performing Title I schools (identified as Improvement in the 2012-2013 school year) that receive a “D” or “F” on the Gap Closure Component not already identified as *Priority* or *Focus* Schools. 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.

Improvement Liaison: The *Improvement Liaison* will serve as Liaison between ODE, the Academic Distress Commission, the Local Board, and community groups. This position will work full-time locally within the community that the ADC operates or in communities with districts at-risk of getting an ADC. This position will serve the ADC as a full-time Liaison to the district and community. The Improvement Liaison will be specifically identified as a support resource within the school improvement system to support of the lowest performing buildings and reducing achievement Gaps. The Liaison will be an ODE employee (or contractor), but serve the ADC, and coordinate work with district and community

stakeholders. The position will have daily access to all district buildings. An Improvement Liaison may be assigned to Moderate and Intensive districts at the discretion of ODE.

District Review: Districts with an ADC or Moderate and Intensive districts that are at risk of getting an ADC may receive a comprehensive district-level review to identify systems-level barriers to academic achievement and progress of all students.

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 | Option C |
|--|---|--|
| <p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p> | <p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input checked="" type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input checked="" type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p> | <p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p> |

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 committed to implement annual performance evaluations of educators, with student growth as a significant factor, by 2013-2014. This goal was accomplished. (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 was required by July 1, 2013, a full year in advance of the ESEA Flexibility-required timeline. (Attachment 10; Attachment 11);
- Ohio 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 expanded 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).
- In 2012, H.B. 316 further clarified Ohio's teacher and principal evaluations.
- In 2013, H.B. 59 changed the language of teachers rated as 'proficient' to 'skilled'.
- In 2014, H.B. 362 further clarified Ohio's comprehensive evaluation system with specific focus on frequency of evaluation and an alternative framework.

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 implement strategies for ensuring placement of effective and highly effective teachers and principals in Ohio’s schools that enroll significant numbers of high-needs student.
- 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 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 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.
- These original RttT goals were implemented state-wide and were supported through various legislation.

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
 - *Consult* with experts, teachers and principals employed in public schools, and representative of stakeholder groups in developing the standards and criteria

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, Skilled (Attachment 34), Developing, and Ineffective.*

- 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.

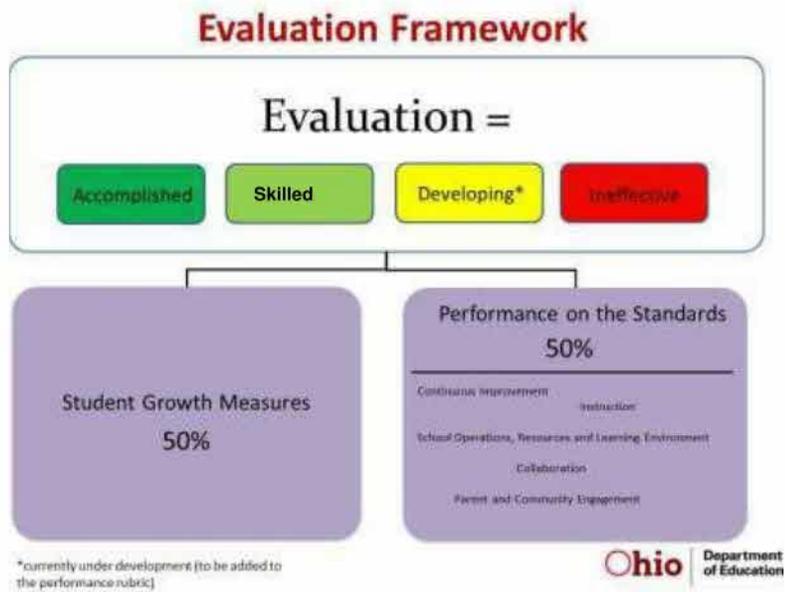
With the RttT goals and commitments as the foundation, and HB 153 as the impetus to expand this work rapidly to all districts, Ohio has met the timelines and commitments outlined in the ESEA waiver application. The principal and teacher evaluation models are developed and being implemented and piloted 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, Skilled (Attachment 35), 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).

Graphic 17: Principal Evaluation Framework



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 3,009 principal evaluators representing more than 715 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 was conducted in spring 2012 and again in spring 2014. ODE staff works 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

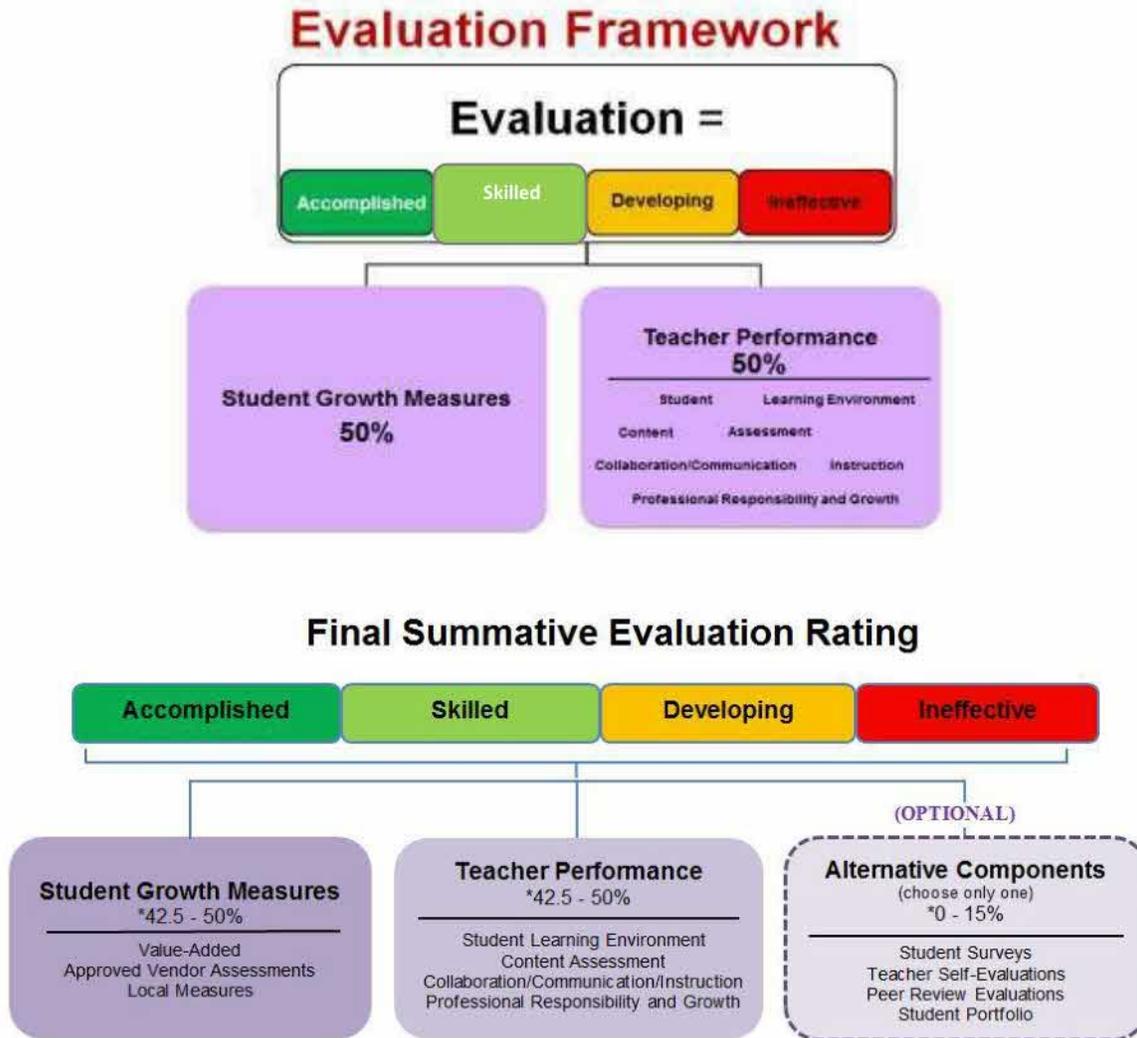
As required by HB 153, the State Board of Education adopted the framework for the Ohio Teacher Evaluation System (OTES) in November 2011. The OTES framework is rigorous, transparent, fair, and standards-based, and incorporates reflection as a key strategy to inform actions and improve practices. The 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 Formula" 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, Skilled (Attachment 36), Developing and Ineffective. Each level is achieved through a blend of student value-added measures and teacher performance measures. This is explained further below.

Graphic 18: Teacher Evaluation Framework



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 shown in the 600-point formula:

Graphic 19: Ratings and Points for Examples 1 and 2
Original Educator Evaluation Framework

| Student Growth | | Performance | | Final Summative Rating | |
|---------------------------|-----|--------------------|-----|------------------------|---------|
| • Most Effective (5) | 600 | • Accomplished (4) | 600 | • Accomplished | 500-600 |
| • Above Average (4) | 400 | • Skilled (3) | 400 | • Skilled | 300-499 |
| • Average (3) | 300 | • Developing (2) | 200 | • Developing | 100-299 |
| • Approaching Average (2) | 200 | • Ineffective (1) | 0 | • Ineffective | 0-99 |
| • Least Effective (1) | 0 | | | | |

Graphic 20: Ratings and Points – Examples Three and Four
Alternative Teacher Evaluation Framework

| Student Growth | | Performance | | Alternative Component | | Final Summative Rating | |
|---------------------------|-----|--------------------|-----|-----------------------|-----|------------------------|---------|
| • Most Effective (5) | 600 | • Accomplished (4) | 600 | • Level 4 | 600 | • Accomplished | 500-600 |
| • Above Average (4) | 400 | • Skilled (3) | 400 | • Level 3 | 400 | • Skilled | 300-499 |
| • Average (3) | 300 | • Developing (2) | 200 | • Level 2 | 200 | • Developing | 100-299 |
| • Approaching Average (2) | 200 | • Ineffective (1) | 0 | • Level 1 | 0 | • Ineffective | 0-99 |
| • Least Effective (1) | 0 | | | | | | |

- **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 must have one additional 30 minute observation (Attachment 34) per year. Teachers who received a rating of “Accomplished” on his or her most recent evaluation can be evaluated once every two years. The teacher evaluation changes within Sub. House Bill 362 allow districts the flexibility to choose less frequent evaluation cycles of teachers receiving skilled and accomplished ratings beginning with the 2014-2015 school year, while still providing them with feedback on their work.
- **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. Recalibration began in the summer of 2014. As of January 2015, 3,670 individuals have re-calibrated for OTES and 776 have re-calibrated for OPES.

ODE piloted the OTES model with 138 LEAs, including non-RttT and charter schools (Attachment 24). The model was reviewed by external consulting firms and evaluation experts from around the country. An external evaluator was selected to review the findings of the pilot LEAs to inform final modifications in spring 2012. ODE began OTES evaluator training and credentialing which is required of all evaluators. ODE works 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.

Ensuring high-performing teachers receive sufficient feedback and support to improve their instructional practice.

HB 153 as modified by SB 316 as well as the OTES Framework adopted by the SBOE in November 2011 allows for some local flexibility in policies for accomplished teachers, which is the highest rating available in Ohio's evaluation system. Among these options for flexibility is the choice to evaluate accomplished teachers every two years, as opposed to every year. SB 316 states:

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.

Further flexibility regarding the frequency of evaluation was granted with the passage of Sub. House Bill 362.

This flexibility was included intentionally to not only honor accomplished teachers but also to acknowledge that principals' days will look substantially different from their past duties. Principals will be asked to go from evaluating all beginning teachers annually and only those continuing contract teachers that are on the "evaluation cycle" in a given school year. The typical previous contract language in Ohio includes anywhere from three to five year spans between evaluations for continuing contract teachers. This is an incredible shift, albeit in a positive sense, in one year's time. The hope is that by allowing this flexibility, teachers rated accomplished and evaluated every two years will be considered for leadership opportunities as a result of their status in the district.

In year one of implementation all teachers will be evaluated as defined by the framework to establish a baseline summative rating. At that point, if the local board has adopted this option as part of their policy, those teachers rated accomplished would not be evaluated again until the second school year following the baseline evaluation. H.B. 362 increased the flexibility regarding the frequency of evaluation.

To clarify, the rating of accomplished is an extremely difficult one to achieve and it is not expected that teachers will continuously achieve this rating throughout any span of time within their careers. The accomplished rating includes a rating of above average growth on the multiple measures of student growth from the previous school year as well as consistent, accomplished performance as observed and documented by the credentialed evaluator on the performance rubric. This summative accomplished rating must be achieved each time the teacher is evaluated to continue the cycle of evaluations every two years.

As part of the evaluation accountability system, ODE developed a tool to demonstrate alignment of locally designed evaluation systems to the OPES and OTES models. This work was completed with the opening of the eTPES system in 2013-2014. The student growth measures component was adopted as 50 percent, consistent with HB 153. A list of vendor assessments that could be used for measuring student growth was first compiled for use beginning with the 2012-2013 school year and has been updated annually since its inception.

Rubric Alignment Tool

A specific outcome of the pilot was 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 is 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 were asked to use the draft gap analysis to demonstrate alignment and provide feedback on the alignment tool and process prior to statewide use. A limited number (33) of LEAs opted to use the Rubric Alignment Tool located within the eTPES system.

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 are implementing 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. This work was completed during the 2013-2014 school year.

Likewise, the Ohio Board of Regents (OBR) is required by HB 153 and RttT to report aggregate Value-Added data for graduates of teacher preparation programs beginning annually in 2012 (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. State guidance for the principal

student growth component was developed and 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 was a pilot year for most LEAs, was released fall 2012. Principal growth mirrors teacher growth.

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. Teachers will be placed in one of three categories, A, B or C. Within Category A, teachers that teach only Value-Added courses will be designated as A1 teachers. Teachers that teach some Value-Added teacher will be designated as A2 teachers. See Graphic 21 for details.

Ohio 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 publishes yearly, 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 provided LEAs the opportunity to pilot Value Added in additional grades and subjects. LEAs used these funds for Terra Nova, NWEA Map, and STAR in associated Grades 3-8 and subjects, and ACT high school end-of-course exams.

For all other non-tested subjects and grades, Ohio worked collaboratively with national experts, Battelle for Kids and LEAs who piloted 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 was shared with LEAs in spring and summer 2012 to ensure most LEAs had 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:

Graphic 21: Student Growth Categories



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.

Table 35: Student Growth Component Measures

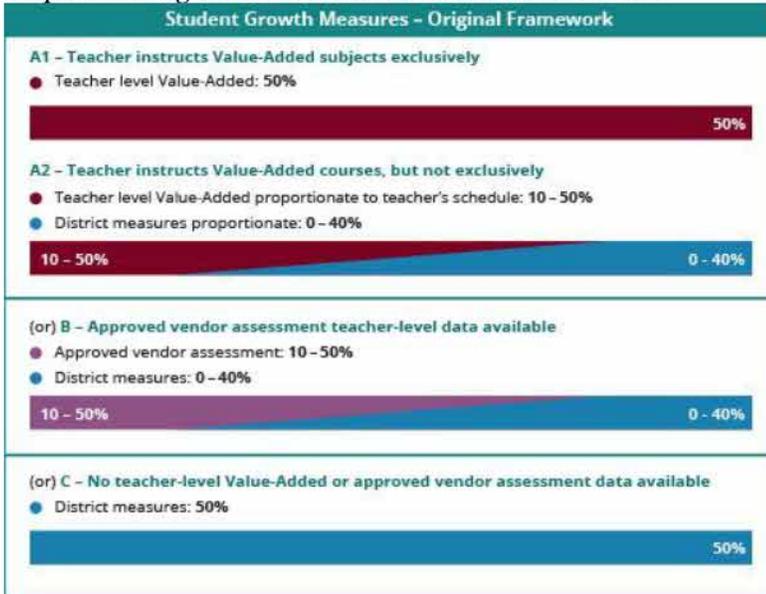
| | | |
|---|---------------------------------------|--|
| A | Teacher Value-Added | <ul style="list-style-type: none"> • MUST use if available • A1: 50% when the teacher <i>only</i> instructs Value-Added courses/subjects <ul style="list-style-type: none"> ○ Requirement begins on or after July 1, 2014. • A2: Otherwise, percentage is proportionate to the teacher’s schedule in terms of Value-Added courses/subjects and other courses/subjects. <ul style="list-style-type: none"> ○ Required to use Value-Added at <i>least</i> proportionately from 10-50%. • EVAAS Value-Added metric from state assessments, aggregated across grades and subjects, including up to three years of data into multi-year composite report. |
| B | Approved Vendor Assessments | <ul style="list-style-type: none"> • MUST use if district has assessment in place and data available according to the Vendor’s requirements. • 10-50% if applicable and no Value-Added data available. • Two types of Vendor Assessment measures: <ul style="list-style-type: none"> ○ Extended EVAAS reporting utilizing vendor assessments such as Terra Nova, ACT End-of-Course, NWEA MAP, and STAR, or; ○ Vendor-based measures from assessments on ODE-Approved List published on the ODE website. |
| C | Locally Determined Measures | <ul style="list-style-type: none"> • Teacher Category A2: MAY use in proportion to the teacher’s schedule, 0-40%. • Teacher Category B: MAY use depending on District decisions, 0-40%. • Teacher Category C: MUST use for 50%. • Three types of Locally Determined Measures <ul style="list-style-type: none"> ○ Student Learning Objective (SLO) process for measures that are specific to relevant subject matter. Measures must be district-approved and may include: <ul style="list-style-type: none"> ▪ Other vendor assessments not on the ODE-Approved List ▪ Career Technical Educational assessments not on the ODE-Approved List ▪ Locally determined assessments ▪ Performance-based assessments ▪ Portfolios ○ Shared Attribution measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> ▪ Building or District Value-Added is recommended if available; ▪ Building teams (such as content and specialized areas) may utilize a composite Value-Added score ▪ Building or District-based SLOs. ○ Teacher Category A2 (with Value-Added) may also use Vendor assessments as a District-determined measure proportionate to the teacher’s schedule for non-Value-Added courses/subjects. |
| 1 | Principal Value-Added Composite | <ul style="list-style-type: none"> • MUST use if available; <ul style="list-style-type: none"> ○ 10-50% if applicable • EVAAS Value-Added metric, average across subject areas <ul style="list-style-type: none"> ○ Three-year, principal composite Value-Added scores if applicable, or one or two year building averages as reported in EVAAS reporting system |
| 2 | Average of Teacher Vendor Assessments | <ul style="list-style-type: none"> • MUST use if district has assessment in place <ul style="list-style-type: none"> ○ 10-50% if applicable and no Value-Added data available ○ Average of teacher-level ODE-Approved vendor assessments |
| 3 | Locally-Determined Measures | <ul style="list-style-type: none"> • MAY use: district decision <ul style="list-style-type: none"> ○ 0-40% if used in combination with Type One or Two measures • MUST use: <ul style="list-style-type: none"> ○ 50% if no Type One or Two data available • Five types of Locally-Determined Measures <ul style="list-style-type: none"> ○ *An average of all teachers’ final and verified student growth ratings available in the building ○ *An average of all teachers’ final and verified SLOs in the building ○ An average of all teachers’ final and verified ODE-approved vendor assessment ratings available in the building (if principal is Category A |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> ○ Building Based Student Learning Objectives (SLOs) process for using measures that are specific to relevant building goals and priorities and aligned with Ohio Improvement Process where applicable. Measures for SLOs must be district-approved and may include both direct and indirect measures such as: <ul style="list-style-type: none"> • Student achievement trends • Locally developed assessments • Progress on School Improvement Plans • Student course taking patterns, e.g. more students taking advanced courses, PSEO, etc. ○ Shared attribution <ul style="list-style-type: none"> • District Value-Added is recommended if available • District-based SLOs |
|--|--|---|

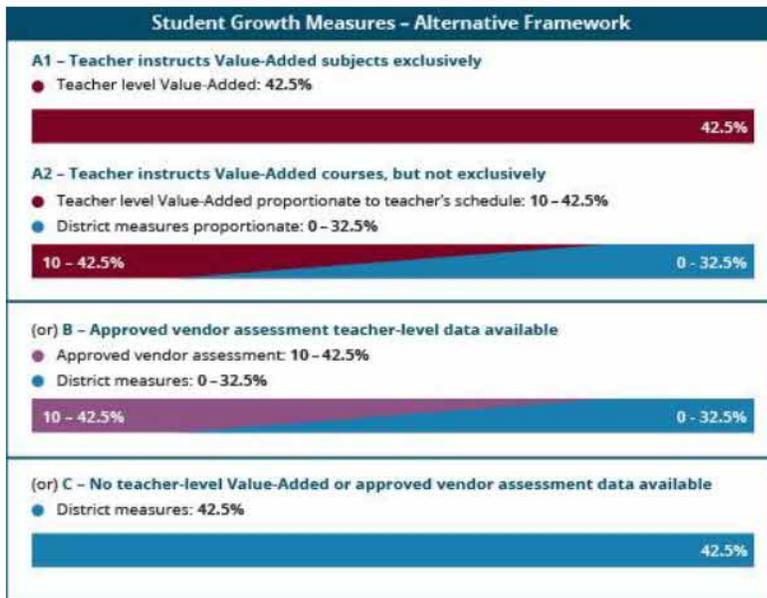
Teachers working with students with disabilities and English learners will have value-added data available if the students they teach are in grades 4-8, English language arts and mathematics. In some cases, based upon local decisions, data from ODE approved assessments may be available. For those students in other grades and subjects, local measures of student growth will be used.

Ohio has determined that the student learning objectives (SLO) process may 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: (Sub. House Bill 362 required an alternative framework for teacher evaluation).

Graphic 22: Original Student Growth Measures Framework



Graphic 23: Student Growth Measures Alternative Framework



ODE staff members provide technical assistance to LEAs as they determine combinations of measures for determining student growth. Several resources have been posted on the ODE website, such as FAQs, templates, rubrics and scoring guidance. SEA grant opportunities were available for local collaborative efforts and regional partnerships to develop examples of locally determined student growth measures using the SLO process. This work supported the implementation of ODE's guidance and helps to build capacity and knowledge among LEAs. As a clearinghouse of best practice, the products developed through this opportunity were reviewed by the Student Growth Measures Advisory Committee and those approved and served 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. The Ohio Education Research Center (OERC) will be submitting a report to the Ohio Department of Education on the 2013-2014 evaluation process.

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.

In July 2015, state legislative Safe Harbor provisions made slight alterations to the implementation timeline for Student Growth Measures for Ohio's Teacher Evaluation System. Specifically, the Safe Harbor provisions relate to the use of Value-Added data for a small subset of teachers.

Due to the transition of new assessments, teachers and principals will not use value-added ratings from state tests for the 2014-2015 and 2015-2016 school years as part of their evaluations or when making decisions regarding dismissal, retention, tenure or compensation. While Value-Added will continue to be generated so that these teachers can benefit from the diagnostic data, these teachers will not use Value-Added data for evaluation until ratings from the 16-17 school year which will be incorporated into the OTES ratings in the Spring of 2018.

Safe harbor only applies to educators that use value-added ratings from state tests. Safe harbor does not apply to teachers or principals exclusively using vendor tests or other local student growth measures. More than 90 percent of teachers will fully implement the evaluation system with student growth measures in the 2015-2016 and 2016-2017 school years. This applies to teachers who only teach Value-Added subjects, which is about 10% of teachers statewide (in 2014-2015, this was 6.9% of teachers). Approximately 90% of teachers will fully implement OTES with Student Growth Measures in the 2015-16 school year.

For the small subset of Value-Added teachers, there are three possible options. This is a district decision.

- 1) Districts and educators may enter into a memorandum of understanding (MOU) to allow the continued use of value-added results based on state tests for evaluation;
- 2) Districts may decide to use student growth measures other than value-added results for evaluations, including approved vendor assessments and student learning objectives (SLOs), to replace value-added results from state tests; or
- 3) Districts may choose not to use or replace value-added results and:
 - a. For educators exclusively using value-added results from state tests, only use the educator performance measure to determine the overall evaluation rating; or
 - b. For educators partially using value-added results from state tests, only include the remaining student growth measures and the educator performance measure to determine the overall evaluation rating.

These options only apply to the small subset of all teachers for the 15-16, and 16-17 OTES cycles. All teachers will be fully implementing as of the 16-17 school year for the 17-18 evaluation. Districts will be encouraged to utilize one of the options that include student growth, and analyze Value-Added data for diagnostic purposes, during these Safe Harbor years.

Likewise, the Safe Harbor provision also applies to principals who are evaluated under the OPES guidelines. Likewise, the Safe Harbor provision also applies to principals who are evaluated under the OPES guidelines. Principals are not required to use Value-Added from 2014-15 in their Spring 16 evaluation, nor 2015-16 Value-Added data in their Spring 2017 evaluation. Districts may enter an agreement to allow the continued use of Value-Added for principals. However, all principals will continue to utilize student growth measures in OPES. Principals that do not use Value-Added will have other student growth measures available. See Attachment 44 for Ohio's Safe Harbor Guidance.

Table 36: Implementation Timeline

| Year | Key Milestones |
|-----------|--|
| 2011-2012 | <ul style="list-style-type: none"> • 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 Electronic Teacher and Principal Evaluation System (eTPES) developed and tested • Teacher and Principal Evaluator Training and Credentialing begins summer 2012 |
| 2012-2013 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • OPES implemented by all LEAs and OTES implemented (in all RttT and LEAs whose collective bargaining agreements required implementation) • 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 |
| 2014-2015 | <ul style="list-style-type: none"> • All LEAs use effectiveness ratings and HQT to determine equitable distribution of teachers (delayed pending federal guidance) • All but 30 LEAs have fully implemented OTES. These 30 LEAs will fully implement in 2015-2016 |
| 2015-2016 | <ul style="list-style-type: none"> • OTES and OPES fully implemented |

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 piloted the model, which generated 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.

Alignment Tool

Because the OPES model has been in use for several years in LEAs around Ohio, there is a great deal more consensus around using the model. Therefore, it has been determined that the OPES alignment requirements will be less structured than those required for OTES. The process will be completed within the Ohio Electronic Teacher and Principal Evaluation System (eTPES), an online system for OTES and OPES management and will be the initial required step to gaining access to the system. For OPES, the introduction screen will ask superintendents to indicate if they are using the OPES model or an aligned, locally developed model. If using an aligned model, they must provide an assurance that they can demonstrate alignment upon request from the ODE.

However, we anticipate that many more LEAs will take advantage of the opportunity to use some components of the OTES model but not all of the components. In fact, it is likely that some will choose to determine their own local system entirely. Therefore we have chosen to use a more structured, state-developed alignment tool to ensure comparability to the state-adopted framework. The tool builds on a previously developed electronic Gap Analysis and Planning Tool that was intended to assist LEAs in determining how well their local evaluation systems and structures align with the state's evaluation system guidelines that had been published that year and that are still included as part of the foundation of the OTES model. Therefore the process was familiar to many LEAs.

The OTES alignment tool will capture whether LEAs are using the state model, one of several nationally recognized models or a locally designed model and rubric. LEAs that use the statewide model will gain immediate access to the system for their credentialed evaluators; others will have to complete the tool, upload their rubrics and submit plans for any modifications they will make to the system to accommodate areas that are not in alignment. The alignment tool uses a series of questions that address the ten standard areas that comprise the OTES rubric:

- Focus for Learning
- Assessment Data
- Prior Content Knowledge/ Sequence/ Connections
- Knowledge of Students
- Lesson Delivery
- Differentiation
- Resources
- Classroom Environment

- Assessment of Student Learning
- Professional Responsibility

As districts walk through the standard areas, they will be required to show alignment between the indicators covered in their rubric with the indicators in each of the OTES standard areas. At the completion of the Alignment Tool, districts are required to upload their district rubric and have their superintendent sign-off on the content entered into the tool. Once the superintendent has signed off, two reports will be generated. The first is for the individual district that shows the areas where the district has completed the tool and the areas where the district has not completed the tool (note: incomplete areas are considered areas where the district did not include language to demonstrate alignment to the indicator). The second report will be used for ODE purposes and will provide the state with the language the district incorporated for each of the indicators. If a district has any standard areas or indicators that are not completed, they will not be allowed to enter into the eTPES site. Admission into this system is required for districts reporting summative evaluation scores. Therefore, all districts must demonstrate alignment to the standard areas and indicators in order to report summative evaluation scores. Directions for use of the alignment tool are attached. In addition, ODE staff worked with vendor staff to provide webinars and YouTube videos to train superintendents and their designees in the use of the eTPES system.

The alignment tool was piloted in August 2012. LEAs that participated in the 2011-12 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 tool to demonstrate alignment of their rubrics and provide feedback on the tool and process prior to statewide use.

On the accountability side, ODE staff will conduct random audits of the rubrics based on information provided in the alignment process and the eTPES will capture the specific percentages LEAs are using for the various types of measures that make up their student growth components and summative effectiveness ratings for reporting purposes for both OPES and OTES.

Student Growth Measures

The foundational Student Growth Measures information for OTES was released state-wide in March and is posted on the ODE website. The Student Growth Measures Overview (Attachment 26) outlines the three types of measures to be included, Value-Added, ODE-approved vendor assessments and locally determined measures. The overview provides important definitions and explains the three categories of teachers based on data availability and LEA decisions. Ohio's Student Growth Measures component intentionally allows for a great deal of local flexibility in determining the measures included as well as the weights of each of the measures. In December 2012, House Bill 555 required teachers that are responsible exclusively for value-added courses (i.e. teachers who teach only math and/or reading in one or more grades between four and eight) to use Value-Added results for the entire 50% of their student growth measures component by the 2014-15 school year. Those teachers that teach both value-added and other courses must use Value-Added results proportionately to their schedule (Attachment 34). An example of this is a fourth grade teacher who teaches reading, math, science and social studies. A Value-Added score would be generated using the students' reading and math data. Because those courses make up half of the educator's teaching load, the value-added weight should be 25% which is half of the required 50%. All state level guidance and resources were modified to reflect this change.

There are also opportunities within the locally determined measures that support collaboration at both the building and district levels. Several opportunities for input and feedback from a variety of stakeholders were provided before the final component structure was determined. A meeting was held to share the draft materials with stakeholder representatives from professional associations, higher education, content and grade level specific representatives (e.g. students with disabilities, visual and performing arts and pre-K) and the State Board of Education. The 138 LEAs that participated in the OTES pilot were also offered an opportunity to provide feedback on the draft materials prior to their release. Since the release of the materials, presentations were made at the State Board of Education Capacity Committee, State University Education Deans meeting, the OEA Summer

Leadership Academy and a statewide symposium on educator evaluation that was attended by nearly 2500 educators from around the state.

The ODE was required by House Bill 153 to create an Approved List of Assessments (Attachment 27) that can measure student growth to complement the OAAs that provide value-added data for ELA and mathematics in grades 4-8. The initial list was generated through a request for qualifications process and all vendors on the list provided evidence and/or guidance on how the vendor's assessment could be used as a growth measure. Vendors also provided evidence that the assessment had been used to measure growth in other states or LEAs or demonstrated how it could be used to measure student growth. LEAs will use this guidance when reviewing the assessments on the approved list, and making local decisions about assessment implementation. All vendors on the list provided information on the alignment of their assessments to Ohio's New Learning Standards. Inclusion on the approved list indicates that the vendor assessment does at least meet minimum alignment

There is no requirement that LEAs purchase the assessments on the list. There is however, a requirement that if LEAs choose to purchase the assessment, then the data must be used as part of the growth measures component. The approved list will be updated annually to ensure there are opportunities, as stated on the assessment list, for vendors to demonstrate they meet the qualifications to be on the list. In addition, LEAs may choose to use assessments not on the list in combination with SLOs as part of the locally determined measures.

The locally determined measures, as previously described, may be comprised of any combination of the following:

SLOs process for using measures that are specific to relevant subject matter. Measures must be district-approved and may include:

- Locally developed assessments;
- Pre/Post assessments;
- Performance-based assessments;
- Portfolios

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;
- Building- or District-based SLOs

Vendor assessments for teachers with value added data in the same subject/grade.

Teachers of students with disabilities and English learners will also use some combination of the above measures. All students in Ohio are assessed through state assessments. Those students identified as students with disabilities will be tested on state assessments in tested grades and subjects, only with the appropriate modifications and accommodations per the IEP. For English learners, students are provided translation dictionaries, translators, native language CDs in the administration of the assessment. Therefore these teachers may have value added data if they teach the equivalent of six FTEs that took the OAAs with any of the above accommodations. They may also have vendor assessment data available with appropriate modifications as recommended by the vendor. It is however, most likely that they will also have local measures which will allow them to set specific growth targets for their students.

Ohio field-tested and implemented the Adaptive Alternate Assessment for Students with Cognitive Disabilities in grades 3-8 and 10 in the 2013-2014 school year. This assessment will be a criterion-reference assessment for students with disabilities that will measure growth in student achievement across grades and from one year to the next. Long-term research and development at American Institutes for Research report that the assessment is technically comparable to assessments for the general population. The intention is that these assessments will be developed specifically with the ability to measure student growth. These

assessments may become part of the approved list of assessments or may be used in combination with SLOs. At this time, we are unable to make an official determination.

Student growth will be determined for teachers of non-tested grades and subjects using the SLO process where vendor or state assessment data are not available. Ohio’s Value-Added calculation does not combine students across a grade band, but instead requires a teacher to have a minimum of six full year equivalent students in a single grade and subject in order to receive a report. Unlike in calculating Value-Added, teachers can write SLOs across grade bands in situations in which teacher have fewer than six students in a single grade and subject. An example is a special education teacher who is responsible for teaching reading to three students in Grade 2 and four students in Grade 3. Ohio has no Value-Added for these grades so if no vendor data are available, this teacher would write SLOs using all seven students across the grade band. Simply put, all students will count within the SLO process. This is accomplished by first using an SLO learning target for all students and then tiered targets for all student subgroups. These students will be supported as subgroups within classrooms by the teacher to ensure that they meet the growth target set based on the approved SLO. Teachers will use individualized instructional strategies to support all their students to meet their expected level of growth or higher. They may also create separate, targeted SLOs in addition to not in place of the class SLO to further differentiate for the specific needs of subgroups of high or low performing students within their classes. Students with disabilities and English learners will still be afforded the accommodations or modifications necessary (per IEPs and language needs), but the tiered targets will allow for the inclusion of results within the educator evaluation system. On the teacher performance side, as previously explained the Ohio Standards for the Teaching Profession specifically address teacher performance with all students, including gifted students, English learners and students with disabilities so the observations and instructional planning conversations on the performance side will also contribute to improved student growth.

Ohio has developed guidelines for combining multiple measures and translating student growth results into five categories of “most effective”, “above average”, “average”, “approaching average”, or “least effective” from a five-level rating system as noted in the table below. This change from a three-level rating to a five-level rating is necessitated by Sub. House Bill 362 and the use of the 600-point formula to determine final summative ratings.

Table 37: Five-level Rating System

| | |
|----------|----------------------------|
| 5 | Most Effective |
| 4 | Above Average |
| 3 | Average |
| 2 | Approaching Average |
| 1 | Least Effective |

The EVAAS at SAS value-added reports at the local level are provided to educators using a five-level system. These five levels are based on the Value-Added statistical methodology and directly align to the district and building-level metrics produced for the state accountability system. These five levels are uploaded into the electronic management system (eTPES) that Ohio uses to report teacher and principal effectiveness ratings. This upload of data from the EVAAS system will then be translated. The ODE-approved vendors were required to submit plans for utilizing a five-level classification to create a “comparable measure” to value-added. For locally determined measures, guidance for utilizing a five-level system is given in Ohio’s Guide to Using Student Learning Objectives as a Locally Determined Student Growth Measures.

The ODE is focused on providing statewide support for the consistency and comparability of all student HB 153 specifically required Ohio to develop a list of assessments that could be used for determining. In the first request for qualifications, (RFQ), Ohio received very little vendor response but those that did submit assessments and evidence that the assessments could be used for determining student growth were included on the 2012 approved list. Vendors were required to provide specific directions to LEAs on how

and when the assessments must be administered in order to be used for this purpose. To support the standardized use of assessments for those on the Approved List of Assessments LEAs have been instructed that if they do not follow the requirements outlined by each vendor within their response to the RFQ, they are not to use those particular assessments for the purposes of measuring growth. LEAs that are currently using assessments on the approved list, in the way proscribed for the vendor, must determine which teachers have data from those assessments available and must use it as part of those teachers' student growth scores. They may also use local discretion to determine to stop using a particular assessment on the list or to purchase assessments on the list as there is no current state funding available that requires them to purchase assessments on the approved list. Ohio posts a RFQ annually for consideration to be added to the approved list.

LEA-determined measures must follow the SLO process as determined by the ODE. The Student Learning Objective Information (Attachment 28) is designed to support a common understanding of SLOs from the outset of this work. The document defines SLOs, and explains what they encompass, benefits of using SLOs and insight into the process. The last of the foundational materials, Steps for Designing a Local Student Growth Measures Plan (Attachment 29), is a document to help LEAs get started on a plan to implement student growth measures at the local level.

In May 2012, 16 regional grants were awarded to support teams of teachers, mostly in non-tested subjects and grades, using additional draft tools and resources to create example SLOs and provide feedback on the next set of materials. These SLOs and feedback were submitted to ODE and evaluated and annotated by ODE staff working with national experts provided by a partnership with the Reform Support network. These examples were shared statewide. The OERC is currently evaluating the implementation of Student Growth Measures, including SLOs. In June 2012, we added the SLO Template and SLO Template Checklist (Attachment 30) to the website for LEAs to begin using. The ODE continues to develop tools and resources to support consistent implementation as we receive feedback and requests for such information. Currently Frequently Asked Questions, a Guidebook for Using SLOs and Guidance for Selecting Assessments are posted on the ODE website. The guidance includes discussion and examples regarding the following criteria:

Table 38: Criteria for Guidance and Examples

| |
|--|
| <i>Alignment to Standards:</i> |
| <i>Is the Learning Objective clearly reflected in the assessment measure?</i> |
| All items in the assessment align to the standard(s) addressed in the SLO. |
| The assessment measure addresses the full range of topics and skills included in the SLO. |
| The focus of the assessment mirrors the focus of the curriculum and standards. |
| The items or task match the full range of cognitive thinking required during the course. |
| The assessment requires students to engage in higher order thinking where appropriate. |
| <i>Stretch:</i> |
| <i>Will all students be able to demonstrate growth on this assessment?</i> |
| The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students. |
| Test items cover knowledge and skills that will be of value beyond the school year. |
| <i>Validity and Reliability:</i> |
| <i>Is the assessment measure a valid and reliable tool for the intended purpose?</i> |
| The assessment does not include overly complex vocabulary. |
| Items or tasks are written clearly and concisely. |
| Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments. |
| The teacher has a plan for administering assessments consistently across classes. |

A template for scoring SLOs and overall Student Growth Measures Scoring Instructions was completed over the summer 2012. Overall Student Growth Measures Score Combining instructions were completed and posted on the ODE website.

Further support has been provided through regional. Training was provided throughout the 2012-2013 and 2013-2014 school years by ODE in partnership with an external vendor to ensure consistency in delivery. Student growth and alignment specialists are employed by ESCs regionally to provide on-going support and technical assistance at the local level as LEAs implement the student growth measures across all grade levels. These specialists will be ODE trained to ensure consistency of implementation at the local level. Random audits will be conducted to assess the quality and consistency of implementation.

The Ohio Education Research Center (OERC), a consortium of institutions of higher education, private and non-profit research entities housed at The Ohio State University created a research plan that evaluated and examined the “implementation of student growth measures”. This formative and summative report addressed numerous questions including:

- fairness, rigor, reliability, and comparability of the system;
- questions raised by the Student Growth Measures Advisory Committee;
- roster verification policies;
- the implementation of SLOs; and
- recommendations for continuous improvement

Additionally, other approved OERC research projects including case studies of OTES/OPES, and the piloting of extended assessments for Value-Added in non-tested grades and subjects is ongoing, and are integrated into the OERC report.

In addition to the information above, validity of the state assessments is already established. LEAs in Ohio will use state assessments in reading and math in grades 4-8 to show student growth using the value-added methodology. In 2014-2015 Value-Added scores will be available for math and language arts 4-8, social studies 6th, science in grades 5 and 8 along with high school credit courses, Algebra I and/or integrated math, English 9, and physical science. Any student who is assessed in these subjects in these grade levels will have student growth data available. These results are linked to the teacher and used for evaluation purposes. This linkage process ensures consistency and has an established standard for validity. Further, the vendors that were successful in having assessments selected for the Approved List of Assessments provided evidence that the assessments meet these fundamental requirements for measuring student growth:

- 1). Be highly correlated with curricular objectives
- 2). Have enough "stretch" to measure the growth of both low-and high-achieving students
- 3). Meet appropriate standards of test reliability.

The Student Growth Measures Overview for Principal Evaluation mirrors the teacher student growth measures based on input from stakeholders and the requirement in House Bill 153 that principal evaluation systems be comparable to teacher evaluation systems. This aligned framework has three categories based upon the availability of data: building-level value added, aggregate data from the various assessments on the ODE approved list that are used within the building and locally determined measures. There are decision points for LEAs around the percentages within each category and the multiple measures that will make up each principal’s growth measures, similar to the teacher growth measures component.

To support using student growth measures in teacher and principal evaluation in Ohio, the ODE staff invited a group of approximately 20 practitioners and assessment experts from around the state to serve on a Student Growth Measures Advisory Committee in an advisory capacity to ODE staff as we move forward on several student growth measures projects including the potential expansion of the use of value-added with other assessments, the implementation of the student growth measures component of educator evaluation and the ongoing review of research in student growth measures as used nationally. This group continues to meet quarterly.

It is critically important to note, as we do in the Student Growth Measures Overview that Ohio recognizes that the combination of measures within the general frameworks will vary, depending on the grade levels and subject

areas of the teacher or principal. Further, there is not enough research yet to say which combination of measures will provide the most accurate and useful information about teacher and principal effectiveness. Therefore, Ohio is committed to staying current in its research of what is happening in other states and districts and will update these guidelines as research and best practices emerge to inform revisions. To this end, we are participating in the RtT Teacher and Leader Effectiveness Community of Practice project to create tools and resources to support effective implementation of SLOs and the Council of Chief State School Officers' State Consortium on Educator Effectiveness among other initiatives.

Please find three attachments to support this work:

- Directions for using the Ohio Teacher Evaluation system alignment tool (Attachment 31)
- Questions contained in the alignment tool (Attachment 32)
- Final guidance on scoring individual student learning objectives (Attachment 33)

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

TEACHER AND PRINCIPAL EVALUATION AND SUPPORT 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 required 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 continues to provide 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 required 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 required 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 OPES in 19 LEAs. Since that time, it has undergone annual revisions and modifications based on feedback 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 OTES in 37 LEAs with 110 educators. All documents were collected from the field test participants and analyzed by ODE staff. AIR 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 piloted 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 influenced the further refinement of the evaluation system. An external evaluator of the project, MGT of America, provided 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 student achievement and growth measures were 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 and 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 worked 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 (eTPES).

Ensuring LEAs Implement and Meet Timelines (See “Implementation Timeline” Section 3A.) ODE staff developed 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 report ratings through the eTPES. ODE developed a process for random auditing to ensure fidelity to the requirements. Due to language in SB 316 regarding expiration of collective bargaining agreements, a small number of Ohio’s traditional public schools have delayed implementation of teacher evaluation beyond the 2014-15 school year. However, all districts, RttT community schools, joint vocational school districts and Educational Service Centers that employ principals are implementing OPES in 2013-14 and all RttT LEAs are implementing OTES in 2013-14 as well. In 2014-15, 90% of these organizations are implementing OTES.

Ohio developed a comprehensive communication plan to ensure information is available to all LEAs. Ohio worked with 138 LEAs in 2012-2013 for a formal pilot of OTES. ODE staff worked 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 were required to be in place by July 2013 (HB 153). More than seventy-five sessions of the required OTES credentialing training took place in spring and summer 2012, and at least 300 sessions were offered across the state by September 2013.

Ohio developed 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. eTPES provides the reporting structure as LEAs implement the evaluation systems to ensure consistency and reliability. eTPES also offers 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 continues to leverage the support of the regional specialists and 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 contracted with an external evaluator to report on necessary revisions and areas needing support as the evaluation systems were implemented. This included 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 had more targeted technical assistance through the Appalachian Collaborative, identified ODE staff, and external evaluators for those grants. RttT LEAs also received 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 of Central Ohio and Buckeye Association of School Administrators staff have certified more than 3000 OPES evaluators. To implement full statewide OTES training in June 2012, a pool of qualified educators served 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 designed training for teachers on the state model and HB 153 requirements through Ohio Education Association and Ohio Federation of Teachers. ODE partnered with the Ohio Grantmakers Forum to host a spring 2012 conference to provide information for LEAs that had not yet begun to design their evaluation systems.

Pilot Phase Feedback

As mentioned earlier, ODE 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. The last revision occurred in spring 2014.

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 eTPES project is to automate the teacher and principal evaluation state models using Web-based technology. The system has the capacity to enable districts and schools to upload their locally developed model components into the electronic version, thereby aligning to the state framework. eTPES allows evaluators to use a standard Web browser and secure Web access to monitor, complete and store principal and teacher evaluations. The project was completed in June 2013. Modifications have been made to the system per Sub. House Bill 362.

In addition, the eTPES was 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.

258 eTPES trainings occurred in 2013-2014 throughout Ohio. These trainings were conducted by ESC trainers who worked with LEAs to ensure that the eTPES system served as an effective mechanism to collect effectiveness ratings. In 2014-2015, an additional 85 trainings have been conducted throughout the state.

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 dual system of Highly Qualified Teacher (HQT) requirements and effectiveness ratings 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 HQT and effectiveness ratings to inform decisions:

- In 2012-2013, 2013-2014 and 2014-2015, only HQT data was used because Highly Effective Teacher data was unavailable. The USDOE has begun to clarify the expectations for states regarding Highly Effective Teachers with the Excellent Educators for All Initiative. A state plan is being developed in conjunction with stakeholders during the Winter and Spring of 2015.
- In February 2015, data on Lead and Senior teachers were added to the Report Card and effectiveness ratings for teachers and principals will be added in 2015-2016. (Attachment 10).
- In response to the Excellent Educators for All Initiative, ODE has begun engaging external stakeholders in the development of an equity plan. During winter and spring of 2015, a plan to ensure equitable access to excellent educators in high-poverty and high-minority schools is being drafted. The equity plan requires ODE to review data, conduct a root-cause analysis, and develop strategies.

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 Report Card excerpt shown below (Attachment 25: Sample Report Card).

Graphic 24: Federally Required School Teacher Information



LEAs will report their procedures, use of resources and equitable access to teachers in their state Comprehensive Continuous Improvement Plan (CCIP), and will have access to the Equitable Access 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 the additional effectiveness data.

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 access 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 access of teachers, ODE is developing 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 skilled 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.

In summation, Ohio will ensure that LEAs create and implement teacher and principal evaluation and support systems consistent with the principles in ESEA flexibility, including Ohio's plan to monitor LEA implementation to ensure evaluation and support systems meaningfully differentiate teachers and principals both within and across LEAs.

Ohio will ensure LEAs create and implement teacher and principal evaluation and support systems consistent with the principles in ESEA flexibility

In Ohio, LEAs may choose to use the OTES model for teacher evaluation or a locally developed model for teacher evaluation which is aligned to the Ohio SBOE-adopted framework. If an LEA chooses to use a locally developed (or commercially purchased) evaluation tool, the LEA must demonstrate alignment to the OTES model. In particular, to ensure consistency of implementation, the LEA will need to specifically demonstrate alignment of the performance rubric to the OTES performance rubric. This will be accomplished through the use of an electronic alignment tool. As all teacher and principal performance ratings will be reported to the state, access to the reporting tool is only granted once the LEA has demonstrated the alignment of evaluation system.

Another method to ensure that the evaluation and support systems meaningfully differentiate teachers and principals within and across LEAs is the use of a research center funded through RtT funds to examine relationships between teacher performance and student growth measures. The behaviors described in Ohio's performance rubric are equated with best practice instructional methods. These instructional methods should produce student achievement progress. The OERC will examine the relationships between reported performance ratings and student growth measures. Where discrepancies between performance ratings and student growth measure results exist, ODE staff will further audit the information provided. This audit will be the first step in documenting consistency of implementation. In the 2013-14 and 2014-15 biennium budget, the ODE was allocated a small amount of funds to sustain the evaluation related initiatives that were started with Race to the Top funds, including some level of auditing of evaluation implementation. We are working with the OERC to ensure that the plan for audits is sufficient, both in number and in scope, to ensure confidence in the statewide system. Moreover, Ohio already has other fidelity components in place such as our alignment tool, eTPES reporting requirements and required training, credentialing and recalibrating of all evaluators (Attachment 40 and 41).

The OERC collected data on a variety of components related to evaluation systems from early adopter LEAs and provide reports to support monitoring needs, considerations for modifications to the systems, and best practices that should be considered for state-wide implementation. Fewer than 23 LEAs implemented OTES in 2012-13. The majority implemented in 2013-14, consistent with the timelines contained in the RtT scope of work and HB 153 as modified by SB 316. Further, Ohio will ensure that LEAs work with teachers and administrators in developing, adopting, piloting and implementing evaluation and support systems.

Ohio will ensure that LEAs work with teachers and administrators in developing, adopting, piloting and implementing evaluation and support systems. Pursuant to HB 153, as modified by SB 316, all LEAs are required to adopt a policy regarding evaluation by July 1, 2013. Many components of the evaluation system are required by law and will be included in the local board of education policy. ODE has provided a sample policy for LEAs so there is consistency across LEAs. An additional requirement of SB 316 includes that teachers are consulted in developing the policy.

To support the pilot process, the ODE provided four training sessions over the course of the 2011-12 school year at no cost to all LEAs that requested to participate. This included LEAs that wanted to pilot locally developed models that align to the state model. The training sessions were developed collaboratively with NIET and were used to inform the development of the evaluator credentialing training and online assessment. Data from the statewide pilot, which included feedback from 138 LEAs and over 600 participants (teachers, principals, district personnel, the Ohio Education Association and Educational Service Centers), was used by the MGT of America to

provide recommendations on modifications to the OTES model. Specific recommendations from the study of the OTES pilot that were addressed immediately include:

- Adopt all components, at least provisionally, and leave them in place for a second pilot year.
- Make the tools, forms, and structure available through a statewide online system of support that helps both teachers and evaluators manage all the parts and pieces.
- Create a clear and simple flow chart showing activities on a sample timeline – a “Year-at-a-glance.”
- Present the summative teacher evaluation ratings in actionable terms that provide guidance for decision-making about classroom practices and professional development needs.
- Conduct another pilot during 2012-2013 with a focus on the growth measures component.

Some of the recommendations are more in depth and are in the process of being addressed at the state, regional and/or local levels:

- Provide ongoing, in-depth, and accessible professional development.
- Improve face validity of the system by ensuring that the system is fair, equitable, and reliable for all teachers.
- Provide clear documentation to identify what is required and what is recommended as “best practice. Samples of each should be included – both strong and weak examples –to support the goal of transparency and improved teacher and evaluator performance.

In May 2012, the ODE sponsored a free one day symposium on evaluation systems. Sessions were offered on implementing growth measures in non-tested subjects and grades, the OTES and OPES models, performance based compensation, student learning objectives and conducting an effective pilot to name a few. The symposium was attended by over 2500 Ohio educators.

ODE has also provided tools for evaluation through the online portal for properly credentialed evaluators. This online portal provides resources that the evaluator can use with staff to explain and demonstrate the evaluation system. These tools are provided to all credentialed evaluators so that implementation is consistent across Ohio.

ODE, in conjunction with The Ohio State University, is developed a series of online modules with a specific target audience of teachers. These modules will focus on the teacher’s role in the evaluation process, explain the system, and provide tools to assist the teacher in preparing for the pre-and post-conferences and the implementation of the evaluation system. These online modules were released in spring 2013.

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,

(b)(6)

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.

The Honorable John R. Kasich
Dr. Stan W. Heffner
December 1, 2011
Page 2

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,

The Honorable John R. Kasich
Dr. Stan W. Heffner
December 1, 2011
Page 3

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,
(b)(6)

Debe Terhar
President
State Board of Education of Ohio



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,

(b)(6)

Patricia Frost-Brooks
President





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,

(b)(6)

Sue Taylor, President
Ohio Federation of Teachers

Cc: Michael Sawyers

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,

(b)(6)

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: oceed@oceed.org
Web: www.oceed.org



January 9, 2012

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

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

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,

(b)(6)

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.

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.

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 its 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 scarce resources to help children and youth be successful. We would be happy to meet, answer questions or provide additional information.

Sincerely,

(b)(6)

Dave Smith, OAN Chair
Horizon Activities Centers

(b)(6)

Lisa Bottoms, OAN Vice Chair
The Cleveland Foundation

(b)(6)

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

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|---|-------------------|--|-------------------------|--|
| 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

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|---|-----------------------|--|----------------------------|---|
| 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>

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

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 – Jack Alsop
- . Welcome and Pledge of Allegiance – Mike Collins
- . 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

| | | |
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| (b)(6) | | 1 |
| | | 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 |

| | | |
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| | 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 <i>REPORT &</i> <i>RECOMMENDATIONS ON DIVERSITY STRATEGIES FOR SUCCESSFUL SCHOOLS</i> AND TO DIRECT THE DEVELOPMENT OF AN IMPLEMENTATION PLAN | Volume 4 Misc. Res. Page 3 |

VOLUME 2 – TERRITORY TRANSFERS

| | | |
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| 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 | 1 |
| Item 7 was amended at the board meeting | | |
| 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 | 43 |
| Item 8.a. was denied at the board meeting | | |
| 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 | 45 |
| Item 8.b. was denied at the board meeting | | |
| 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 | 79 |
| Item 9 was amended at the board meeting | | |
| 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

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| (b)(6) | 1 |
| | 19 |
| | 31 |
| | 73 |
| | 87 |
| | 95 |
| | 103 |
| | 123 |
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| | (b)(6) | |
| 19. | | 133 |

VOLUME 3 - ADMINISTRATIVE RULES

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| 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

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|-----|---|---|
| 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. | (b)(6) | 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



Department
of Education

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,

(b)(6)

A rectangular box with a black border, used to redact the signature of Stan W. Heffner. The text "(b)(6)" is written in the top-left corner of the box.

Stan W. Heffner
Superintendent of Public Instruction

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:

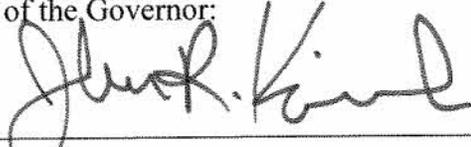
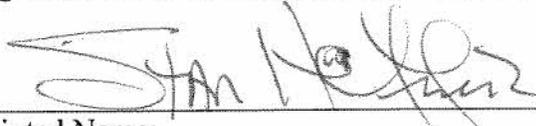
- Each State’s Governor;
- Each State’s chief school officer; and

- 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. Hefner | Date: 11-15-11 |
| Signature of the State Board of Education President (if applicable): <div data-bbox="292 903 755 997" style="border: 1px solid black; padding: 2px;">(b)(6)</div> | |
| 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 |

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|------------|-------------|-----------------------------------|-------|---------|
| 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 | |
|---|---|
| <p>Reward School Criteria:</p> <p>A. Highest-performing school B. High-progress school</p> <p>Priority School Criteria:</p> <p>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</p> | <p>Focus School Criteria:</p> <p>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</p> |

| 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 | | |

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|--|--|--------------|---|----|---|
| 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 | |

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|--|--|--------------|---|---|---|
| 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 | | |

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|---|---|--------------|---|---|---|---|
| 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 |

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|---------------------|--|--------------|--|---|---|---|
| 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 | Santroek 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 | |

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| 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 | |

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|---------------------|--|--------------|---|---|---|
| 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 |

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|---|---|--------------|---|---|---|---|
| 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 | |

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| 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 | |

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|-------------------------------------|--|--------------|--|---|---|---|
| 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 | |

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|-------------------------------------|---|--------------|---|---|-----|
| 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 | Upton 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 |

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|----------------------|--|--------------|---|---|---|---|
| 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 | | | |

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|-------------------------------|---|--------------|---|---|---|---|
| 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 | |

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|---------------------------|---------------------------------------|--------------|---|---|---|---|
| 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 | |

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| 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 | |

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|--------------------------------|-------------------------------------|--------------|---|---|---|---|
| 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 | |

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| 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 | |

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 |
|---|--|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
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| <ul style="list-style-type: none"> 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: |
| <ul style="list-style-type: none"> Masters degree or higher from an institution of higher education accredited by a regional accrediting organization | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Successful completion of the Master Teacher Portfolio |

Lead Professional Educator License - 5 yr renewable

| A + B +C | | |
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| A | B | C |
| Degree Requirement | Experience | Demonstration of Practice at the Distinguished Level: |
| <ul style="list-style-type: none"> Masters degree or higher from an institution of higher education accredited by a regional accrediting organization | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio, OR Hold active National Board Certification (NBPTS) |

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)

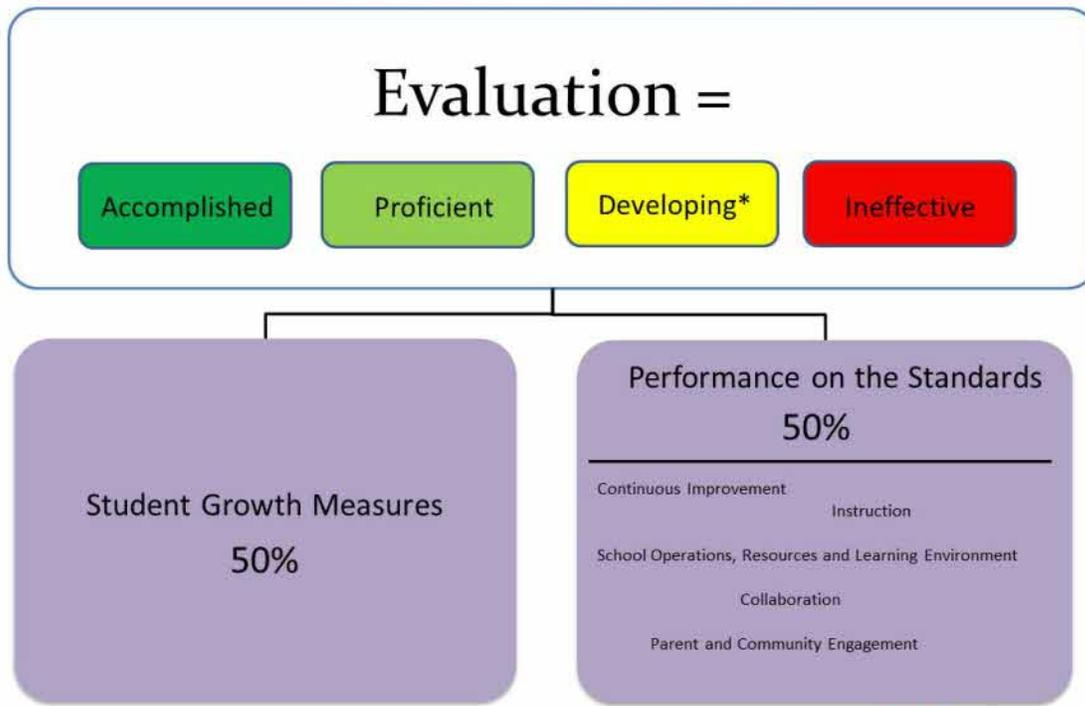
Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These 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.

Evaluation Framework



*currently under development (to be added to the performance rubric)

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% |

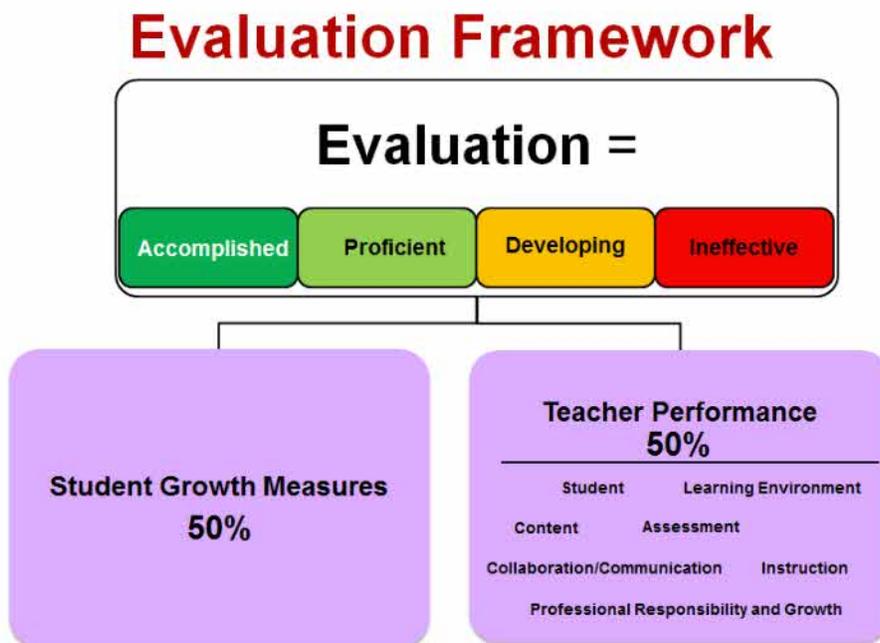
The local board of education will also provide for the allocation of financial resources to support professional development.

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

| | | Teacher Performance | | | |
|-------------------------|----------|---------------------|--------------|-------------|-------------|
| | | 4 | 3 | 2 | 1 |
| Student Growth Measures | 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.

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? | <p>Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2.</p> <p>Redesigned district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula and instructional practice.</p> | <p>Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data.</p> <p>Pilot and refine the redesigned district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Phase out content no longer present in the common core and revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p> | <p>Continue to implement transition plan.</p> <p>Fully implement (and continue to modify) the refined district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p> | <p>Full implementation of the refined district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p> |
| What should teachers be doing? | <p>Examine ODE's Comparative Analysis Documents to outline changes.</p> <p>Familiarize self with the revised Academic Standards and Model Curriculum. Experiment with the resources, strategies, or classroom examples found in the document.</p> <p>Participate in state and district sponsored professional development opportunities</p> | <p>Develop expertise in new grade-level content. Include an examination of the conceptual learning progressions for adjacent grades.</p> <p>Pilot refined district curriculum, using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Incorporate 21st Century</p> | <p>Implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness.</p> <p>Use the Eye of Integration to</p> | <p>Fully implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness.</p> |

| | | | | |
|--|--|---|---|---|
| | <p>supporting deeper content knowledge, increased rigor, and instructional practices.</p> <p>Incorporate 21st Century (Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects, and activities.</p> | <p>(Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects, and activities.</p> <p>Participate in state and district - sponsored professional development opportunities supporting deeper content knowledge, increased rigor, and instructional practices.</p> | <p>design a project or unit.</p> <p>Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.</p> | <p>Use the Eye of Integration to design projects or units.</p> <p>Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.</p> |
| <p>What support is ODE providing?</p> | <p>Comparative Analysis Documents.</p> <p>Targeted Professional Developments Meetings.</p> <p>Guidance document for evaluating resources.</p> <p>Webinars/Webcasts.</p> | <p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings.</p> <p>Guidance document for evaluating resources.</p> <p>Webinars/Webcasts.</p> | <p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings/Webinars/Webcasts</p> <p>Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.</p> | <p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings/Webinars/Webcasts</p> <p>Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.</p> |
| <p>What about assessment?</p> | <p>State assessments remain aligned to the 2001-2002 Academic Content Standards.</p> <p>OAA/OGT item banks are being aligned to the common core and revised Academic Content Standards and Model Curriculum.</p> | <p>State assessments remain aligned to the 2001-2002 Academic Content Standards.</p> <p>Pilot online test prototypes and innovative testing options (such as performance-based or formative).</p> | <p>As blueprint flexibility allows, focus on assessing the content shared by the 2001-2002 Standards and the 2010 Standards and Model Curriculum document.</p> <p>Field testing PARCC items for Mathematics and ELA, state-developed items for Social Studies and Science.</p> | <p>New state assessment system fully operational and aligned to the 2010 Academic Content Standards and Model Curriculum.</p> |

Attachment 12B: Professional Development and Resource Implementation Timeline to Ohio's College and Career System.

| 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|--|--|---|---|
| <p>Professional Development</p> <ul style="list-style-type: none"> ➤ 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 <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ 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 | <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted professional development</i> <ul style="list-style-type: none"> • By content areas • Deep understanding of standards • Instructional Design and Curriculum Revision ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • 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 | <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted and differentiated professional development</i> <ul style="list-style-type: none"> • Instructional Design, Approaches to Learning Curriculum Revision • Integrating technology within instruction • <i>Targeted Audience:</i> Content Area, Grade Level, ELL, SWD and Gifted teachers ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • Online formative instruction and content-specific Modules • Supported by Regional formative instruction Specialists • Regional training and support • <i>Targeted Audience:</i> 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) | <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted and differentiated professional development</i> <ul style="list-style-type: none"> • Implementing high-quality Instruction and Curriculum • New English language proficiency standards linked to the common core • Integrating technology within instruction • Online assessment training • <i>Targeted Audience:</i> Content Area, Grade Level, ELL, SWD and Gifted teachers ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • Online formative instruction and content-specific Modules • Supported by Regional formative instruction Specialists • Regional training and support • <i>Targeted Audience:</i> Content Area, grade Level, SWD, |

| | | | |
|--|--|--|--|
| | <p>school in the areas of ELA, math, science, social studies and career tech</p> <ul style="list-style-type: none"> ➤ <i>High School-Higher Education Alignment Project</i> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ 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 ➤ <i>Webcasts/Webinars</i> <ul style="list-style-type: none"> • Digging Deeper into the standards • PARCC assessments • Extended Standards • ELL and the Common Core ➤ Guidance document for evaluating resources | <ul style="list-style-type: none"> ➤ Advanced Placement workshops ➤ <i>Formative Assessment pilots for middle school mathematics and English language arts</i> <ul style="list-style-type: none"> • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers. ➤ <i>Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech</i> <ul style="list-style-type: none"> • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➤ <i>High School-Higher Education Alignment Project</i> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ New English Language Proficiency standards linked to | <p>ELL and Gifted teachers</p> <ul style="list-style-type: none"> ➤ 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 ➤ <i>Formative Assessment pilots for middle school mathematics and English language arts</i> <ul style="list-style-type: none"> • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers. ➤ <i>Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech</i> <ul style="list-style-type: none"> • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➤ <i>High School-Higher Education</i> |
|--|--|--|--|

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> ➤ Model curricula ➤ Eye of Integration models | <p>the common core</p> <ul style="list-style-type: none"> ➤ Extended standards aligned to the common core ➤ <i>Webcasts/Webinar</i> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Diverse Learners ➤ Eye of Integration examples ➤ PARCC model content frameworks ➤ PARCC Assessment Prototypes | <p><i>Alignment Project</i></p> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ 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 |
|--|--|--|--|

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none">➤ PARCC Assessment Prototypes➤ PARCC Assessment Training materials➤ <i>Instructional Improvement System</i><ul style="list-style-type: none">• Performance –Based Tasks• Formative Instruction Strategies• Curriculum and Instructional Resources |
|--|--|--|---|

DRAFT

Attachment 13: Ohio Student Achievement Measurements:

| 9th Grade Retention Data | SY11 Retained Stds. | SY11 Total 9 th Enroll | SY10 Retained Stds. | SY10 Total 9 th Enroll |
|--|------------------------|--------------------------------------|------------------------|--------------------------------------|
| Total of Retained Students | 7642 | <i>151747</i> | 9729 | <i>157396</i> |
| Percentage of Retained Students | 5.0% | -- | 6.2% | -- |

| 8th Grade Retention Data | SY11 Retained Stds. | SY11 Total 8 th Enroll | SY10 Retained Stds. | SY10 Total 8 th Enroll |
|--|------------------------|--------------------------------------|------------------------|--------------------------------------|
| Total of Retained Students | 1125 | <i>133189</i> | 1489 | <i>134270</i> |
| 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 | <i>591641</i> | 226294 | <i>599662</i> |
| 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% |
| Whic, 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 | <i>591641</i> | 14142 | <i>599662</i> |
| 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 | <i>79014</i> | 21 | <i>75940</i> |
| 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 | <i>17308</i> | 534 | <i>19589</i> |
| 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.

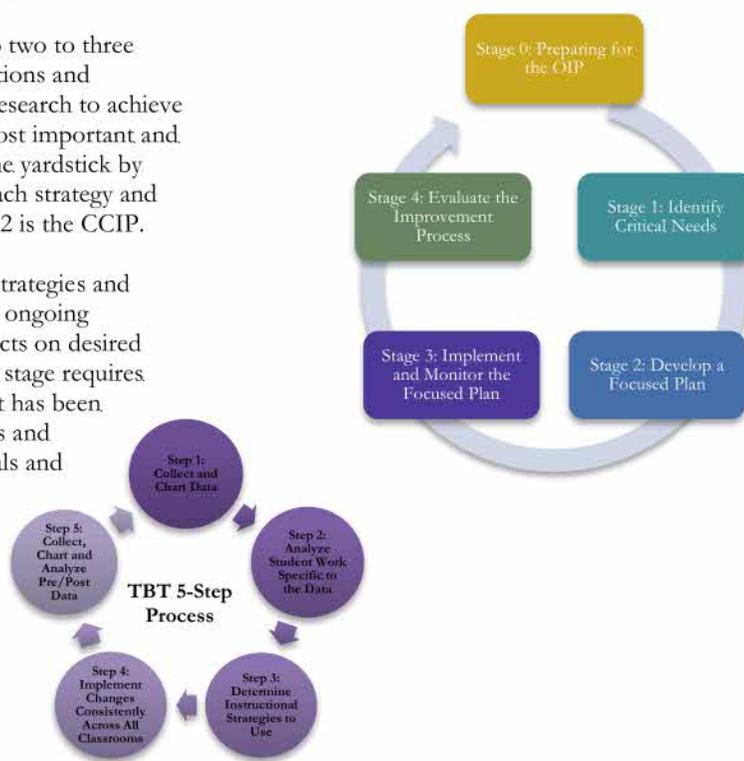
- 1) Vision, mission, and philosophy are aligned.
- 2) The process is continuous and recursive and the plan is a dynamic document. Continuous improvement is the core work at every level of the SSoS, and by nature repeats itself.
- 3) The process relies on quality data interpretation to identify critical 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.

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)

How

do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

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

STAGE 3

Implement and Monitor the Focused Plan

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

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 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 ValueAdded 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. |

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 CELТ: John Phillip |
| 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 CELТ: 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 |

| 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. |
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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 | | |

| 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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Ohio Department of Education

Data Verification Plan and Tool - Project Charter

| 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 | | |

| Item # | Issue(s) | Date Presented | Resolution | Date Resolved |
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Ohio Department of Education

Data Verification Plan and Tool - Project Charter

| 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 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 | | |
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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 |
|------------|---|----------------------------------|------------|--------------------|--------------------|------------------------|
| 2.4 | 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 | | | | | | |

| 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 |
|------------|--|----------------------------------|------------|--------------------|--------------------|------------------------|
| 2.5 | 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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Ohio Department of Education

Data Verification Plan and Tool - Project Charter

| 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 | | | | | | |
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| Item # | Issue(s) | Date Presented | Resolution | | Date Resolved | |
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Ohio Department of Education

Data Verification Plan and Tool - Project Charter

| 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 | | | | | | |
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| 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: <i>(estimate the <u>number of hours</u> that will be required to complete the project for the following types of personnel.)</i> | |
| | 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: <i>(please list)</i> | |
| d | Project Expenses: <i>(i.e., travel, registration fees, etc.)</i> | |
| e | Training: <i>(please list)</i> | |
| f | Other: <i>(please list)</i> | |
| TOTAL <i>(sum rows b-f)</i> | | |

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 | | | 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 | | | 8/3/10 |
| MARK AMES | TRECA | PARTNER ITC | | | 7/27/10 |
| | | | | | |
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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
(301) 251-1500

Westat®

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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
Scholar's 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



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



The District Report Card for the 2009-2010 school year shows the progress districts have made based on four measures of performance.



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



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%.



State Indicators

Percentage of Students at and above the Proficient Level

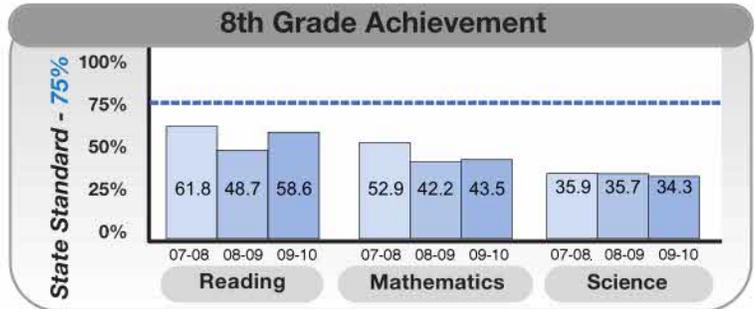
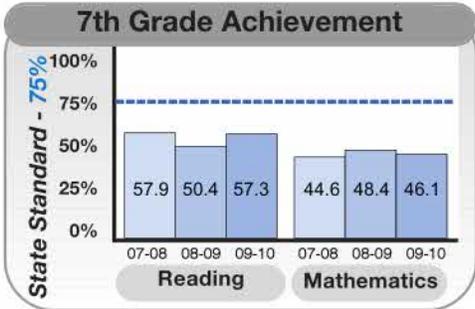
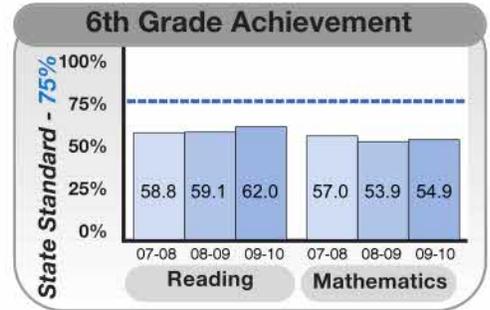
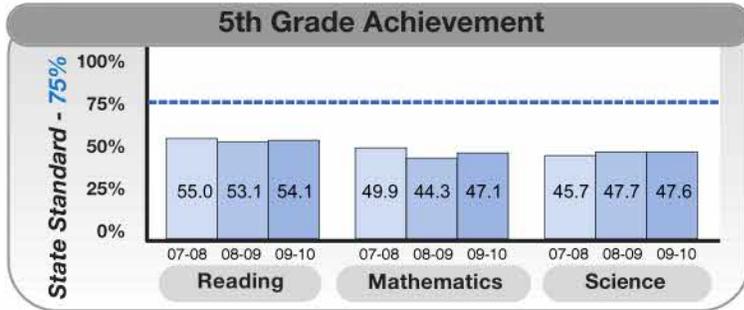
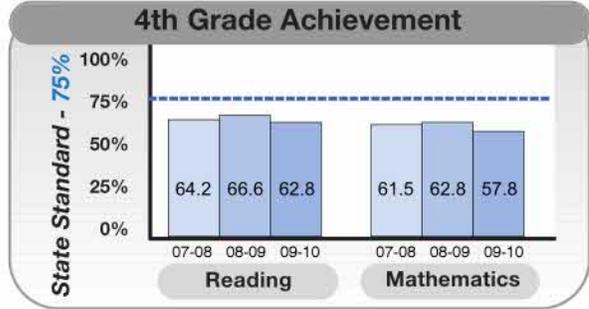
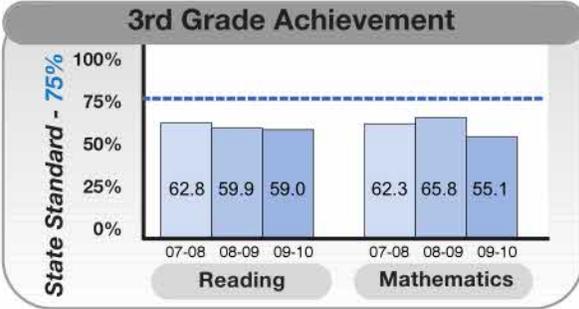
| | Your District 2009-2010 | Similar Districts* 2009-2010 | State 2009-2010 |
|--|----------------------------|---------------------------------|--|
| 3rd Grade Achievement | | | <i>The state requirement is 75 percent</i> |
| 1. Reading | 59.0 % | 61.0 % | 78.4 % |
| 2. Mathematics | 55.1 % | 57.3 % | 76.9 % |
| 4th Grade Achievement | | | <i>The state requirement is 75 percent</i> |
| 3. Reading | 62.8 % | 61.9 % | 81 % |
| 4. Mathematics | 57.8 % | 55.4 % | 76.2 % |
| 5th Grade Achievement | | | <i>The state requirement is 75 percent</i> |
| 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 | | | <i>The state requirement is 75 percent</i> |
| 8. Reading | 62.0 % | 65.8 % | 84.1 % |
| 9. Mathematics | 54.9 % | 54.6 % | 77.4 % |
| 7th Grade Achievement | | | <i>The state requirement is 75 percent</i> |
| 10. Reading | 57.3 % | 60.2 % | 80.2 % |
| 11. Mathematics | 46.1 % | 45.5 % | 71.1 % |
| 8th Grade Achievement | | | <i>The state requirement is 75 percent</i> |
| 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) | | | <i>The state requirement is 75 percent</i> |
| 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) ** | | | <i>The state requirement is 85 percent</i> |
| 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 | | | <i>The state requirement is 93 percent</i> |
| 25. All Grades | 94.2 % ✓ | 94.0 % | 94.3 % |
| 2008-09 Graduation Rate | | | <i>The state requirement is 90 percent</i> |
| 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 comparable demographic, socioeconomic and geographic factors. ** Cumulative results for students who took the tests as 10th or 11th graders.

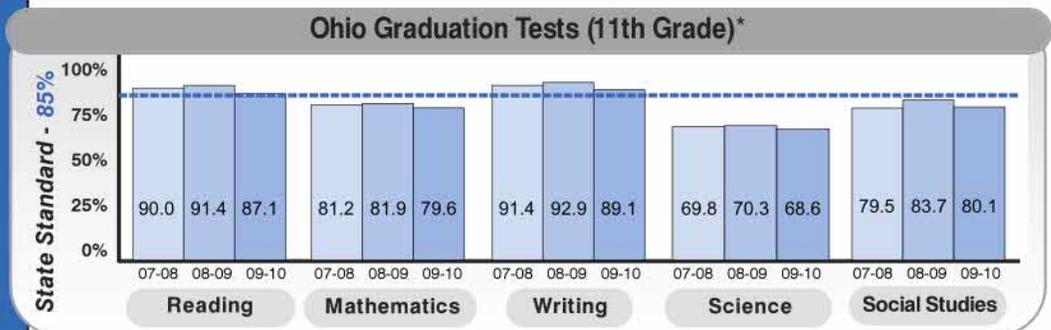
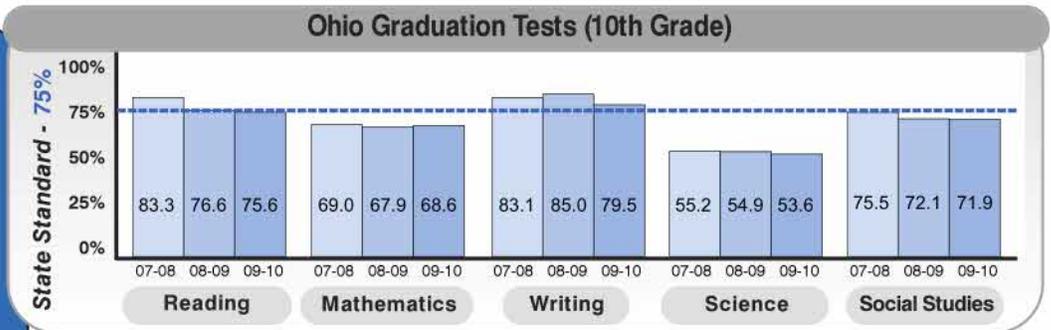
Your District's Assessment Results Over Time



All students in the district for a full academic year are included in the results.



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.



* Cumulative results for students who took the tests as 10th or 11th graders.

Performance Index



Performance Index Calculations for the 2009-2010 School Year



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 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

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.

Reading

| Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------|---------|---------|---------|---------|
| - | ✓ | - | + | + |

Mathematics

| | | | | |
|---|---|---|---|---|
| - | - | - | - | + |
|---|---|---|---|---|

Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



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.

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 |
| | 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 |
| | 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.

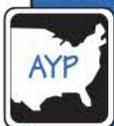
For non-test indicators, AYP can be met in one of three ways:

- 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. Disadvtdgd |
| – | 71% | 73.9% | 71% |
| Hispanic | Limited English Proficient | Multi-Racial | Students with Disabilities |
| 56.7% | 56.3% | 68.4% | 81.1% |
| | | | White, non-Hispanic |
| | | | 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. Disadvtdgd | Econ. Disadvtdgd | 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 |
| Franklin Alternative Middle School | 3 | Georgian Heights Alternative Elem. | 1 |
| Heyl Avenue Elementary School | 6 | Highland Elementary School | 6 |
| Indianola Math, Science and Tech. Middle | 10 | Innis Elementary School | 4 |
| Leawood Elementary School | 3 | Liberty Elementary School | 4 |
| Lindbergh Elementary School | 3 | Linden STEM Elementary School | 5 |
| Literature Based Altern. @ Hubbard Elem. | 5 | Livingston Elementary School | 9 |
| Maybury Elementary School | 4 | Medina Middle School | 7 |
| Mifflin High School | 2 | Monroe Alternative Middle School | 3 |
| Northland High School | 1 | Ohio Avenue Elementary School | 7 |
| Salem Elementary School | 4 | Scottwood Elementary School | 5 |
| Siebert Elementary School | 2 | South High School | 1 |
| Southmoor Middle School | 6 | Southwood Elementary School | 4 |
| Starling Middle School | 6 | Sullivant Elementary School | 5 |
| Valley Forge Elementary School | 4 | Walnut Ridge High School | 6 |
| Wedgewood Middle School | 5 | Weinland Park Elementary School | 5 |
| West High School | 5 | Westmoor Middle School | 3 |
| Windsor STEM Elementary School | 4 | Woodward Park Middle School | 4 |
| | | Forest Park Elementary School | 3 |
| | | Hamilton STEM Elementary School | 6 |
| | | Hilltonia Middle School | 7 |
| | | Johnson Park Middle School | 4 |
| | | Lincoln Park Elementary School | 5 |
| | | Linden-Mckinley STEM School on Arcadia | 3 |
| | | Marion-Franklin High School | 1 |
| | | Mifflin Alternative Middle School | 4 |
| | | North Linden Elementary School | 4 |
| | | Ridgeview Middle School | 1 |
| | | Sherwood Middle School | 2 |
| | | South Mifflin STEM Elementary School | 7 |
| | | Special Education Center | 3 |
| | | Trevitt Elementary School | 6 |
| | | Watkins Elementary School | 2 |
| | | West Broad Elementary School | 4 |
| | | Whetstone High School | 5 |
| | | 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 comparison 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 |
| | | Below expected growth for at least 3 consecutive years | Effective |
| Effective | and | Above expected growth for at least 2 consecutive years | Excellent |
| | | Below expected growth for at least 3 consecutive years | Continuous Improvement |
| Continuous Improvement | and | Above expected growth for at least 2 consecutive years | Effective |
| | | 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 |
| | | 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 |
| | | 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 Bill 153 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 reviewed and approved by ODE. This process has greatly increased accuracy and efficiency for comparability data collection and reporting.

Appendix C:
Additional Principle 3 Attachments

Student Growth Measures Overview

Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance (based on classroom observations and other factors), and a rating of student academic growth.

The challenge for measuring student growth is that there is not a single student assessment that can be used for all teachers. Local education agencies (LEAs) must use data from the state Ohio Achievement Assessment and Ohio Graduation Test when available. If those are not applicable for a given subject or grade, LEAs can choose to use other assessments provided by national testing vendors and approved for use in Ohio. For subjects in which traditional assessments are not an option – such as art or music – LEAs should establish a process to create student learning objectives (SLOs) to measure student progress in those courses.

This overview will outline the three types of measures to be included, provide important definitions, and explain the three categories of teachers based on data availability and LEA decisions.

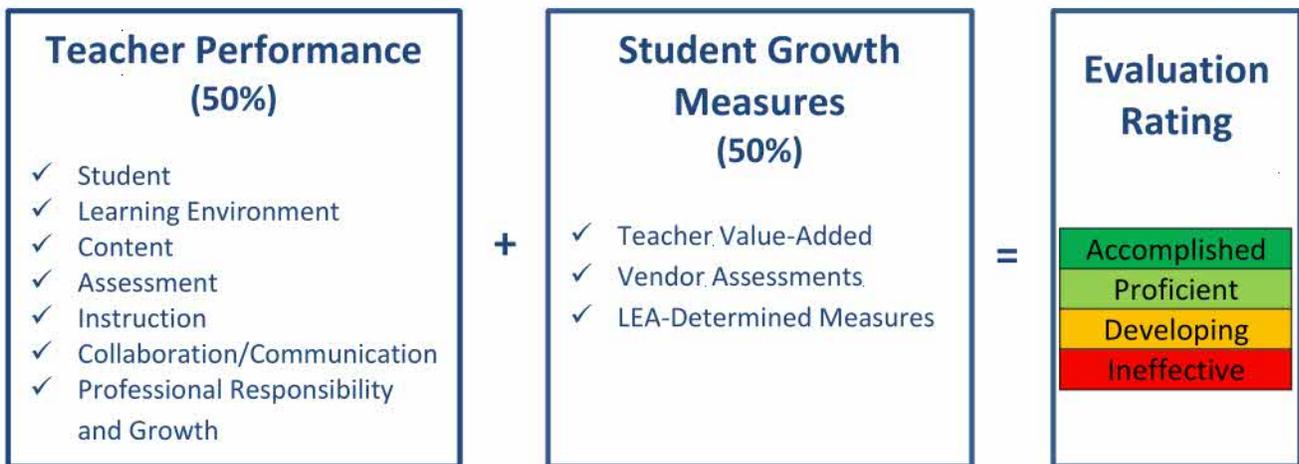
- HB 153 requires **50 percent** of the teacher (and principal) evaluation framework to include measures of student growth.
- The student growth component includes **multiple measures**.
- The student growth component includes student growth measures for **three categories of teachers** based on availability of Teacher Value-Added and LEA decisions.
- **Teacher-level Value-Added** *must* be included where available (“tested grades and subjects” = reading and mathematics, grades 4-8).
- The Ohio Department of Education (ODE) must create an **assessment list** for measuring growth in “non-tested grades and subjects.”
- **LEA-determined** measures also will be included.
- A **Student Learning Objective (SLO)** process will be utilized for LEA-determined measures.
- Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports, and converted to a score in one of three levels of student growth (Above, Expected, Below).
- The student growth component shall be updated as **research and best practices** emerge.

Why measure student growth?

The National Comprehensive Center for Teacher Quality (NCCTQ) states, “the focus on evaluating educators by measuring growth rather than attainment is fairer to teachers and principals whose students enter classrooms well below grade level.” These measures have the potential to inform instruction, build stakeholder commitment, provide a critical dimension to the assessment of teacher effectiveness and, most importantly, improve student performance across a broader set of expectations.

How does the Student Growth Measures component fit into the evaluation framework?

Teacher performance and student growth measures are combined in a summative teacher evaluation rating:



Each component’s sub-scores are combined on the lookup table to determine rating:

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

Important terms and definitions

Student growth. For the purpose of use in evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time* (excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*).

Tested grades and subjects. The U.S. Department of Education (USDOE) defines “tested grades and subjects” as *those covered by the state’s assessment under the ESEA* and “non-tested grades and subjects” as *those without such data*. Because the definition of student growth requires individual student achievement data from two or more points in time, this definition typically limits the tested grades and subjects to Grades 4–10 in the subjects of English language arts and mathematics. In Ohio, this is limited to reading and mathematics, Grades 4-8.

Value-Added. In Ohio, Value-Added refers to the EVAAS Value-Added methodology, provided by SAS, Inc. This is distinct from the more generic use of the term “value-added,” which can represent a variety of statistical modeling techniques. The Ohio EVAAS Value-Added measure of student progress at the district and school level has been a component of the Ohio Accountability System for several years. Ohio’s Race to the Top (RttT) plan provides for the expansion of Value-Added to the teacher level. Value-Added calculations currently utilize data from the Ohio Achievement Assessments (OAA). As the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become operational and replace the current assessment system, they will be integrated into the Value-Added calculations. Additionally, the EVAAS data reporting system has added several features to help educators use this important data. Battelle for Kids (BFK) is providing professional development and other related services across the state.

Vendor Assessment. HB 153 requires ODE to 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 for grade levels and subjects for which the Value-Added measure does not apply (the non-tested grades). ODE released a Request for Qualifications (RFQ) so interested vendors could demonstrate that their assessments qualified for use in Ohio schools. The list of approved assessments will be maintained and updated by ODE.

Student Learning Objectives (SLOs). SLOs are goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time. SLOs are determined by teachers after analyzing data on student academic performance and identifying areas that need a targeted effort for all students and subgroups of students. As a way to measure student growth, the objectives 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.

Shared Attribution Measures. Shared attribution measures are student growth measures that can be attributed to a group. This could include a district, building, department or grade-level team. These measures encourage collaborative goals and may be used as data in the student growth component.

Multiple measures. The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating consider multiple factors across time. Accordingly, there are multiple measures within teacher performance and student growth, within and across years. The student growth measures may include data from multiple assessments and subjects.

Teacher Value-Added, by methodological definition, includes multiple measures on multiple levels. First, the EVAAS methodology incorporates student test histories (across all state-tested subjects) in determining growth metrics. Second, Value-Added creates effectiveness ratings for each tested grade and subject, as well as an aggregate composite rating. For example and analogous to Value-Added on the Local Report Card, a 5th-grade teacher may have a Value-Added rating for 5th-grade mathematics, a separate rating for 5th-grade reading, and an overall composite rating. Third, the Value-Added metric eventually will roll into a three-year average so that multiple years of multiple measures are represented.

Three categories of teachers based on availability of Teacher Value-Added and LEA decisions

It is important to note that the combination of measures within this general framework will vary, depending on the grades and subjects taught. 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 will be updated as research and best practices emerge to inform revisions.

Subsequently, the specific student growth components will be divided into three categories (A, B, C) 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



As the teacher evaluation system is implemented and matures, LEAs may consider a phased-in, stepped approach in designing percentage breakdowns within categories. Some student growth data will be based on the previous year's results (due to testing schedules, Value-Added processing and HB 153 evaluation requirements for evaluation schedule). The Value-Added metric will utilize a three-year average, which will itself mature on a rolling basis as LEAs implement Teacher Value-Added on a phased-in schedule beginning in 2010-2011.

Some examples of the teacher categories

The following four examples demonstrate some different scenarios.

Example #1: A 6th-grade mathematics teacher in Category A, based on LEA decisions, might utilize a stepped approach so that:

- Year 1: 10% Teacher Value-Added (1 year) + 40% LEA Measures
- Year 2: 25% Teacher Value-Added (2-year average) + 25% LEA Measures
- Year 3: 50% Teacher Value-Added (3-year average)

Example #2: A 7th-grade social studies teacher works in a district that implements the Stanford 10, which is on the ODE-Approved Vendor List. This teacher would be in Category B. A stepped approach could include:

- Year 1: 10% Vendor Assessment + 40% LEA Measures
- Year 2: 25% Vendor Assessment + 25% LEA Measures
- Year 3: 40% Vendor Assessment + 10% LEA Measures

Example #3: A high school music teacher without Value-Added or Vendor Assessment data would be in Category C, and will utilize relevant Student Learning Objectives as LEA measures:

- Year 1: 50% LEA Measures

Example #4: A new teacher in a state-tested grade may not have Value-Added data in the short-term, therefore might temporarily be in a different category. For example, a new 4th-grade reading teacher could be in Category C for a year until relevant Value-Added data is available which would then move the teacher to Category A:

- Year 1: 50% LEA Measures
- Year 2: 10% Teacher Value-Added (1 year) + 40% LEA Measures
- Year 3: 20% Teacher Value-Added (2-year average) + 30% LEA Measures
- Year 4: 25% Teacher Value-Added (3-year average) + 25% LEA Measures

Data from these measures will be scored based on five levels, comparable to Teacher Value-Added reports, and converted to a score in one of three levels of student growth (Above, Expected, Below).

Three types of Student Growth Measures

The following table describes the three types of student growth measures including certain legislative requirements and LEA options.

| | | |
|---|-------------------------|--|
| 1 | Teacher Value-Added | <ul style="list-style-type: none"> • MUST use if available <ul style="list-style-type: none"> ○ 10-50% if applicable ○ Phased-in implementation of reading and mathematics, Grades 4-8 ○ Extended reporting (other grades and subjects) being piloted • EVAAS Value-Added metric, aggregated across subject areas <ul style="list-style-type: none"> ○ 1-year report; or 2- or 3-year rolling average, based on availability |
| 2 | Vendor Assessments | <ul style="list-style-type: none"> • MUST use if LEA has assessment in place <ul style="list-style-type: none"> ○ 10-50% if applicable and no Value-Added data available • From ODE-Approved List <ul style="list-style-type: none"> ○ Vendors demonstrate how assessment can measure growth |
| 3 | LEA-Determined Measures | <ul style="list-style-type: none"> • MAY use: LEA decision (Teacher Categories A and B) <ul style="list-style-type: none"> ○ 0-40% if used in combination with Type One or Two measures • MUST use (Teacher Category C) <ul style="list-style-type: none"> ○ 50% if no Type One or Two data available • Three types of LEA-Determined Measures <ul style="list-style-type: none"> ○ Student Learning Objectives process for using measures that are specific to relevant subject matter. Measures must be district-approved and may include: <ul style="list-style-type: none"> • Locally developed assessments; • Pre/Post assessments; • Interim assessments; • Performance-based assessments; • Portfolios. ○ Shared attribution measures to encourage collaborative goals and may include: <ul style="list-style-type: none"> • 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. ○ Teacher Category A (with Value-Added) also may use Vendor assessments as an LEA-determined measure if using both. |

Approved List of Assessments

Preface

Fifty percent of Ohio's Teacher and Principal Evaluation System is based on student growth. This component includes multiple measures. Value-added in grades 4-8 for reading and math at the teacher level must be one of the measures. The assessments on the approved vendor listing for ELA and mathematics Grades 4-8 cannot be used to replace the EVASS value added data provided by the OAA in the Teacher Evaluation system.

The Ohio Department of Education was required to create a list of assessments that can measure student growth to complement the Ohio Achievement Assessment (OAA) that provides value-added data for ELA and mathematics in grades 4-8.

If Districts consider an assessment on this list, they must contact the assessment vendor for details and not ODE.

Through a request for proposal process, all vendors on the list provided evidence and/or guidance on how the vendor's assessment could be used as a growth measure. Vendors also provided evidence that the assessment had been used to measure growth in other states or LEAs or demonstrated how it could be used to measure student growth. LEAs should consider this guidance when reviewing the assessments on the approved list, and making local decisions about assessment implementation. All vendors on the list provided information on the alignment of their assessments to the Common Core and revised Ohio Standards. Inclusion on the approved list indicates that the vendor assessment does at least meet minimum alignment.

It is understood some LEAs may be using assessments that are not on the list for a variety of purposes. Assessments not on the list were not submitted for consideration. There will be future opportunities, as stated on the assessment list, for vendors to demonstrate they meet the qualifications to be on the list. In addition, LEAs may choose to use assessments not on the list in combination with Student Learning Objectives as part of the locally determined measures.

Student Growth Measures

The vendors provided evidence that the assessments meet these fundamental requirements for measuring student growth:

- 1) Be highly correlated with curricular objectives
- 2) Have enough "stretch" to measure the growth of both low-and high-achieving students
- 3) Meet appropriate standards of test reliability.

For specific details required in the Request for Quote:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1578&ContentID=13956>

The RFQ review process for 2013 will begin with the release of the RFQ on November 1, 2012 with a submission deadline of December 7, 2012 with the updated list posted in early January 2013.

Approved List of Assessments

| Assessment Name / Vendor Name | Grade(s) / Subject(s) | Vendor provided evidence and guidance on using assessment results for student growth measures | Services Summary |
|---|--|---|---|
| STAR Early Literacy Renaissance | PK-3 ELA | X | Renaissance Learning STAR.pdf |
| STAR Math Renaissance | G1-3, 9-12 Math | X | Renaissance Learning Math.pdf |
| STAR Reading Renaissance | G1-3, 9-12 Reading | X | Renaissance Learning Reading.pdf |
| Stanford 10 Pearson | K-12 Math, English Language Arts, Social Studies and Science | X | Pearson Stanford 10.pdf |
| Stanford Aprenda 3 Pearson | K-12 Math Science, Social Studies, Solution 2 | X | Pearson Aprenda 3.pdf |
| Terra Nova 3 CTB | K-12, 1-12 ELA, Math, Science, Social Studies | X | CTB McGraw-Hill.pdf |
| Iowa Assessments Riverside | K-12 ELA, Math, Science, Social Studies | X | Riverside Iowa Assessments.pdf |
| Riverside Interim Assessments Riverside | G 2-11 ELA, Math | X | Riverside Interim Assessments.pdf |
| Performance Global Scholar | K-12 ELA, Math, Science | X | Global Scholar.pdf |

| | | | |
|---|---|---|--|
| iReady Diagnostic Curriculum Associates | K-8 ELA, Math | X | Curriculum Associates LLC.pdf |
| MAP NWEA | G 3-10 Science | X | NWEA Science.pdf |
| MAP NWEA | G 2-12 Math Reading, Language Usage | X | NWEA Math Reading Language Usage.pdf |
| Explore ACT | G 8-9 ELA, Math, Science | | ACT Explore.pdf |
| Quality Core ACT | G 9-12 End of Course Exams: Algebra I, II, Geometry, Pre-Calculus, Biology, Chemistry, Physics, U S History | | ACT Quality Core.pdf |
| the ACT ACT | G 11-12 ELA, Math, Science | | ACT - The ACT.pdf |
| PLAN ACT | G 10 English, Reading, Math, Science | | ACT Plan.pdf |
| Compass ACT | G 10-12 Writing, Reading, Math | | ACT Compass.pdf |

Additional Vendor Endorsement Information

If measuring growth, the vendor provided evidence of one or more endorsement category (noted as follows) that is applicable to the assessment:

- 1) EVAAS® Value-Added
 - a) Evidence that the assessments have been previously used by SAS® for value-added modeling (VAM) and results are provided to SEA's and LEAS's through the SAS® Education Value-Added Assessment System (EVAAS®) or the assessment results meet the criteria to be used in the SAS® value-added analysis, or
 - b) Evidence regarding the potential use of the assessment in the SAS VA analysis must be provided by SAS EVAAS® the assessment can be administered at the end of each academic year or at the conclusion of a course where end-of-course assessments are provided, and
 - c) Information about how the data verification information being collected through ODE's teacher linkage system will be used to assure accurate teacher attribution

- 2) Other Student Growth (previous experience)
 - a) Evidence that the assessment has been used previously to produce measures of student growth by other SEA's or LEAS's to yield a measure of teacher effectiveness, and
 - b) Evidence that the assessment can be administered at the end of each academic year or at the conclusion of a course where end-of-course assessments are provided, and
 - c) Evidence of statistical reliability and how the provider attends to measurement bias including students with incomplete records, measurement errors in test scores, and testing administration protocols, and
 - d) Evidence that the student growth model attributes instructional influence on student academic progress accurately to the teacher, and
 - e) Demonstration that the results can be equated to the levels of teacher effectiveness structure, modeling the state's EVAAS® classifications.

- 3) Other Student Growth (Use may be developed)
 - a) Evidence that the assessment can be used to produce measures of student growth to determine levels of teacher effectiveness, and
 - b) Test data meet the criteria expressed in on assessment security, and
 - c) Evidence of statistical reliability and how the provider attends to measurement bias including students with incomplete records, measurement errors in test scores, and testing administration protocols, and
 - d) Evidence that attributes the instructional influence on student academic progress accurately to the teacher, and
 - e) The results can be equated to the levels of teacher effectiveness structure, modeling the state's EVAAS® classification

NOTE: The Ohio Department of Education does not approve the monetary aspect and cost structure of the provision of services. Monetary aspects and cost structure of the provision of services are determined between the District and the vendor. ODE will not provide any funds for district use of the assessments on this list or any other assessments the district may consider for their Evaluation Program.

View the RFQ at:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1578&ContentID=13956>

Student Learning Objective Information

1. What is a Student Learning Objective?

A Student Learning Objective (SLO) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each SLO includes:

- The student population or sample included in the objective;
- The standards the SLO will align with;
- The assessments that will be used to measure student progress;
- The period of time covered by the SLO;
- The expected student growth; and
- The rationale for the expected student growth.

2. What does a high-quality SLO look like?

High-quality SLOs state clearly which students are included in the learning objective, how growth will be measured over what time period, and why that level of growth should be expected of those students. High-quality SLOs include the following:

- ✓ **The student population or student subgroup included in the objective.** Every student should be covered by at least one SLO to ensure that no group of students is overlooked.
- ✓ **The standards the SLO addresses.** SLOs should link to specific national or state standard for the grade or content area.
- ✓ **The assessment(s) used.** The SLO should include assessments both to track student progress and make midcourse corrections (formative), and to indicate if the objective was met (summative).
- ✓ **The period of time covered by the SLO.** The SLO should note the period of instruction used to meet the goal (i.e., quarter, semester or an entire year); this period of instruction should be the length of the course. Depending on the length of the instruction period, teachers also should include timeframes for mid-year assessments of progress so that they can adjust instruction or, in some cases, modify SLOs as needed.
- ✓ **The expected student growth within that period.** The target for student growth should be realistic yet challenging. It also should include how growth will be measured.
- ✓ **The rationale for the expected student growth.** High-quality SLOs include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon assessment data, student outcomes, and curriculum standards.

High-quality SLOs specify measurable goals that are ambitious, yet attainable. SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough

to measure. When possible, SLOs should align with the Common Core State Standards (CCSS). If the CCSS do not apply to a teacher's academic area, SLOs should align with the Ohio Academic Content Standards (OACS). If the OACS do not apply to the subject area, teachers should use applicable national standards put forth by educational organizations.

3. What are the benefits of using SLOs?

The SLO process reinforces best teaching practices and encourages educators to ensure that their students will be college- and career-ready. Teachers using best practices already follow an informal SLO process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the SLO process provides teachers with ways to formalize their teaching practice, give input on how student learning will be measured and how they will be evaluated.

Unlike some other measures of teacher effectiveness, all school personnel can set SLOs because the ability to create SLOs does not depend upon the availability of standardized assessment scores. The SLO process allows all educators to focus on the specific objectives they want to achieve with their students and measure student growth using measures that are most relevant for their student population and content areas. SLOs enable *all* educators to demonstrate their impact on student learning and receive recognition for their efforts.

4. What will the SLO process look like?

LEAs have some flexibility to shape the process to fit local contexts, but ODE recommends the following steps:

1. Review baseline data;
2. Create SLOs;
3. Obtain SLO approval, per local process;
4. Monitor progress toward attainment of SLO growth targets;
5. Revise SLOs, if necessary;
6. Review evidence and evaluate progress towards and attainment of SLO growth targets.

Steps for Designing a Local Student Growth Measures Plan

The following is a suggested process for local education agencies (LEAs) to create a plan for designing their local Student Growth Measures component.

Step 1: Conduct an inventory of needs and resources

- 1a. Explore opportunities for collaboration with other LEAs, educational service centers (ESCs) and higher education institutions within your community and/or region.
- 1b. Determine which teachers on staff are required to be evaluated by the new system.
- 1c. Categorize those teachers into three groups: those with Value-Added data, those with data from assessments on the ODE approved list and those with none of the above data. Within each category, note any special considerations that may impact the plan, such as:
 - The amount of time teachers spend with specific groups of children;
 - Part-time and multiple building assignments;
 - Teachers on special assignment.
- 1d. Determine available assessments and develop a list of assessments and other data that are appropriate for use in combination with SLOs in various grade levels and content areas within your LEA.

Step 2: Determine and create (if necessary) student growth measures to be used

- 2a. Determine what percentages your LEA will attribute to Value-Added data, assessments from the ODE-approved list and local measures within each category.
- 2b. Determine how the LEA will implement the local measures process:
 - Will shared attribution measures be included?
 - Who is required to create SLOs?
 - Are team SLOs acceptable?
 - How many SLOs are required by each teacher?
 - How will SLOs be approved?
 - What guidance, training and support will be provided to teachers and evaluators?

Step 3: Communicate expectations and refine the entire process

- 3a. Design communication plans, training and professional development opportunities around requirements and implementation for teachers and their evaluators.
- 3b. Plan a pilot of the Student Growth Measures process, allowing multiple opportunities for teachers to collaborate, discuss their questions and concerns with administrators, and share promising practices with one another.

Student Learning Objective (SLO) Template

This template should be completed while referring to the [SLO Template Checklist](#).

Teacher Name: _____ Content Area and Course(s): _____ Grade Level(s): _____ Academic Year: _____

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

| Baseline and Trend Data | Student Population | Interval of Instruction | Standards and Content | Assessment(s) | Growth Target(s) | Rationale for Growth Target(s) |
|--|--|---|--|---|---|--|
| <i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i> | <i>Which students will be included in this SLO? Include course, grade level, and number of students.</i> | <i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i> | <i>What content will the SLO target? To what related standards is the SLO aligned?</i> | <i>What assessment(s) will be used to measure student growth for this SLO?</i> | <i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i> | <i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i> |
| <input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses | <input type="checkbox"/> Includes all students in the class covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> Does not exclude subgroups of students that may have difficulty meeting growth targets | <input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year) | <input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction. <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted) | <input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments | <input type="checkbox"/> Ensures all students in the course have a growth target <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets | <input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students and teacher(s) |

Alignment Tool Directions

The Ohio Department of Education's (ODE) Alignment Tool is designed to determine alignment of your rubric to the [Ohio Teacher Evaluation System \(OTES\) Performance Rubric](#). In some cases, the tool will identify areas in your performance rubric that may need modification to become aligned. **All LEAs are required demonstrate alignment to the OTES Performance Rubric.**

Before starting the Alignment Tool, you will need:

- Your LEA rubric (hard copy and a Word or PDF electronic copy that can be uploaded into the Tool)
- The list of OTES indicators; Available on the Alignment Tool homepage.
- ODE created crosswalk of the OTES Performance Rubric and the Danielson FFT, Marzano or TAP rubric (if your LEA is using one of those rubrics). Available on the Alignment Tool homepage.
- Superintendent's license number

The Alignment Tool requires you to identify content from your LEA rubric that aligns with the OTES indicators. In some cases you will be asked to enter your rubric text into the tool to demonstrate alignment. You will also be asked to upload an electronic copy of your rubric and have your district superintendent review and sign-off on the answers provided in the tool. The entire process should take about **60 minutes**. The following sections will provide step-by-step instructions on how to complete the Alignment Tool.

Important to note:

- If your current rubric does not address all OTES indicators, you may have to modify your rubric to address those missing indicators.
- When you are completing the tool, you can see the status of your alignment by clicking the Alignment Tool Report on the left side menu.
- Once your Superintendent has approved the Alignment Tool with his or her signature, you can no longer make changes to the tool.

Alignment Tool Steps for LEAs Using OTES

If your LEA is using the OTES performance rubric, you can complete the Alignment Tool in a few quick steps.

1. Click the "Start Alignment Tool" button at the bottom of the homepage.

Ohio Department of Education: Alignment Tool

The following sections require completion in order for the Ohio Department of Education to determine the alignment of your LEAs performance rubric to the [Ohio Teacher Evaluation System \(OTES\) Performance Rubric](#) . The entire process should take about **60 minutes**. Your work is saved after clicking the Save button under each Standard Area.

- For LEAs using alternative rubrics, you will need specific text from your LEA performance rubric to complete the alignment tool. Upon completion your superintendent will have to sign off on the information provided.

ODE has developed a crosswalk between three commonly used rubrics and the OTES Performance Rubric. The crosswalks identify specific indicators that LEAs must address in order to be fully aligned.

The indicators to address are below

- [Danielson Framework for Teaching](#) 
- [Marzano Rubric](#) 
- [TAP Rubric](#) 

If you are not using one of these rubrics nor are you using the OTES Performance Rubric, you must address all indicators.

- [OTES Indicators](#) 

[Start Alignment Tool](#)

For questions, please email evaluation@educaton.ohio.gov.

2. You will be directed to the "Background Questions" page and asked two questions to verify that you are using the OTES performance rubric without modifications. Once you answer those questions, click the "Save and Continue" button at the bottom of the page. **Note:** After responding to these two questions, you will arrive at the Superintendent page. Once here, your superintendent will have to review and approve the Alignment Tool by entering his or her name and license number. To

finalize, click the "Sign and Approve" button. **Once this is signed and approved, the information in the Alignment Tool can no longer be changed.**

3. If you have made modifications to any sections of the OTES performance rubric, answer "yes" to the second question.
 - o Check the standard area(s) you have modified.
 - o You will need to complete the Alignment Tool only for the standard area(s) where you have made modifications.

For further directions on how to complete the modified sections, follow the steps outlined for LEAs Not Using the OTES Rubric beginning on page 6.

Ohio Department of Education: Alignment Tool

[Return to Main page](#)

Background Questions:

1. Is your LEA using the Ohio Teacher Evaluation System (OTES) Performance Rubric?

- Yes
 No

2. Have you made any modification to the OTES Performance Rubric?

- Yes
 No

3. Please select the Standard Area(s) you have modified.

- Focus for Learning
 Assessment Data
 Prior Content Knowledge/ Sequence/ Connections
 Knowledge of Students
 Lesson Delivery
 Differentiation
 Resources
 Classroom Environment
 Assessment of Student Learning
 Professional Responsibility

Alignment Tool Steps for LEAs Not Using the OTES Rubric

Beginning the Alignment Tool

First, review the indicators you will need to address for the Alignment Tool by clicking on the link to the type of performance rubric that your LEA is using. Once you have reviewed the required indicators, click the "Start Alignment Tool" button at the bottom of the page.

You will begin the Alignment Tool by answering some background questions on your performance rubric. You must complete this section first before working on any other section of the Alignment Tool.

One of the background questions asks you to compare your performance level ratings with the OTES performance level ratings. Ohio Revised Code 3319.11 requires the use of four performance levels: Ineffective, Developing, Proficient, and Accomplished. Using the performance level descriptions provided, align your rubric performance levels with each of the OTES performance levels. The following is an image from the Alignment Tool that illustrates how you will answer this request.....

Ohio revised code requires the use of four summative performance levels, defined as follows:

| Ineffective | Developing | Proficient | Accomplished |
|---|--|--|--|
| The teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan. | The teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur. | The teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers | The teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues |

List the rating label(s) in your rubric that align with each of the following OTEs ratings, recognizing that in a rubric with 3 (or less) or 5 (or more) labels, will require you to realign your performance level descriptions.

Ineffective:

Developing:

Proficient:

Accomplished:

After answering the background questions, upload a Word or PDF version of your rubric. ODE will refer to this document when conducting random audits to check for alignment.

Standard Area Tables

Once you have completed the Background Questions, you will move through each of the OTES standard areas. Each performance level has a series of indicators that require alignment. Complete the following steps for each Standard Area section of the Alignment Tool.

1. Beginning with the "Indicators for Expected Performance (Proficient)" column, click on each check box if your district LEA includes this indicator. Once checked, answer the additional questions that appear in the table.
 - o Include where in your rubric each indicator is captured (i.e. domain, performance level, etc.).
 - o Include the language that captures each indicator.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | Start Here Indicators for Expected Performance (Proficient) | Indicators for Highest Performing Teachers (Accomplished) |
|---|---|--|---|
| <input type="checkbox"/> The teacher does not demonstrate a clear focus for student learning <input type="checkbox"/> Develops learning objectives that are too general and/or do not reflect the Ohio standards | <input type="checkbox"/> Does not set measurable goals | <input type="checkbox"/> Demonstrates a focus for student learning by setting measurable goals that align with the Ohio standards <input checked="" type="checkbox"/> Demonstrates the importance and appropriateness of the goal Where in your rubric is this indicator located (domain, performance level, etc.)? 1c Setting Instructional Outcomes Include the language that captures this indicator. Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of <input type="button" value="Save"/> | <input type="checkbox"/> Establishes challenging goals that align with the Ohio standards and that reflect a range of learner needs <input type="checkbox"/> Demonstrates how learning goals are incorporated into broader unit and course goals |
| LEA Rubric Alignment Language | | | |

2. Once you've completed your answers, click the "Save" button beneath the text boxes.

3. Once saved, your responses to these questions will appear below under "LEA Rubric Alignment Language" for each column.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | Start Here Indicators for Expected Performance (Proficient) | Indicators for Highest Performing Teachers (Accomplished) |
|---|---|---|---|
| <input type="checkbox"/> The teacher does not demonstrate a clear focus for student learning <input type="checkbox"/> Develops learning objectives that are too general and/or do not reflect the Ohio standards | <input type="checkbox"/> Does not set measurable goals | <input type="checkbox"/> Demonstrates a focus for student learning by setting measurable goals that align with the Ohio standards modify <input checked="" type="checkbox"/> Demonstrates the importance and appropriateness of the goal modify | <input type="checkbox"/> Establishes challenging goals that align with the Ohio standards and that reflect a range of learner needs <input type="checkbox"/> Demonstrates how learning goals are incorporated into broader unit and course goals |
| LEA Rubric Alignment Language | | | |
| | | <p>Demonstrates a focus for student learning by setting measurable goals that align with the Ohio standards</p> <p>Demonstrates the importance and appropriateness of the goal</p> <p>1c Setting Instructional Outcomes</p> <p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p> | |
| LEA Indicators | | | |

4. You can modify your responses, by clicking on the "modify" link next to each indicator. The text boxes will reappear and you can make changes. Click the "Save" button again and the modified language will be saved.

5. If your LEA rubric includes any additional indicators not included in the table for that standard area, you may indicate this by clicking on "add indicator". Click the "Save" button when you finish and it will appear under "LEA Indicators" row. This step is not required.
6. Repeat this process for all indicators in the performance levels.

If your LEA does not include any of the indicators, ***your LEA rubric will need to be modified to include these indicators.*** Once your district has modified its rubric, return to the Alignment Tool to enter the modified language. All of the indicators must be checked and include the language from your LEA rubric showing alignment.

Review and Approval

After completing the Standard Areas your Superintendent will have to review the responses and approve the submission with their signature. To review the responses, click on the "Alignment Tool Report" link. You can also view this report by clicking on the link on the left hand side.

Ohio Department of Education: Alignment Tool

[Return to Main page](#)

Thank you for completing the Ohio Alignment Tool!

By entering your license information below you agree that the information provided by your district is truthful and accurate. The Ohio Department of Education will conduct random audits of the Alignment Tool to ensure proper alignment of the evaluation system.

Please click on the following link to review the accuracy of all information included in the Alignment Tool prior to inputting your licensing information.

Review [Alignment Tool Report](#)

If the information entered regarding your LEA's performance rubric is correct and accurate, please sign and approve by entering your name and license number below to approve.

Superintendent's Name:

License Number:

Once you have click the Sign and Approve button, the information cannot be changed.

Note: You will need to demonstrate Alignment to all Standard Areas to complete the Alignment Tool. All LEAs who are incomplete cannot access the remainder of the eTPES system. Review your report to see which indicators you are not aligned.

The report provides a quick overview on the status of each Standard Areas as either "Completed" or "Not Complete" as well as the responses for each of the Standard Areas. To view all responses for all Standard Areas, click the link "Full Alignment Tool Final Report." To return to the report overview, click the link "Return to Report Main Page" on the top left hand corner.

Once the Superintendent is satisfied that the responses entered into the Alignment Tool are complete and accurate, he or she must sign the Alignment Tool submission by entering their name and license number in the boxes. ...

Ohio Department of Education: Alignment Tool

[Return to Main page](#)

Thank you for completing the Ohio Alignment Tool!

By entering your license information below you agree that the information provided by your district is truthful and accurate. The Ohio Department of Education will conduct random audits of the Alignment Tool to ensure proper alignment of the evaluation system.

Please click on the following link to review the accuracy of all information included in the Alignment Tool prior to inputting your licensing information.

Review [Alignment Tool Report](#)

If the information entered regarding your LEA's performance rubric is correct and accurate, please sign and approve by entering your name and license number below to approve.

Superintendent's Name:

License Number:

Once you have click the Sign and Approve button, the information cannot be changed.

Note: You will need to demonstrate Alignment to all Standard Areas to complete the Alignment Tool. All LEAs who are incomplete cannot access the remainder of the eTPES system. Review your report to see which indicators you are not aligned.

To finalize the approval, click the "Sign and Approve" button at the bottom of the page. **Once this is signed and approved, the information in the Alignment Tool can no longer be changed.** Prior to Superintendent signature and approval, you can log into the Alignment Tool to make changes anytime.

Questions?

For any questions regarding the Alignment Tool, please email evaluation@educaton.ohio.gov.

Ohio Department of Education: Alignment Tool

The following sections require completion in order for the Ohio Department of Education to determine the alignment of your LEAs performance rubric to the [Ohio Teacher Evaluation System \(OTES\) Performance Rubric](#). The entire process should take about **60 minutes**. Your work is saved after clicking the Save button under each Standard Area.

- For LEAs using alternative rubrics, you will need specific text from your LEA performance rubric to complete the alignment tool. Upon completion your superintendent will have to sign off on the information provided.

ODE has developed a crosswalk between three commonly used rubrics and the OTES Performance Rubric. The crosswalks identify specific indicators that LEAs must address in order to be fully aligned.

The indicators to address are below

- [Danielson Framework for Teaching](#)
- [Marzano Rubric](#)
- [TAP Rubric](#)

If you are not using one of these rubrics nor are you using the OTES Performance Rubric, you must address all indicators.

- [OTES Indicators](#)

For questions, please email evaluation@educaton.ohio.gov.

Background Questions:

1. Is your LEA using the Ohio Teacher Evaluation System (OTES) Performance Rubric?

Yes No

a. [If yes] Have you made any modification to the OTES Performance Rubric?

Yes No

b. [If yes] Please select the Standard Area(s) you have modified?

- Focus for Learning
- Assessment Data
- Prior Content Knowledge/Sequence/Connections
- Knowledge of Students
- Lesson Delivery
- Differentiation
- Resources
- Classroom Environment
- Assessment of Student Learning
- Professional Responsibility

2. Please indicate the performance rubric your LEA is currently using? *Click on the hyperlink to view your rubric.*

- Danielson Framework for Teaching
- Marzano Rubric
- TAP Rubric
- LEA Developed Rubric
- Other

3. [If you select Danielson, Marzano, or TAP] Have you made any modifications to the [Danielson Framework for Teaching, Marzano Rubric, TAP Rubric]? Modifications include adding or removing categories, adding or deleting performance levels or changing language within the rubric.

Yes No

- a. [If yes] Because you have made modifications to the rubric, you will have to demonstrate alignment to all OTES Performance Rubric Indicators.
- b. [If no] The Ohio Department of Education conducted a crosswalk between the [Danielson Framework for Teaching, Marzano Rubric, TAP Rubric] and the OTES Performance Rubric and found several indicators that were not fully aligned. The following section will ask you to add specific indicators to your current rubric to assure alignment with the OTES rubric..

4. Ohio revised code requires the use of four summative performance levels, defined as follows:

| Ineffective | Developing | Proficient | Accomplished |
|---|--|--|--|
| The teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan. | The teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur. | The teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers | The teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues |

List the rating label(s) in your rubric that align with each of the following OTES ratings, recognizing that in a rubric with 3 (or less) or 5 (or more) labels, will require you to realign your performance level descriptions.

Ineffective: _____

Developing: _____

Proficient: _____

Exemplary: _____

Upload your LEA rubric:

Focus for Learning

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|---|--|--|--|
| <p>✓ The teacher does not demonstrate a clear focus for student learning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Develops learning objectives that are too general and/or do</p> | <p>✓ Does not set measurable goals</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Demonstrates a focus for student learning by setting measurable goals that align with the Ohio standards</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Demonstrates the importance</p> | <p>✓ Establishes challenging goals that align with the Ohio standards and that reflect a range of learner needs</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Demonstrates how learning</p> |

| | | | |
|---|---------------------------------|--|--|
| <p>not reflect the Ohio standards</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | | <p>and appropriateness of the goal</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>goals are incorporated into broader unit and course goals</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
| <p>Add LEA Indicator</p> | | | |
| <p>+click to add indicator.</p> | <p>+click to add indicator.</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> |

Assessment Data

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|--|--|--|---|
| <p>✓ Does not use student data to plan lessons</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Does not use or only uses one measure of student performance to assess student</p> | <p>✓ Does not consistently incorporate a variety of assessments (i.e. diagnostic, formative, summative) into lesson planning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Incorporates a variety of assessments (i.e. diagnostic, formative, summative) into lesson planning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Employs formal and informal</p> | <p>✓ Purposefully plans assessments to match student needs, abilities and learning styles</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Uses student data to accurately identify student strengths and</p> |

| | | | |
|---|--|---|---|
| <p>learning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Does not vary assessment approaches or has difficulty analyzing data to inform instruction and delivery</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>assessments of students to inform instruction and delivery</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>areas for growth</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
| <p>Add LEA Indicator</p> | | | |
| <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> |

Prior Content Knowledge/ Sequence/ Connections

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|--|--|---|--|
| <p>✓ Does not connect lessons with students' prior knowledge or future learning or that connection is inaccurate</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Attempts to connect lessons to students' prior knowledge and future learning but is not completely successful</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Connects lessons to students' prior knowledge and future learning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Instructional plans and sequences include important</p> | <p>✓ Use information from outside sources—families, colleagues and other professionals—to support each learner's development</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |

| | | | |
|--------------------------|-------------------------|---|--|
| | | <p>content, concepts and processes in Ohio standards and school/district curriculum</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Connect lessons, content and content application with other disciplines and real-world experiences</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Explains how lessons fit into the structure of the discipline</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
| Add LEA Indicator | | | |
| +click to add indicator | +click to add indicator | +click to add indicator | +click to add indicator |

Knowledge of Students

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|---|---|---|---|
| <p>✓ Demonstrates a lack of familiarity with students' background and does not attempt to find this information</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Instructional plans do not</p> | <p>✓ Demonstrates some familiarity with students' background and experiences</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Uses one way to obtain information on students'</p> | <p>✓ Demonstrates familiarity with students' background and experiences</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Describes multiple ways to obtain information on students'</p> | <p>✓ Demonstrates an understanding of the purpose and value of learning about students' backgrounds and experiences</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Plans and articulates specific</p> |

| | | | |
|--|---|--|--|
| <p>demonstrate an understanding of student data (student development, readiness for learning, learning styles, background and experiences)</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>background and experiences</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Instruction uses a partial analysis of student data (student development, readiness for learning, learning styles, background and experiences) and/or the plan is inappropriate for the students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>background and experiences</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ An analysis of student data (student development, readiness for learning, learning styles, background and experiences) informs instructional planning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>strategies and content for individual students based on student data (student development, readiness for learning, learning styles, background and experiences)</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
| Add LEA Indicator | | | |
| +click to add indicator | +click to add indicator | +click to add indicator | +click to add indicator |

Lesson Delivery

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|--|---|--|---|
| <p>✓ Explanations are unclear or inaccurate and generally ineffective</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Uses language that fails to engage students, is</p> | <p>✓ Students' questions about content or instructions for learning activities may not be fully clarified</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Some language may be</p> | <p>✓ Provides clear, accurate explanations during lessons</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Uses developmentally appropriate strategies and language during lessons</p> | <p>✓ Uses questions and discussion techniques that are well-timed, individualized and developmentally appropriate</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Anticipates confusion by</p> |

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| <p>inappropriate and/or discourages independent or creative thinking</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Does not attempt to correct student confusion or misunderstandings and questioning techniques are ineffective <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ The lesson is almost entirely teacher-directed <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> | <p>inappropriate for students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Does not always provide alternative ways of explanation <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Questioning techniques sometimes lead to further confusion <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Lessons are primarily teacher- | <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Encourages independent, creative and critical thinking during lessons <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Addresses confusion and employs appropriate questioning techniques <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Employs appropriate balance between teacher-directed | <p>clarifying content and presenting information in multiple formats</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Lessons are student-led <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
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| <p>Include the language that captures this indicator.</p> | <p>directed</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>instruction and student-led learning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | |
| <p>Add LEA Indicator</p> | | | |
| <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> |

Differentiation

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|---|---|--|---|
| <p>✓ Lessons are inaccessible to students or inappropriate</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Lessons do not challenge students</p> <p>Where in your rubric is this indicator</p> | <p>✓ Instruction is accessible to most students but relies on a single strategy or set of materials</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Some students are not challenged</p> | <p>✓ Supports learning needs of all students through varying strategies, materials, and/or pacing</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Lessons are challenging for</p> | <p>✓ Matches strategies, materials, and/or pacing to make learning accessible and challenging to individual students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Uses independent,</p> |

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| <p>located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>collaborative, and whole-class instruction to support individual learning goals</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Provides options for students to demonstrate mastery</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
| <p>Add LEA Indicator</p> | | | |
| <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> |

Resources

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|---|---|--|--|
| <p>✓ Instructional materials and resources are irrelevant to the lesson or inappropriate for students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Instructional materials are appropriate but may not meet individual learning styles or needs</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Students may not be actively</p> | <p>✓ Instructional materials and resources are aligned to instructional purposes.</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Instructional materials and resources are appropriate and</p> | <p>✓ Instructional materials and resources vary based on student ability levels.</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Instructional materials and resources engage students in</p> |

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| | <p>engaged in learning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>engages students in the lesson</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>the ownership of their learning</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
| Add LEA Indicator | | | |
| +click to add indicator | +click to add indicator | +click to add indicator | +click to add indicator |

Classroom Environment

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|---|--|--|---|
| <p>✓ Little or no evidence of a positive rapport between teachers and students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ No evidence of routines and procedures and students are</p> | <p>✓ Establishes basic rapport with students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Teacher may inappropriately prompt or direct students if the students are confused or idle</p> | <p>✓ Establishes a positive rapport with students and demonstrates respect and interest in all students</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Establishes routines,</p> | <p>✓ Students initiate responsibility for the efficient operation of the classroom</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Maximizes instructional time by making transitions seamless</p> |

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| <p>confused about what they should be doing</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Transitions are inefficient and instructional time is lost</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ The learning environment allows for little or no engagement with families</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Some instructional time is lost during transitions</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Family communication is welcomed and responded to in a timely manner</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Some student expectations are unclear and behavior is</p> | <p>procedures and transitions to run smoothly and students assume appropriate levels of responsibility</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Employs varied learning situations (whole class, cooperative learning, small group and independent work)</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Engages in two-way communication and offers opportunities and activities for families that support student learning</p> <p>Where in your rubric is this indicator</p> | <p>and combining independent, collaborative and whole-class learning situations</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Uses student input to design, implement and adjust a classroom management system</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Students are encouraged to take responsibility for their actions</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures</p> |
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| <p>✓ Behavior expectations are unclear or are not monitored</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>inconsistently monitored</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Employs an appropriate and responsive classroom management system</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Establishes clear expectations for student behavior and consistently monitors that behavior</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>this indicator.</p> <p>✓ Uses research-based strategies to manage behavior</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
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Add LEA Indicator

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| +click to add indicator |
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Assessment of Student Learning

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

- If your district rubric includes these indicators, please click on the box to show alignment.
- If your district does not include these items, *your district rubric will need modification to include these indicators.*
- If your district rubric includes additional indicators, please click on "Add Indicator" at the bottom of the column to insert additional language that will support the alignment between your rubric and the OTES rubric.

To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|--|--|--|--|
| <p>✓ Does not routinely use assessments to measure student mastery</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures</p> | <p>✓ Instruction is not differentiated based on student data</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>✓ Gathers and uses assessment data to identify student strengths/needs and differentiates instruction accordingly</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> | <p>✓ Examines assessment data to identify classroom trends for individuals and groups and anticipates learning obstacles</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures</p> |

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| <p>this indicator.</p> <ul style="list-style-type: none"> ✓ Rarely or never checks for student understanding and fails to adjust instruction in response to student confusion <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Persists in using a particular strategy even when data shows the strategy to be ineffective <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Does not provide students with feedback about their learning <p>Where in your rubric is this indicator located (domain, performance level,</p> | <ul style="list-style-type: none"> ✓ Instruction adjusts may cause additional confusion <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Students receive occasional or limited feedback on their performance <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Checks for understanding, makes adjustments and responds to misunderstandings at key moments <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Provides substantive, specific, and timely feedback of student progress to students, parents, and other personnel while maintaining confidentiality <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>this indicator.</p> <ul style="list-style-type: none"> ✓ Adjusts quickly to use an alternative way of explaining a concept when students do not immediately understand a concept <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Uses a variety of student data to adapt instruction for individual students <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <ul style="list-style-type: none"> ✓ Allows students to engage in self-assessment and uses that self-assessment to reflect and adjust teaching strategies and |
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| <p>et.)?</p> <p>Include the language that captures this indicator.</p> | | | <p>behaviors</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
| <p>Add LEA Indicator</p> | | | |
| <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> | <p>+click to add indicator</p> |

Professional Responsibility

The following table highlights specific items that should be included in your district rubric to assess the effectiveness of teachers. The check boxes below will lead you through a series of indicators.

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To complete the alignment tool, your district performance rubric must include all of the indicators outlined here. The indicators under ***expected performance*** must be completed before the indicators in the other performance levels are enabled.

| Indicators for the Lowest Performing Teachers (Ineffective) | Indicators for Improving But Not Yet Proficient Teachers (Developing) | <i>Start Here</i> Indicators for Expected Performance (Proficient) | Indicators for High Performing Teachers (Accomplished) |
|---|---|---|---|
| <p>✓ Fails to communicate clearly with students and families or collaborate effectively with colleagues</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Does not understand and follow</p> | <p>✓ Communication with students and families may not always be appropriate or effective</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Understands and follows district policies and state and federal</p> | <p>✓ Effectively communicates with students and families</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Works effectively with colleagues to analyze student work, examine problems and</p> | <p>✓ Collaborate with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other learning activities</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures</p> |

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| <p>regulations, policies and agreements</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Fails accurately self-assess performance and does not appropriately identify areas for professional development</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>regulations at a minimum level</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Areas of strengths and weaknesses are identified to establish professional growth goals</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>target instructional strategies</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Meets ethical and professional responsibilities with integrity and honesty</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Models and upholds district policies and state and federal regulations</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> | <p>this indicator.</p> <p>✓ Helps colleagues access and interpret laws and policies and their implications in the classroom.</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> <p>✓ Sets and regularly modifies short- and long-term professional development goals based on self-assessment and analysis of student learning evidence</p> <p>Where in your rubric is this indicator located (domain, performance level, et.)?</p> <p>Include the language that captures this indicator.</p> |
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| | | ✓ Sets data-based short- and long-term professional development goals and takes action to meet them Where in your rubric is this indicator located (domain, performance level, et.)? Include the language that captures this indicator. | |
| Add LEA Indicator | | | |
| +click to add indicator | +click to add indicator | +click to add indicator | +click to add indicator |

Thank you for completing the Ohio Alignment Tool!

By entering your license information below you agree that the information provided by your district is truthful and accurate. The Ohio Department of Education will conduct random audits of the Alignment Tool to ensure proper alignment of the evaluation system.

Please click on the following link to review the accuracy of all information included in the Alignment Tool prior to inputting your licensing information.

Review [Alignment Tool Report](#)

If the information entered regarding your LEA's performance rubric is correct and accurate, please sign and approve by entering your name and license number below to approve.

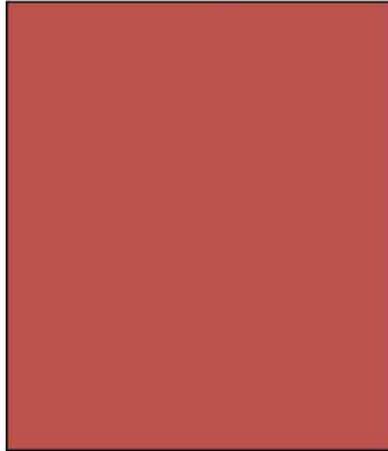
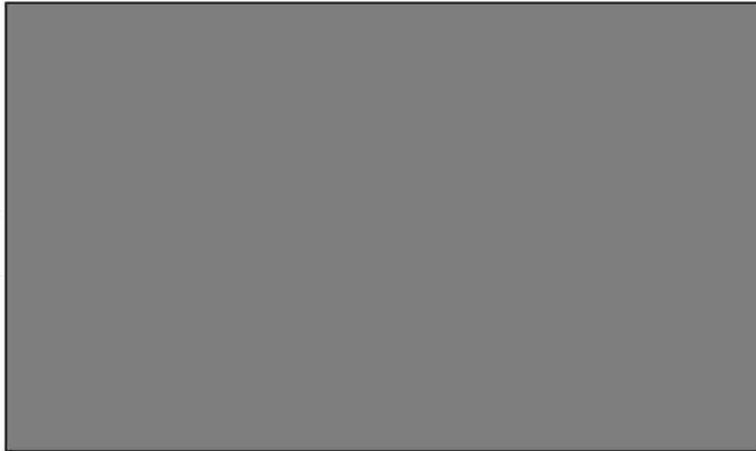
Superintendent's Name:

License Number:

Once you have click the Sign and Approve button, the information cannot be changed.

[Sign and Approve]

Note: You will need to demonstrate Alignment to all Standard Areas to complete the Alignment Tool. All LEAs who are incomplete cannot access the remainder of the eTPES system. Review your report to see which indicators you are not aligned



Guidance on Scoring Student Learning Objectives

2012

Ohio | Department of Education

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Appendix A: Scoring Template. 8

Overview of Student Learning Objectives (SLOs) as a Locally-Determined Student Growth Measure

SLOs as Locally-Determined Student Growth Measures. An SLO is a measure of a teacher’s impact on student learning within a given interval of instruction. The SLO framework is designed to generate an effectiveness measure (comparable to Value-Added) that will be utilized in the Ohio Teacher and Principal Evaluation Systems. An SLO is a measurable, long-term academic goal informed by available data that an educator or team of educators sets at the beginning of the year for all students with tiered targets for subgroups of students. The educator(s) and students work toward the SLO growth targets throughout the year and use a variety of assessments to assess progress toward the goal. At the end of the interval of instruction, one final measure is administered to determine whether each student met the growth target. Each individual SLO then results in an effectiveness measure which is aggregated as an SLO subscore, and further aggregated into a Summative Student Growth Measure (the “50%”). The SLO scoring process requires different tasks for the educator(s) and the evaluator. The following sections walk both the evaluator and the educator through the scoring process. The lens of the following sections focuses upon the SLOs at the teacher level. These SLOs are then aggregated to the building level for the evaluation of principals. Principals may develop SLOs outside of the aggregate of the teacher created SLOs.

Writing and Approving High-Quality SLOs. Without question, it will be difficult to ensure consistency across classrooms, let alone school districts. In addition, since SLO attainment will be part of a teacher’s summative rating, writing and approving high-quality SLOs will be an integral part of the educational process. To that end, educators and principals will need professional development on the basic components of SLOs and how to set appropriate but ambitious growth targets. Providing ongoing professional development for everyone involved in the process is crucial to success. Districts that have been implementing SLOs have shown that educators and principals get better at the practice of writing and approving high-quality SLOs over time. The districts that have been successful offer continuing professional development, even to experienced practitioners. Ongoing professional development is informed by review of the previous year’s SLOs and emphasizes continuous support and improvement.

Cross-Referencing Data to Ensure High-Quality SLOs. Once districts get their student growth measures plan up and running, they should review how teachers with SLOs in non-tested grades and subjects fare on performance evaluations compared to teachers subject to actual value added data from state or vendor assessments. This can be accomplished by regularly analyzing and comparing data from SLOs with teacher-level value-added data, teacher observation ratings, and other measures that predict future student success. Cross-referencing data can help districts identify anomalies worth investigating and raise red flags where patterns of SLO attainment rates in general, or in comparison with student growth rates, are unexpected, or appear too high or too low. Districts should work to ensure that the success rates for teachers in non-tested grades and subjects are comparable to the success rates of those in tested grades and subjects. If the expectations for teachers of non-tested grades and subjects are or appear to be lower than those for teachers for whom value-added or other growth measure data is available, then the evaluation system will be perceived as unfair.

What Is the SLO Cycle?

ODE has established the following four steps for the SLO cycle. Further detail regarding the process for each step is given in Ohio Department of Education Guidance documents. The following pages describe how the SLOs are scored.

STEP 1: Gather and review available data

STEP 2: Determine the interval of instruction and identify content

STEP 3: Choose assessments and explain the growth target

STEP 4: Submit your SLO and prepare for approval and review

STEP 5: Final Scoring of the SLO



STEP 5: Final Scoring of the SLO**SLO Final Review Overview**

After the SLO is approved, the teacher is responsible for compiling the evidence for the final scoring process. The final scoring process must be completed by May 1 to ensure that the teacher evaluation is completed in accordance with the timeframes established by law. This guidance document provides information on:

- Directions on the organization of evidence and information teachers and teacher-teams should compile at the end of the year.
- Teacher guidance on how to present the information to the evaluator(s).
- Protocols for the evaluator(s) for reviewing and scoring SLOs.
- Guidance for rating SLOs and combining multiple SLOs into a summative score.

Recommendations for Educators in Preparing for SLO Scoring

The *SLO Scoring Template* is an Excel spreadsheet that can be used to assess whether or not SLO targets have been met as well as the overall teacher rating for the SLO. There are several steps teachers must follow in order to arrive at a final calculation. Once all the relevant information has been added into the Excel spreadsheet, attainment of the students' growth targets and overall teacher rating may be computed and displayed. ODE has not added formulas into the Excel spreadsheet at this time due to the fact that there are a variety of scales for determining growth on assessments (numeric, alphabetic, etc.)

Prior to the end-of-year review, teachers are responsible for collecting relevant information and compiling it in a useful way. For example, evaluators will have limited time, so having all student work or other documentation clearly organized and final student scores summarized (as noted below) will be valuable for saving time and reducing paperwork. Information that could be collected includes student performance data and the completed *SLO Scoring Template* document.

Educator Preparation for SLO Committee Scoring. In preparation of the committee scoring, the educator may want to complete the following steps to ensure an efficient use of time:

1. Include a copy of the committee approved *SLO Approval Checklist* from the beginning of the school year.
2. Transfer the data from the pre-assessment, the post-assessments, and the established growth targets to the *SLO Scoring Template* to provide the SLO committee with a quick reference to determine whether stated growth targets were met. If the educator is using tiered growth targets, they will want to sort the data based on those tiers. The *SLO Scoring Template* can be found in Appendix A of this document.
3. Organize the evidence to support the attainment of the SLO into an easily recognized, readable format. Organizing the materials will aid the approval/ scoring committee as they evaluate the success of the SLO at the end of the interval.

Scoring the Individual SLO

SLO Scoring Process

The *SLO Scoring Template* is an Excel spreadsheet that can be used to assess whether or not SLO targets have been met when rating the individual SLO. There are several steps teachers must follow in order to arrive at a final calculation. Once all the relevant information has been added into the Excel spreadsheet, attainment of the students' growth targets and rating of the individual SLO will need to be computed and displayed.

Preparing for Scoring

Prior to the end-of-year review, teachers are responsible for collecting relevant information and compiling it in a useful way. For example, evaluators will have limited time, so having all student work or other documentation clearly organized and final student scores summarized (as noted below) will be valuable for saving time and reducing paperwork. Information that could be collected includes student performance data and the completed *SLO Scoring Template* document.

Organizational Tip

Arrange potential documents in a 3-ring binder in the following order:

1. Previously approved *SLO Template*
2. Completed *SLO Scoring Template*
3. Assessments used in the SLO process, including student work and other pertinent documents

Complete the SLO Scoring Template

The *SLO Scoring Template* is an Excel spreadsheet that can be used to assess whether or not SLO targets have been met as well as the overall teacher rating for the SLO. There are several steps teachers must follow in order to arrive at a final calculation. The calculation and scoring must be completed prior to May 1 of each year. Ample time for committee review must be given to ensure that the entire teacher evaluation process is complete by the May 1 deadline as defined in law.

- First, the teacher adds the name or identification number for each student into the spreadsheet.
- Then, the teacher incorporates each student's baseline score from the assessment administered at the beginning of the school year.
- Next, using their completed SLO template as a guide, the teacher adds each student's established growth target.
- The teacher adds in the final performance data from the end of year assessment for each student.
- The teacher must enter if each individual student met the growth target.
- Once all the relevant information has been added in the Excel spreadsheet, attainment of the students' growth targets and overall teacher rating of student growth measures on this SLO will need to be computed using the scale provided.

The teacher is responsible for this portion of the SLO process.

Score Individual SLOs Using the SLO Scoring Matrix

The teacher can now use the *SLO Scoring Template* to determine the percentage of students not meeting, meeting, or exceeding the established growth targets. If the teacher used tiered targets as recommended by ODE, they can sort the students by the identified tiered targets and then sort again based on the difference of the target score and the baseline score from highest to lowest.

This matrix should be used in conjunction with the *SLO Scoring Template*. ODE developed the five-level rating for SLOs to align with the 5-levels of value-added scores.

SLO Scoring Matrix

| Percentage of students that met or exceeded growth target | Descriptive rating | Numerical rating |
|---|---------------------|------------------|
| 90-100 | Most Effective | 5 |
| 80-89 | Above Average | 4 |
| 70-79 | Average | 3 |
| 60-69 | Approaching Average | 2 |
| 59 or less | Least Effective | 1 |

The teacher is responsible for this portion of the SLO process.

Appendix A – SLO Scoring Template

- Download the following form to organize data for calculating a score of your SLOs. A separate Excel form is available on the ODE website.
- The column "Actual Growth" will need to calculate the change between the post and pre test scores.
- The column "Met Objective" should be filled in as "Yes" or "No" dependent upon the actual growth meeting the established growth target.

| | | | | | | |
|--|----------------|----------------|--------------------|---------------|---------------|--------------------------|
| Teacher Name: | | | School: | | | |
| SLO Title or Number: | | | Assessment: | | | |
| Student Name | Student Number | Pre Test Score | Post Test Score | Growth Target | Actual Growth | Met Objective: Yes or No |
| | | | | | 0 | |
| (more cells available on the actual Excel sheet) | | | | | 0 | |

% below target:

% meeting target:

% exceeding target:

Numerical Rating for SLO (1 - 5) :

| Percentage of students that met or exceeded growth target | Descriptive Rating | Numerical Rating |
|---|--------------------|------------------|
| 90 - 100 | Most Effective | 5 |
| 80 - 89 | Above Average | 4 |
| 70 - 79 | Average | 3 |
| 60 - 69 | Approaching Avg. | 2 |
| 59 or less | Least Effective | 1 |

Appendix D:
Updated Required and Optional Attachments



EdConnection

Follow ODE's Twitter feed by clicking here.

Follow our Facebook page for Ohio teachers

ESEA waiver extension

3/16/2015

The Ohio Department of Education plans to submit an application to the U.S. Department of Education to extend its Elementary and Secondary Education Act (ESEA) flexibility waiver for an additional three years. The deadline to submit extension requests to the U.S. Department of Education is March 31, 2015. Phase 1 of the department's outreach provided the public an opportunity to comment on Ohio's current ESEA waiver. Based on the input received, the department is recommending changes to Ohio's ESEA waiver. Now Phase 2 of outreach provides the public with the opportunity to review the proposed changes and submit comments. Principle 2 of the ESEA waiver contains substantive changes. Access to Ohio's current ESEA flexibility waiver, the ESEA waiver extension proposal, a summary of the ESEA waiver extension proposal and U.S. Department of Education guidance for submitting an extension is here

(<http://education.ohio.gov/Topics/School-Improvement/Federal-Programs-Draft/No-Child-Left-Behind/ESEA-Flexibility-Waiver>). Email comments and suggestions to ESEAWaiver@education.ohio.gov (<mailto:ESEAWaiver@education.ohio.gov>) by Tuesday, March 24.

Dr. Richard A. Ross
Superintendent of Public Instruction

State Board of Education of Ohio
Tom Gunlock, President

Attachment 2 Updated: Comments on Renewal Received from LEAs

ODE created a web page regarding the ESEA Flexibility that can be accessed at the address below:

<http://education.ohio.gov/Topics/School-Improvement/Federal-Programs-Draft/No-Child-Left-Behind/ESEA-Flexibility-Waiver>

Additionally, ODE created an email portal to receive comments and questions regarding the flexibility renewal. The email address is eseawavier@education.ohio.gov.

ODE encouraged requests for public comment and feedback during stakeholder meetings as well as distribution lists and other communication.

ODE received comments 18 regarding the renewal of the flexibility waiver. Below is a summary of the comments.

Comments from LEAs:

- Alternatives to the Ohio Improvement Process
- Not all students are college bound, the State of Ohio Standards focuses on the College Readiness and not the Career ready aspect. There are many jobs that need Ohio students to be career ready.
- OTES is a moving target. As testing continues to change so does teacher and administrative evaluations. When ELL and special education students are being given tests with very limited accommodations this will directly impact the teachers who want to work with this population.
- The focus has moved away from best serving students to providing accountability through the state grade card and testing.
- Please consider revising the accountability system to include all aspects of the report card until an overall grade is published. Also, please consider using the most recent data when determining accountability.



Ohio Association of Administrators of State and Federal Education Programs
LEADERSHIP ★ PROFESSIONAL DEVELOPMENT ★ INFORMATION

March 25, 2015

Paul Schneider

OAASFEP

1500 West Jefferson Street

Springfield, Ohio 45506

To: United States Department of Education

The Ohio Association of Administrators of State and Federal Education Programs (OAASFEP) Board of Directors supports the Ohio Department of Education's (ODE) ESEA Flexibility Waiver renewal that allows flexibility from specific requirements of No Child Left Behind in exchange for a rigorous and comprehensive state plan. This renewal addresses three key principles, 1) college and career ready expectations for all students; 2) state-developed differentiated recognition, accountability, and support; and, 3) supporting effective instruction and leadership. As a result, Ohio will continue improving educational outcomes for all students, closing achievement gaps, increasing equity, improving the quality of instruction, and meeting the needs of Ohio's students, educators and families.

In addition, OAASFEP supports ODE's approval of the State Achievement Assessments Waiver for members of the Ohio Innovation Lab Network and STEM schools as outlined in the Ohio Testing Report and Recommendations document (January 15, 2015).

Sincerely

(b)(6)

Paul Schneider

OAASFEP President



Dayton Early College Academy, Inc.
300 College Park
Dayton, OH 45469-2930
(937) 229-5780 (937) 229-5781
(937) 229-5786 Fax

March 23, 2015

U.S. Department of Education
Office of Elementary and Secondary Education
Office of State Support
400 Maryland Avenue, SW
Washington, DC 20202

Dear U.S. Department of Education:

I am honored to write a letter of support on behalf of the Committee of Practitioners for the Ohio Department of Education's submission for the extension of the ESEA Flexibility Waiver. The benefits experienced by schools displays the importance of the Flexibility Waiver's continued presence in Ohio schools. I have witnessed the improved educational outcomes for my students during the presence of the ESEA Flexibility Waiver.

Our schools benefit from these innovative approaches to ensuring all students receive a quality education and are prepared to be successful in college and a career. The key principles addressed by the Waiver provide our students will opportunities which fulfill our mission. Dayton Early College Academy students attended over 2,168 job shadows last year. The incorporation of innovative career-focused strategies is ensuring student create realistic plans for college and set long-term professional goals. With the continual updates and clarifications made to the existing waiver the success of these opportunities will continue.

I fully support the proposed extension of the ESEA Flexibility Waiver. The systematic and comprehensive approach this legislation offers schools is improving instruction and providing our schools the opportunity to enrich students' lives. This work will continue to impact our state and today's students for years to come. I am in strong support for the ESEA Flexibility Waiver extension in Ohio.

Sincerely,

(b)(6)

Judy Hennessey, Ph.D.
Superintendent/CEO



March 23, 2015

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

Dear Superintendent Ross,

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 proposed renewal of 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 renewal application. We look forward to the opportunity to provide feedback and guidance as Ohio moves forward in implementing the changes outlined in the state's waiver renewal application. Our committee supports the *ESEA* flexibility waiver and looks forward to the completion of reauthorization of *ESEA* in support of all of Ohio's students.

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

Sincerely,

(b)(6)

Jackie Blosser

Chair

Committee of Practitioners



OHIO EDUCATION ASSOCIATION

Rebecca L. Higgins, President
Scott W. DiMauro, Vice President
Tim Myers, Secretary-Treasurer
Sheryl Mathis, Executive Director

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

March 26, 2015

Dr. Richard Ross
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215

Dear Dr. Ross,

I write to express the Ohio Education Association’s (OEA) support for Ohio’s request for a continuation of the flexibility 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 promote public school innovation and continuous improvement so that all children come to school ready to learn and leave prepared for college, careers and responsible citizenship.

We support the transparency, meaningful engagement, and effective implementation of the reform initiatives that are part of the waiver request. Since the initial waiver request, changes in state law and policies have impacted educators in Ohio. OEA remains open to consulting with the Ohio Department of Education as the elements of the waiver are implemented in Ohio.

The many changes in Ohio’s educational landscape and those that would be required under the waiver further underscore the need for **quality professional development** at the state and local level. The state and local school districts must ensure that educators have the tools, training and time to engage meaningfully in the work ahead of us so we can achieve the best possible results for our students and educators.

While we do have concerns about some of the state mandates (i.e. testing, teacher evaluations, charter schools and vouchers), we are committed to continued collaboration with school districts, the Department of Education and other education stakeholders to ensure that all children have caring, effective teachers and the positive experiences they need for personal, academic, economic and civic success throughout their educational years and in the future.

Sincerely,

(b)(6)

Becky Higgins
President



QUICK LINKS

- » No Child Left Behind
 - ESEA Flexibility Waiver**
 - Addition of "ESEA Qualified" to Educational Aide Permits
 - ESEA Waiver Schools Requirements
- Committee of Practitioners
- Parental Involvement Policy
- Advanced Placement
- Flexibility to Improve Student Achievement and Increase Quality of Instruction
- Funding Sources for Supporting Family-School Partnerships
- Highly Qualified Teacher (HQT) Toolkit

ESEA Flexibility Waiver

The Ohio Department of Education plans to submit an application to the U.S. Department of Education to extend its Elementary and Secondary Education Act (ESEA) flexibility waiver.

With Ohio's ESEA Flexibility Waiver, districts will have flexibility from sanctions and reporting requirements previously mandated in ESEA. In order to receive this flexibility, Ohio has agreed to adapt college-and-career-ready expectations, dedicate more resources to close sub-group achievement gaps and implement an evaluation system that will support effective instruction and leadership.

ESEA Waiver Extension

The Ohio Department of Education plans to submit an application to the U.S. Department of Education to extend its Elementary and Secondary Education Act (ESEA) flexibility waiver for an additional three years. The deadline to submit extension requests to the U.S. Department of Education is March 31, 2015. The department welcomes feedback on its current waiver. Please see Ohio's ESEA flexibility waiver and U.S. Department of Education guidance for submitting an extension may be found below. Proposed draft is available for review. Email comments and suggestions to ESEAWaiver@education.ohio.gov.

- » [Proposed ESEA Waiver overview](#)
- » [Proposed ESEA Waiver Draft](#)
- » [Proposed Double Testing Waiver](#)
- » [ESEA Flexibility Waiver](#)
- » [ESEA Guidance](#)

Resources

- » [ESEA Double Testing Approval](#)
- » [ESEA Double Testing Waiver Request](#)
- » [Extension Amendment Template](#)

From: ODE Exceptional Children
Sent: Thursday, February 26, 2015 1:09 PM

Subject: ESEA Waiver Extension Webinars and Opportunity for Comment

State Support Teams:

Please see the announcement below regarding a webinar opportunity to hear about the proposed changes to the ESEA Waiver and opportunities to provide feedback.

Sincerely,

Office for Exceptional Children

ESEA Waiver Extension Webinars

The Ohio Department of Education invites you to participate in a webinar on its plans for a three year extension of the Elementary and Secondary Education Act (ESEA) flexibility waiver. Department staff will provide an overview of the ESEA waiver, highlight the proposed changes and address any participant questions. The deadline to submit extension requests to the U.S. Department of Education is March 31, 2015. The department welcomes feedback on its current waiver and the proposed changes. Access to Ohio's ESEA flexibility waiver and U.S. Department of Education guidance for submitting an extension may be found [here](#). Email comments and suggestions to ESEAWaiver@education.ohio.gov.

The webinars will be held on Friday, March 6, from 1 - 2 p.m. and Thursday, March 12, from 10 - 11 a.m.

Participate in the Webinar

To access the video portion of the webinar go to www.anywhereconference.com and click the "I'm a Participant" button and log in using the web ID number 130235117 and the participant PIN 5731310. To access the audio portion of the webinar, call toll free 1-866-551-1530 and enter participant PIN 5731310#.

Attachment 9 updated: 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 | I = Title I Eligible, but not served. 2 = Not Title I Eligible. |
|---------------|--|----------------|----------------|------------------|---------------|--|
| Akron City | Akron Early College High School | 390434805431 | A | | | 1 |
| Akron City | Barber Community Learning Center | 390434800019 | | | G | |
| Akron City | Bridges Learning Center | 390434805265 | | C | | |
| Akron City | Buchtel High School | 390434800051 | | | G | |
| Akron City | Crouse Community Learning Center | 390434800105 | | | G | |
| Akron City | East Community Learning Center | 390434800106 | | | G | |
| Akron City | Findley Community Learning Center | 390434800015 | | | G | |
| Akron City | Garfield High School | 390434800020 | | C | | 1 |
| Akron City | Glover Community Learning Center | 390434800021 | | | G | |
| Akron City | Helen Arnold Community Learning Center | 390434805372 | | | G | |
| Akron City | Innes Community Learning Center | 390434800032 | | | G | |
| Akron City | Jennings Community Learning Center | 390434800034 | | | G | |
| Akron City | Kenmore High School | 390434800035 | | C | | 1 |

| District Name | School Name | School NCES ID | Reward Schools | Priority Schools | Focus Schools | <i>I = Title I Eligible, but not served. 2 = Not Title I Eligible.</i> |
|------------------------------------|---------------------------------------|-----------------------|-----------------------|-------------------------|----------------------|--|
| Akron City | Kent Middle School | 390434800036 | | | G | |
| Akron City | Litchfield Middle School | 390434800042 | | | G | |
| Akron City | Mason Community Learning Center | 390434800044 | | | G | |
| Akron City | North High School | 390434800046 | | C | | 1 |
| Akron City | Rimer Community Learning Center | 390434800052 | B | | | |
| Akron City | Ritzman Community Learning Center | 390434800053 | B | | | |
| Akron City | Robinson Community Learning Center | 390434800054 | | | G | |
| Akron City | Schumacher Community Learning Cent | 390434800055 | | | G | |
| Akron City | Smith Elementary School | 390434800057 | | | G | |
| Akron City | Voris Community Learning Center | 390434800061 | | | G | |
| Alternative Education Academy | Alternative Education Academy | 390020304727 | | D-1 | | |
| Apex Academy | Apex Academy | 390030904846 | | | G | |
| Arts & College Preparatory Academy | Arts & College Preparatory Academy | 390022304747 | A | | | |
| Ashland City | Taft Primary School South | 390435000081 | B | | | |
| Ashtabula Area City | Erie Intermediate School | 390435100090 | | | G | |
| Bath Local | Bath Middle School | 390457602336 | | | G | |
| Beaver Local | Rogers Elementary School | 390464202550 | A | | | |
| Benton Carroll Salem Local | R C Waters Elementary School | 390489203454 | B | | | |
| Blanchester Local | Blanchester High School | 390463802535 | A | | | 1 |
| Bloomfield-Mespo Local | Bloomfield High School | 390500903835 | A | | | |
| Boardman Local | Robinwood Lane Elementary School | 390483003199 | A | | | |
| Boardman Local | West Boulevard Elementary School | 390483003201 | A | | | |
| Broadway Academy | Broadway Academy | 390143005665 | | C | | |
| Brookwood Academy | Brookwood Academy | 390147905747 | | C | | |
| Buckeye Local | Edgewood High School | 390458502358 | A | | | 1 |
| Buckeye On-Line School for Success | Buckeye On-Line School for Success | 390053005240 | | D-1 | | |
| Canton City | Barbara F Schreiber Elementary School | 390437100259 | | | G | |
| Canton City | Belle Stone Elementary School | 390437100239 | | | G | |
| Canton City | Canton Arts Academy @ Summit | 390437105030 | B | | | 1 |
| Canton City | Canton City Digital Academy | 390437105489 | | D-1 | | |
| Canton City | Cedar Elementary School | 390437100240 | | | G | |
| Canton City | Choices Alternative School | 390437104202 | | D-1 | | |
| Canton City | Crenshaw Middle School | 390437100242 | | | G | |
| Canton City | Dueber Elementary School | 390437100243 | | | G | |

| District Name | School Name | School NCES ID | Reward Schools | Priority Schools | Focus Schools | <i>I = Title I Eligible, but not served. 2 = Not Title I Eligible.</i> |
|---|---|-----------------------|-----------------------|-------------------------|----------------------|--|
| Canton City | Gibbs Elementary School | 390437100245 | | | G | |
| Canton City | Hartford Middle School | 390437100247 | | | G | |
| Canton City | McKinley High School | 390437100253 | | | G | |
| Canton City | Timken High School | 390437100256 | | | G | |
| Canton City | Youtz Elementary School | 390437100261 | | | G | |
| Carrollton Exempted Village | Augusta Elementary School | 390452702152 | B | | | |
| Central Academy of Ohio | Central Academy of Ohio | 390131305385 | | | G | |
| Charles School at Ohio Dominican University | Charles School at Ohio Dominican University | 390058605078 | | D-1 | | |
| Chillicothe City | Chillicothe Middle School | 390437400286 | | | G | |
| Chillicothe City | Tiffin Elementary School | 390437400287 | | | G | |
| Chippewa Local | Hazel Harvey Elementary School | 390505303978 | A | | | |
| Cincinnati City | Academy Of World Languages Elementary School | 390437504280 | | | G | |
| Cincinnati City | Aiken High School | 390437504417 | | | G | |
| Cincinnati City | Carson Elementary School | 390437503703 | | | G | |
| Cincinnati City | Chase Elementary School | 390437500303 | B | | | |
| Cincinnati City | Frederick Douglass Elementary School | 390437500320 | | | G | |
| Cincinnati City | Gilbert A. Dater High School | 390437500319 | | C | | 1 |
| Cincinnati City | James N. Gamble Montessori High School | 390437505375 | | C | | 1 |
| Cincinnati City | Oyler School | 390437500357 | | E | | |
| Cincinnati City | Pleasant Ridge Montessori School | 390437500362 | | | G | |
| Cincinnati City | Rees E. Price Elementary School | 390437505404 | | | G | |
| Cincinnati City | Riverview East Academy | 390437504274 | | D-1 | | |
| Cincinnati City | Robert A. Taft Information Technology High School | 390437500382 | | | G | |
| Cincinnati City | Roberts Academy: A Paideia Learning Community | 390437500366 | | | G | |
| Cincinnati City | Roselawn Condon Elementary School | 390437500370 | | | G | |
| Cincinnati City | Virtual High School | 390437504213 | | D-1 | | |
| Cincinnati City | Western Hills University High School | 390437504219 | | | G | |
| Cincinnati City | William H Taft Elementary School | 390437500381 | | C | | |
| Cincinnati City | Withrow University High School | 390437504284 | | | G | |
| Cincinnati City | Woodward Career Technical High School | 390437504416 | | D-1 | | |
| Cincinnati Leadership Academy | Cincinnati Leadership Academy | 390131205391 | | C | | |
| Cincinnati Speech & Reading Intervention Center | Cincinnati Speech & Reading Intervention Center | 390043604995 | | | G | |
| City Day Community School | City Day Community School | 390002901578 | | | G | |
| Cleveland Community School | Cleveland Community School | 390056905061 | | C | | |

| District Name | School Name | School NCES ID | Reward Schools | Priority Schools | Focus Schools | <i>I = Title I Eligible, but not served. 2 = Not Title I Eligible.</i> |
|---|---|-----------------------|-----------------------|-------------------------|----------------------|--|
| Cleveland Heights-University Heights City | Boulevard Elementary School | 390437900566 | | | G | |
| Cleveland Heights-University Heights City | Canterbury Elementary School | 390437900567 | B | | | |
| Cleveland Heights-University Heights City | Fairfax Elementary School | 390437900569 | | | G | |
| Cleveland Heights-University Heights City | Noble Elementary School | 390437900574 | | | G | |
| Cleveland Heights-University Heights City | Oxford Elementary School | 390437900576 | | | G | |
| Cleveland Municipal | Adlai Stevenson School | 390437800413 | | E | | |
| Cleveland Municipal | Alfred Benesch | 390437800434 | | E | | |
| Cleveland Municipal | Almira | 390437800417 | | | G | |
| Cleveland Municipal | Andrew J Rickoff | 390437800418 | | C | | |
| Cleveland Municipal | Anton Grdina | 390437800420 | | C | | |
| Cleveland Municipal | Artemus Ward | 390437800421 | | | G | |
| Cleveland Municipal | Bolton | 390437800425 | | E | | |
| Cleveland Municipal | Buckeye-Woodland School | 390437800429 | | C | | |
| Cleveland Municipal | Carl F Shuler | 390437800432 | | D-1 | | |
| Cleveland Municipal | Case | 390437800433 | | 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 | Citizens Academy | 390003202833 | A | | | |
| Cleveland Municipal | Clara E Westropp School | 390437800442 | | | G | |
| Cleveland Municipal | Collinwood High School | 390437800444 | | E | | |
| Cleveland Municipal | Daniel E Morgan School | 390437800447 | | | G | |
| Cleveland Municipal | Denison | 390437800448 | | | G | |
| Cleveland Municipal | East Clark | 390437800453 | | C | | |
| Cleveland Municipal | East Technical High School | 390437800456 | | C | | |
| Cleveland Municipal | Euclid Park Elementary School | 390437805641 | | C | | |
| Cleveland Municipal | Franklin D. Roosevelt | 390437800500 | | C | | |
| Cleveland Municipal | Fullerton School | 390437800462 | | E | | |
| Cleveland Municipal | George Washington Carver | 390437800464 | | C | | |
| Cleveland Municipal | Glenville High School | 390437800468 | | D-1 | | |
| Cleveland Municipal | H Barbara Booker Elementary School | 390437800469 | | | G | |
| Cleveland Municipal | Hannah Gibbons-Nottingham Elementary School | 390437800729 | | C | | |
| Cleveland Municipal | Harvey Rice Elementary School | 390437800474 | | C | | |
| Cleveland Municipal | Intergenerational School, The | 390006503248 | A | | | |

| District Name | School Name | School NCES ID | Reward Schools | Priority Schools | Focus Schools | <i>I = Title I Eligible, but not served. 2 = Not Title I Eligible.</i> |
|----------------------|--|-----------------------|-----------------------|-------------------------|----------------------|--|
| Cleveland Municipal | Iowa-Maple Elementary School | 390437800479 | | C | | |
| Cleveland Municipal | James Ford Rhodes High School | 390437800480 | | | G | |
| Cleveland Municipal | Jane Addams Business Careers High School | 390437800481 | | | G | |
| Cleveland Municipal | John Adams High School | 390437805320 | | D-1 | | |
| Cleveland Municipal | John F Kennedy High School | 390437800484 | | D-1 | | |
| Cleveland Municipal | John Hay Early College High School | 390437800485 | A | | | |
| Cleveland Municipal | John Hay School of Architecture & Design | 390437805538 | A | | | |
| Cleveland Municipal | John Hay School of Science & Medicine | 390437805561 | A | | | |
| Cleveland Municipal | John Marshall High School | 390437800487 | | D-1 | | |
| Cleveland Municipal | Joseph M Gallagher School | 390437800551 | | C | | |
| Cleveland Municipal | Kenneth W Clement | 390437800491 | | | G | |
| Cleveland Municipal | Lincoln-West High School | 390437800496 | | D-1 | | |
| Cleveland Municipal | Luis Munoz Marin School | 390437800495 | | C | | |
| Cleveland Municipal | MC^2 STEM High School | 390437805476 | A | | | |
| Cleveland Municipal | Marion C Seltzer Elementary School | 390437800504 | | | G | |
| Cleveland Municipal | Marion-Sterling Elementary School | 390437800505 | | C | | |
| Cleveland Municipal | Mary B Martin School | 390437800507 | | C | | |
| Cleveland Municipal | Mary M Bethune | 390437800508 | | C | | |
| Cleveland Municipal | Max S Hayes High School | 390437800509 | | | G | |
| Cleveland Municipal | McKinley School | 390437800510 | | | G | |
| Cleveland Municipal | Michael R. White | 390437800515 | | | G | |
| Cleveland Municipal | Miles Park School | 390437800514 | | C | | |
| Cleveland Municipal | Miles School | 390437800513 | | C | | |
| Cleveland Municipal | Mound Elementary School | 390437800518 | | C | | |
| Cleveland Municipal | Nathan Hale School | 390437800522 | | C | | |
| Cleveland Municipal | Oliver H Perry Elementary School | 390437800525 | B | | | |
| Cleveland Municipal | Orchard School | 390437800526 | | | G | |
| Cleveland Municipal | Patrick Henry School | 390437800527 | | E | | |
| Cleveland Municipal | Paul L Dunbar Elementary School | 390437800528 | | | G | |
| Cleveland Municipal | Paul Revere Elementary School | 390437800529 | | C | | |
| Cleveland Municipal | Robert H Jamison School | 390437800533 | | E | | |
| Cleveland Municipal | Scranton School | 390437800536 | | | G | |
| Cleveland Municipal | Sunbeam | 390437800540 | | | G | |
| Cleveland Municipal | The School of One | 390437805339 | | C | | |

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|-----------------------------|--|-----------------------|-----------------------|-------------------------|----------------------|--|
| Cleveland Municipal | Wade Park | 390437800546 | | | G | |
| Cleveland Municipal | Waverly Elementary School | 390437800550 | | | G | |
| Cleveland Municipal | Wilbur Wright School | 390437800555 | | | G | |
| Cleveland Municipal | Willow School | 390437800561 | | C | | |
| Cleveland Municipal | Willson School | 390437805637 | | C | | |
| Columbiana Exempted Village | South Side Middle School | 390453202177 | A | | | |
| Columbus City | Beatty Park Elementary School | 390438000587 | | C | | |
| Columbus City | Broadleigh Elementary School | 390438000596 | | E | | |
| Columbus City | Burroughs Elementary School | 390438000599 | | | G | |
| Columbus City | Columbus Global Academy | 390438002557 | | C | | |
| Columbus City | Cassady Alternative Elementary School | 390438000601 | | | G | |
| Columbus City | Champion Middle School | 390438000605 | | C | | |
| Columbus City | Columbus Africentric Early College | 390438004524 | | | G | |
| Columbus City | Columbus Africentric Early College Elementary School | 390438000685 | | C | | |
| Columbus City | Columbus Alternative High School | 390438000680 | A | | | I |
| Columbus City | Columbus Spanish Immersion K-8 School | 390438000559 | | | G | |
| Columbus City | Eakin Elementary School | 390438004315 | | | G | |
| Columbus City | East Columbus Elementary School | 390438000625 | | C | | |
| Columbus City | East Linden Elementary School | 390438000626 | | E | | |
| Columbus City | Eastgate Elementary School | 390438005270 | | | G | |
| Columbus City | Easthaven Elementary School | 390438000628 | | | G | |
| Columbus City | Fairmoor Elementary School | 390438000634 | | | G | |
| Columbus City | Fairwood Alternative Elementary School | 390438000635 | | C | | |
| Columbus City | Forest Park Elementary School | 390438004316 | | | G | |
| Columbus City | Gables Elementary School | 390438004320 | | | G | |
| Columbus City | Highland Elementary School | 390438000649 | | E | | |
| Columbus City | Hilltonia Middle School | 390438000650 | | | G | |
| Columbus City | Johnson Park Middle School | 390438000660 | | | G | |
| Columbus City | Leawood Elementary School | 390438000665 | | C | | |
| Columbus City | Liberty Elementary School | 390438004434 | | | G | |
| Columbus City | Linden STEM Academy (K-6) | 390438000670 | | C | | |
| Columbus City | Livingston Elementary School | 390438000674 | | E | | |
| Columbus City | Maize Road Elementary School | 390438000676 | | | G | |
| Columbus City | Marion-Franklin High School | 390438000677 | | | G | |

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| Columbus City | Medina Middle School | 390438000682 | | | G | |
| Columbus City | Mifflin Alternative Middle School | 390438000684 | | C | | |
| Columbus City | Moler Elementary School | 390438000686 | | | G | |
| Columbus City | Oakland Park Alternative Elementary | 390438000694 | | | G | |
| Columbus City | Oakmont Elementary School | 390438004319 | | | G | |
| Columbus City | Ohio Avenue Elementary School | 390438000696 | | E | | |
| Columbus City | Olde Orchard Alt Elementary School | 390438000697 | | | G | |
| Columbus City | Parkmoor Elementary School | 390438000698 | | | G | |
| Columbus City | Salem Elementary School | 390438000705 | | | G | |
| Columbus City | Scottwood Elementary School | 390438000707 | | | G | |
| Columbus City | Sherwood Middle School | 390438000711 | | | G | |
| Columbus City | Siebert Elementary School | 390438000712 | | | G | |
| Columbus City | South High School | 390438000714 | | | G | |
| Columbus City | South Mifflin STEM Academy (K-6) | 390438000715 | | E | | |
| Columbus City | Southwood Elementary School | 390438000717 | | | G | |
| Columbus City | Starling K-8 | 390438000617 | | | G | |
| Columbus City | Trevitt Elementary School | 390438000723 | | C | | |
| Columbus City | Valley Forge Elementary School | 390438004433 | | | G | |
| Columbus City | Valleyview Elementary School | 390438000575 | | | G | |
| Columbus City | Watkins Elementary School | 390438000607 | | | G | |
| Columbus City | Wedgewood Middle School | 390438000731 | | | G | |
| Columbus City | Weinland Park Elementary School | 390438000732 | | E | | |
| Columbus City | West Mound Elementary School | 390438000735 | | | G | |
| Columbus City | Westmoor Middle School | 390438000737 | | | G | |
| Columbus City | Windsor STEM Academy (K-6) | 390438000740 | | C | | |
| Columbus City | Woodward Park Middle School | 390438000743 | | | G | |
| Columbus City | Yorktown Middle School | 390438000744 | | | G | |
| Columbus Performance Academy | Columbus Performance Academy | 390139805612 | | | G | |
| Columbus Preparatory Academy | Columbus Preparatory Academy | 390030704844 | A,B | | | |
| Columbus Preparatory and Fitness Academy | Columbus Preparatory and Fitness Academy | 390057405066 | | | G | |
| Conotton Valley Union Local | Conotton Valley Elementary | 390475402914 | B | | | |
| Constellation Schools: Lorain Community Elementary | Constellation Schools: Lorain Community Elementary | 390010204160 | B | | | |
| Crestline Exempted Village | Crestline High School | 391000802181 | | C | | 1 |
| Crooksville Exempted Village | Crooksville High School | 390453502186 | | C | | 1 |

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|--|--|-----------------------|-----------------------|-------------------------|----------------------|--|
| Dayton City | Belle Haven PreK-8 School | 390438400776 | | C | | |
| Dayton City | Belmont High School | 390438400778 | | D-1 | | |
| Dayton City | David H. Ponitz Career Technology Center | 390438400823 | | | G | |
| Dayton City | Dayton Boys Preparatory Academy | 390438405323 | | | G | |
| Dayton City | Dunbar High School | 390438400785 | | | G | |
| Dayton City | Eastmont Park PreK-8 School | 390438400786 | | | G | |
| Dayton City | Edison PreK-8 School | 390438400787 | | C | | |
| Dayton City | Edwin Joel Brown PreK-8 School | 390438400826 | | C | | |
| Dayton City | Fairview PreK-8 School | 390438400789 | | C | | |
| Dayton City | Kemp PreK-6 School | 390438404300 | | | G | |
| Dayton City | Kiser PreK-8 School | 390438400828 | | | G | |
| Dayton City | Longfellow Alternative School | 390438404294 | | D-1 | | |
| Dayton City | Louise Troy PreK-4 School | 390438400780 | | C | | |
| Dayton City | Meadowdale High School | 390438400813 | | D-1 | | |
| Dayton City | Meadowdale PreK-8 School | 390438400812 | | C | | |
| Dayton City | River's Edge Montessori PreK-6 School | 390438400791 | | | G | |
| Dayton City | Ruskin PreK-8 School | 390438405480 | | | G | |
| Dayton City | Westwood PreK-8 School | 390438400800 | | C | | |
| Dayton City | Wogaman 5-8 School | 390438400832 | | C | | |
| Dayton City | World of Wonder PreK-8 School | 390438402915 | | | G | |
| Dayton Leadership Academies-Dayton View Campus | Dayton Leadership Academies-Dayton View Campus | 390008303762 | | | G | |
| Eagle Academy | Eagle Academy | 390012004066 | | | G | |
| East Cleveland City | Caledonia Elementary School | 390439000861 | | | G | |
| East Cleveland City | Heritage Middle School | 390439000868 | | | G | |
| East Cleveland City | Mayfair Elementary School | 390439000865 | | | G | |
| East Cleveland City | Prospect Elementary School | 390439000864 | | | G | |
| East Cleveland City | Superior Elementary School | 390439000867 | | | G | |
| East Clinton Local | Sabina Elementary School | 390464002545 | B | | | |
| East Holmes Local | Flat Ridge Elementary School | 390476802937 | A | | | |
| Electronic Classroom Of Tomorrow | Electronic Classroom Of Tomorrow | 390007903420 | | E | | |
| Elyria City Schools | Franklin Elementary School | 390439400896 | | | G | |
| Elyria City Schools | Windsor Elementary School | 390439400908 | | | G | |
| Euclid City | Bluestone Elementary School | 390439505277 | | | G | |
| Euclid City | Euclid High School | 390439500909 | | C | | 1 |

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|---|---|-----------------------|-----------------------|-------------------------|----------------------|--|
| Euclid City | Forest Park Middle School | 390439500911 | | | G | |
| FCI Academy | FCI Academy | 390032104858 | | | G | |
| Fairless Local | Fairless Middle School | 390498400701 | A | | | |
| Fostoria City | Fostoria Junior/Senior High School | 390439900957 | | | G | |
| Franklin Local | Philo Junior High School | 390488403423 | B | | | |
| Gallipolis City | Green Elementary School | 390440300990 | A | | | |
| Garfield Academy | Garfield Academy | 390146205671 | | | G | |
| Garfield Heights City Schools | Elmwood Elementary School | 390440400993 | | | G | |
| Garfield Heights City Schools | Garfield Heights Middle School | 390440400995 | | | G | |
| Garfield Heights City Schools | William Foster Elementary School | 390440400999 | | | G | |
| Girard City | Girard Intermediate Middle School | 390440601009 | A | | | |
| Girard City | Girard Sr High School | 390440601005 | A | | | 1 |
| Girard City | Prospect Elementary School | 390440601007 | A | | | |
| Goshen Local | Goshen High School | 390463402516 | A | | | 1 |
| Great Western Academy | Great Western Academy | 390019204716 | | | G | |
| Green Inspiration Academy | Green Inspiration Academy | 390002501543 | | | G | |
| Greenfield Exempted Village | Rainsboro Elementary School | 390454002205 | | | G | |
| Groveport Madison Local | Asbury Elementary School | 390469704299 | | | G | |
| Groveport Madison Local | Groveport Madison Middle School South | 390469702727 | | | G | |
| Groveport Madison Local | Madison Elementary School | 390469702730 | | | G | |
| Hamilton City | Bridgeport Elementary School | 390441005549 | | | G | |
| Hamilton City | Riverview Elementary School | 390441001041 | | | G | |
| Hamilton Cnty Math & Science | Hamilton Cnty Math & Science | 390012103912 | B | | | |
| Hamilton Local | Hamilton Township High School | 390469502710 | A | | | 1 |
| Harvard Avenue Community School | Harvard Avenue Community School | 390064105328 | | | G | |
| Hope Academy Northcoast | Hope Academy Northcoast | 390018104705 | | | G | |
| Hope Academy Northwest Campus | Hope Academy Northwest Campus | 390031304850 | | | G | |
| Horizon Science Academy Dayton Downtown | Horizon Science Academy Dayton Downtown | 390138305625 | | | G | |
| Horizon Science Academy Dayton High School | Horizon Science Academy Dayton High School | 390136605556 | | D-1 | | |
| Horizon Science Academy-Dayton | Horizon Science Academy-Dayton | 390044405003 | | | G | |
| Horizon Science Academy-Denison Middle School | Horizon Science Academy-Denison Middle School | 390045405013 | | | G | |
| Horizon Science Academy-Springfield | Horizon Science Academy-Springfield | 390045105010 | | | G | |
| Hubbard Exempted Village | Hubbard High School | 390454202209 | A | | | 1 |
| Jackson-Milton Local | Jackson-Milton High School | 390483203208 | A | | | |

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|--|---|-----------------------|-----------------------|-------------------------|----------------------|--|
| James A Garfield Local | James A Garfield Elementary School | 390492003528 | A | | | |
| Lake Erie Academy | Lake Erie Academy | 390021404738 | | | G | |
| Lima City | Freedom Elementary School | 390442204537 | | | G | |
| Lima City | Lima Senior High School | 390442205325 | | | G | |
| Lima City | Lima North Middle School | 390442201158 | | | G | |
| Lima City | Lima West Middle School | 390442201162 | | | G | |
| Lockland Local | Lockland Elementary School | 390442301166 | | | G | |
| Logan Elm Local | George Mcdowell-Exchange Middle School | 390490803482 | B | | | 1 |
| Logan-Hocking Local | Central Elementary School | 390442405285 | A | | | |
| Logan-Hocking Local | Hocking Hills Elementary School | 390442405283 | A | | | |
| London City | London Middle School | 390442501183 | | | G | |
| Lorain City | Admiral King Elementary School | 390442601193 | | | G | |
| Lorain City | Credit Recovery Academy | 390442605452 | | D-1 | | |
| Lorain City | Frank Jacinto Elementary | 390442605106 | | | G | |
| Lorain City | General Johnnie Wilson Middle School | 390442605107 | | | G | |
| Lorain City | Hawthorne Elementary School | 390442601191 | | | G | |
| Lorain City | Helen Steiner Rice ES | 390442605439 | | | G | |
| Lorain City | Lorain K-12 Digital Academy | 390027304813 | | D-1 | | |
| Lorain City | Palm Elementary School | 390442605286 | | | G | |
| Lorain City | Washington Elementary School | 390442601203 | | | G | |
| Lorain Preparatory Academy | Lorain Preparatory Academy | 390058705079 | | | G | |
| Loudonville-Perrysville Exempted Village | McMullen Elementary School | 390454602226 | A | | | |
| Mansfield City | Mansfield Integrated Learning Center, Hedges Campus | 390442901325 | | D-2 | | 1 |
| Mansfield City | Mansfield Senior High School | 390442901220 | | | G | |
| Maple Heights City | Maple Heights High School | 390443001233 | | C | | 1 |
| Maple Heights City | Milkovich Middle School | 390443001232 | | | G | |
| Maplewood Local | Maplewood Elementary School | 390502103879 | A | | | |
| Maplewood Local | Maplewood Middle School | 390502103878 | A | | | |
| Marietta City | Washington Elementary School | 391001901252 | | | G | |
| Marion City | George Washington Elementary School | 390443301257 | | | G | |
| Marion City | Harding High School | 390443301259 | | | G | |
| Marion City | Rutherford B. Hayes Elementary School | 390443301267 | | | G | |
| Marion City | Ulysses S. Grant Middle School | 390443305287 | | | G | |
| Marion City | William McKinley Elementary School | 390443305288 | | | G | |

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| Massillon City | Massillon Junior High School | 390443501276 | B | | | 1 |
| Maysville Local | Foxfire Intermediate School | 390140705576 | | C | | |
| Middletown City | Creekview Elementary School | 390444001320 | | | G | |
| Middletown City | Highview 6th Grade Center | 390444001338 | | | G | |
| Milford Exempted Village | Charles L Seipelt Elementary School | 390455002256 | A | | | |
| Millennium Community School | Millennium Community School | 390003602838 | | | G | |
| Morgan Local | South Elementary School | 390487704646 | B | | | |
| Mount Auburn International Academy | Mount Auburn International Academy | 390133605454 | | | G | |
| Mt Healthy City | Mt Healthy Junior High School | 390444101350 | | | G | |
| Mt Healthy City | South Elementary School | 390444101345 | | | G | |
| National Trail Local | National Trail High School | 390492703547 | A | | | 1 |
| New Boston Local | Glenwood High School | 390444601390 | | C | | 1 |
| New Philadelphia City | East Elementary School | 390444801398 | B | | | |
| North Central Ohio ESC | Focus Learning Academy of Northern Columbus | 390017904703 | | D-1 | | |
| North College Hill City | North College Hill Middle School | 390445105554 | | | G | |
| North Dayton School Of Science & Discovery | North Dayton School Of Science & Discovery | 390021604740 | | | G | |
| Northpointe Academy | Northpointe Academy | 390131905443 | | | G | |
| Northridge Local | Northridge Intermediate | 390480305449 | | | G | |
| OAK Leadership Institute | OAK Leadership Institute | 390143905689 | | C | | |
| Oakstone Community School | Oakstone Community School | 390038304920 | | C | | 1 |
| Ohio Connections Academy, Inc | Ohio Connections Academy, Inc | 390025005193 | | D-1 | | |
| Ohio Virtual Academy | Ohio Virtual Academy | 390018004704 | | D-1 | | |
| Oregon City | Jerusalem Elementary School | 390446001479 | B | | | |
| Painesville City Local | Harvey High School | 391001501488 | | C | | 1 |
| Paulding Exempted Village | Paulding Elementary School | 390455702285 | B | | | |
| Pearl Academy | Pearl Academy | 390145605679 | | | G | |
| Perry Local | Whipple Heights Elementary School | 390499203756 | A | | | |
| Plain Local | Avondale Elementary School | 390499303757 | A | | | |
| Port Clinton City | Port Clinton Middle School | 390446501535 | B | | | 1 |
| Premier Academy of Ohio | Gateway Academy of Ohio | 390056405056 | | D-1 | | |
| Pymatuning Valley Local | Pymatuning Valley Primary Elementary School | 390458802376 | B | | | |
| Renaissance Academy | Renaissance Academy | 390135405507 | | C | | |
| Reynoldsburg City | Slate Ridge Elementary School | 390470005131 | A | | | |
| Richard Allen Academy | Richard Allen Academy | 390004702997 | | | G | |

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| Richmond Heights Local | Richmond Heights Secondary School | 390465902603 | | C | | 1 |
| Ripley-Union-Lewis-Huntington Local | Ripley-Union-Lewis-Huntington High School | 390460702421 | B | | | |
| Riverside Academy | Riverside Academy | 390004302979 | | | G | |
| Rock Hill Local | Rock Hill Middle School | 390479404630 | B | | | 1 |
| Sandusky City | Sandusky High School | 390447401605 | | | G | |
| Scioto Valley Local | Jasper Elementary School | 390491303501 | | | G | |
| Scioto Valley Local | Zahns Middle School | 390491303502 | | | G | |
| South-Western City | Holt Crossing Intermediate School | 390448003796 | | | G | |
| Southeast Local | Fredericksburg Elementary School | 390505803996 | A | | | |
| Southeast Local | Holmesville Elementary School | 390505803997 | A | | | |
| Southside Academy | Southside Academy | 390142705618 | | C | | |
| Southwest Local | Harrison Middle School | 390473802878 | B | | | 1 |
| Springfield Academy of Excellence | Springfield Academy of Excellence | 390009904014 | | | G | |
| Springfield City | Hayward Middle School | 390448101686 | | | G | |
| Springfield City | Keifer Academy | 390448100117 | | C | | |
| Springfield City | Lagonda Elementary School | 390448101691 | | | G | |
| Springfield City | Lincoln Elementary School | 390448101692 | | C | | |
| Springfield City | Mann Elementary School | 390448101693 | | | G | |
| Springfield City | Perrin Woods Elementary School | 390448101696 | | | G | |
| Springfield City | Warder Park-Wayne Elementary School | 390448101703 | | | G | |
| Steubenville City | Wells Academy | 390448204283 | A | | | |
| Sullivant Avenue Community School | Sullivant Avenue Community School | 390134405464 | | | G | |
| Summit Academy Akron Elementary School | Summit Academy Akron Elementary School | 390003802844 | | | G | |
| Summit Academy Akron Middle School | Summit Academy Akron Middle School | 390009804167 | | E | | |
| Summit Academy Community School - Cincinnati | Summit Academy Community School - Cincinnati | 390050105211 | | E | | |
| Summit Academy Community School - Dayton | Summit Academy Community School - Dayton | 390049305203 | | C | | |
| Summit Academy Community School - Painesville | Summit Academy Community School - Painesville | 390035604893 | | | G | |
| Summit Academy Community School Alternative Learners-Lorain | Summit Academy Community School Alternative Learners-Lorain | 390010904106 | | C | | |
| Summit Academy Community School for Alternative Learn-Canton | Summit Academy Community School for Alternative Learn-Canton | 390007103346 | | E | | |
| Summit Academy Community School-Columbus | Summit Academy Community School-Columbus | 390049205202 | | C | | |
| Summit Academy Community School-Parma | Summit Academy Community School-Parma | 390049705207 | | | G | |
| Summit Academy Community School-Toledo | Summit Academy Community School-Toledo | 390049905209 | | C | | |
| Summit Academy Community School-Warren | Summit Academy Community School-Warren | 390050005210 | | E | | |
| Summit Academy Middle School - Columbus | Summit Academy Middle School - Columbus | 390033904876 | | C | | |

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| Summit Academy Middle School - Lorain | Summit Academy Middle School - Lorain | 390033804875 | | C | | |
| Summit Academy Secondary - Youngstown | Summit Academy Secondary - Youngstown | 390049805208 | | C | | |
| Summit Academy Toledo Learning Center | Summit Academy Toledo Learning Center | 390036004897 | | E | | |
| Summit Academy-Youngstown | Summit Academy-Youngstown | 390035004887 | | C | | |
| Summit Acdy Comm Schl for Alternative Learners of Middletown | Summit Acdy Comm Schl for Alternative Learners of Middletown | 390009603913 | | E | | |
| Switzerland of Ohio Local | Beallsville Elementary School | 390486503324 | | | G | |
| Switzerland of Ohio Local | Beallsville High School | 390486503325 | | | G | |
| Toledo City | Arlington Elementary School | 390449001769 | | | G | |
| Toledo City | Chase STEM Academy | 390449001776 | | | G | |
| Toledo City | East Broadway Elementary School | 390449001783 | | | G | |
| Toledo City | Edgewater Elementary School | 390449001784 | | | G | |
| Toledo City | Jesup W. Scott High School | 390449005361 | | | G | |
| Toledo City | Leverette Elementary School | 390449001795 | | C | | |
| Toledo City | Martin Luther King Academy for Boys Elementary School | 390449005543 | | | G | |
| Toledo City | McKinley Elementary School | 390449001813 | | | G | |
| Toledo City | Old Orchard Elementary School | 390449001819 | | | G | |
| Toledo City | Pickett Elementary School | 390449001823 | | C | | |
| Toledo City | Raymer Elementary School | 390449001825 | | | G | |
| Toledo City | Reynolds Elementary School | 390449001826 | | | G | |
| Toledo City | Riverside Elementary School | 390449001827 | | | G | |
| Toledo City | Robinson Elementary School | 390449001828 | | C | | |
| Toledo City | Rosa Parks Elementary School | 390449001777 | | C | | |
| Toledo City | Samuel M. Jones at Gunckel Park Elementary School | 390449001800 | | C | | |
| Toledo City | Sherman Elementary School | 390449001832 | | C | | |
| Toledo City | Spring Elementary School | 390449005548 | | C | | |
| Toledo City | Toledo Technology Academy High School | 390449004560 | A | | | 1 |
| Toledo City | Whittier Elementary School | 390449001843 | | | G | |
| Toledo City | Woodward High School | 390449001844 | | D-1 | | |
| Trimble Local | Trimble Elementary School | 390459202385 | | | G | |
| Triway Local | Franklin Twp Elementary School | 390505904001 | A | | | |
| Trotwood-Madison City | Trotwood-Madison High School | 390486903353 | | | G | |
| UBAH Math & Reading Academy | UBAH Math & Reading Academy | 390144705670 | | C | | |
| Villaview Community School | Villaview Community School | 390057205064 | | C | | |
| Virtual Community School Of Ohio | Virtual Community School Of Ohio | 390021704741 | | D-1 | | |

| District Name | School Name | School NCES ID | Reward Schools | Priority Schools | Focus Schools | <i>I = Title I Eligible, but not served. 2 = Not Title I Eligible.</i> |
|---|---|-----------------------|-----------------------|-------------------------|----------------------|--|
| Virtual Schoolhouse, Inc. | Virtual Schoolhouse, Inc. | 390031104848 | | E | | |
| Warren City | Jefferson PK-8 School | 390449905417 | | | G | |
| Warren City | Lincoln PK-8 School | 390449905434 | | | G | |
| Warren City | McGuffey PK-8 School | 390449905430 | | | G | |
| Warren City | Warren G Harding High School | 390449901922 | | | G | |
| Warren City | Willard Avenue PK-8 School | 390449905413 | | | G | |
| Warrensville Heights City | Eastwood Elementary School | 390450005621 | | | G | |
| Warrensville Heights City | Warrensville Heights High School | 390450001930 | | D-1 | | |
| Wauseon Exempted Village | Wauseon Middle School | 390456402318 | A | | | |
| Weathersfield Local | Mineral Ridge High School | 390502503889 | A | | | 1 |
| Wellsville Local | Daw Elementary School | 390450301943 | B | | | |
| West Central Learning Academy II | West Central Learning Academy II | 390027604816 | | D-1 | | |
| West Preparatory Academy | West Preparatory Academy | 390011903854 | | | G | |
| Western Local | Western Elementary School | 390491503510 | | | G | |
| Westfall Local | Westfall Elementary School | 390491004650 | | | G | |
| Whitehall City | Etna Road Elementary School | 390450701979 | | | G | |
| Whitehall Preparatory and Fitness Academy | Whitehall Preparatory and Fitness Academy | 390055005262 | | | G | |
| Winterfield Venture Academy | Winterfield Venture Academy | 390030204839 | | | G | |
| Winton Woods City | Winton Woods Intermediate School | 390440800588 | | | G | |
| Woodland Academy | Woodland Academy | 390144105668 | | C | | |
| Wooster City | Melrose Elementary School | 391003202030 | A | | | |
| Youngstown Academy of Excellence | Youngstown Academy of Excellence | 390058005072 | | C | | |
| Youngstown City Schools | East High School | 390451602082 | | C | | |
| Youngstown City Schools | Harding Elementary School | 390451602069 | | | G | |
| Youngstown City Schools | M L King Elementary School | 390451602080 | | | G | |
| Youngstown City Schools | Williamson Elementary School | 390451602094 | | | G | |
| Youngstown City Schools | Youngstown Early College | 390451604934 | A | | | 1 |
| Zanesville City | National Road | 390451705123 | | | G | |
| Zanesville City | Zane Grey Elementary School | 390451702110 | | | G | |
| | Total # of Schools | | 74 | 143 | 233 | 32 |

Attachment 12 updated: 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? | <p>Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2.</p> <p>Redesigned district curriculum based on Ohio's New Learning Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Ohio's New Learning Standards, model curricula and instructional practice.</p> | <p>Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data.</p> <p>Pilot and refine the redesigned district curriculum based on Ohio's New Learning Standards and Model Curriculum.</p> <p>Phase out content no longer present in Ohio's New Learning Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p> | <p>Continue to implement transition plan.</p> <p>Fully implement (and continue to modify) the refine district curriculum based on Ohio's New Learning Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Ohio's New Learning Standards, model curricula, instructional practice and assessment.</p> | <p>Full implementation of the refined district curriculum based on Ohio's New Learning Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Ohio's New Learning Standards, model curricula, instructional practice and assessment.</p> |
| What should teachers be doing? | <p>Examine ODE's Comparative Analysis Documents to outline changes.</p> <p>Familiarize self with Ohio's New Learning Standards and Model Curriculum. Experiment with the resources, strategies, or classroom examples found in the document.</p> <p>Participate in state and district sponsored professional development opportunities supporting deeper content knowledge, increased rigor, and instructional practices.</p> <p>Incorporate 21st Century (Universal) Skills and College – Career Readiness standards into</p> | <p>Develop expertise in new grade-level content. Include an examination of the conceptual learning progressions for adjacent grades.</p> <p>Pilot refined district curriculum, using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Incorporate 21st Century (Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects, and activities.</p> <p>Participate in state and district - sponsored professional</p> | <p>Implement the redesigned district curriculum using resources and instructional strategies from Ohio's New Learning Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness.</p> <p>Use the Eye of Integration to design a project or unit.</p> <p>Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.</p> | <p>Fully implement the redesigned district curriculum using resources and instructional strategies from Ohio's New Learning Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness.</p> <p>Use the Eye of Integration to design projects or units.</p> <p>Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.</p> |

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| | instruction through lessons, labs, projects, and activities. | development opportunities supporting deeper content knowledge, increased rigor, and instructional practices. | | |
| What support is ODE providing? | <p>Comparative Analysis Documents.</p> <p>Targeted Professional Developments Meetings.</p> <p>Guidance document for evaluating resources.</p> <p>Webinars/Webcasts.</p> | <p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings.</p> <p>Guidance document for evaluating resources.</p> <p>Webinars/Webcasts.</p> | <p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings/Webinars/Webcasts.</p> <p>Webcasts that illustrate how to use Ohio's New Learning Standards and Model Curriculum Documents.</p> | <p>Curriculum and Instruction examples, such as the Eye of Integration.</p> <p>Resource and Materials Filters.</p> <p>Targeted Professional Developments Meetings/Webinars/Webcasts.</p> <p>Webcasts that illustrate how to use Ohio's New Learning Standards and Model Curriculum Documents.</p> |
| What about assessment? | <p>State assessments remain aligned to the 2001-2002 Academic Content Standards.</p> <p>OAA/OGT item banks are being aligned to the common core and Ohio's New Learning Standards and Model Curriculum.</p> | <p>State assessments remain aligned to the 2001-2002 Academic Content Standards.</p> <p>Pilot online test prototypes and innovative testing options (such as performance-based or formative).</p> | <p>As blueprint flexibility allows, focus on assessing the content shared by the 2001-2002 Standards and the 2010 Standards and Model Curriculum document.</p> <p>Field testing Ohio's New High-quality Assessment items for Mathematics and ELA, state-developed items for Social Studies and Science.</p> | <p>New state assessment system fully operational* and aligned to Ohio's New Learning Standards and Model Curriculum.</p> <p><i>*The Ohio Graduation Test (OGT) was extended one additional year, This year's sophomore class (class of 2017) is the final group of students to graduate under the OGT.</i></p> <p><i>*The third Grade reading OAA was given in 2014-15 in place of the OHIO'S NEW HIGH-QUALITY ASSESSMENTS third grade ELA test to meet Ohio's Third Grade Reading Guarantee.</i></p> |

Attachment 12B updated: Professional Development and Resource Implementation Timeline to Ohio’s College and Career System

| 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|--|
| <p>Professional Development</p> <ul style="list-style-type: none"> ➤ 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 <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ Develop model curricula for every cluster/topic for ELA and math and every content statement for social studies and science | <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted professional development</i> <ul style="list-style-type: none"> • By content areas • Deep understanding of standards • Instructional Design and Curriculum Revision ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • Online formative instruction Modules • Regional formative instruction Specialists • Regional training and support ➤ Innovative Learning Environments conference | <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted and differentiated professional development</i> <ul style="list-style-type: none"> • Instructional Design, Approaches to Learning Curriculum Revision • Integrating technology within instruction • <i>Targeted Audience:</i> Content Area, Grade Level, ELL, SWD and Gifted teachers ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • Online formative instruction and content-specific Modules • Supported by Regional formative | <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Network of Regional Leaders (NRL)</i> <ul style="list-style-type: none"> • Train content experts in the four content areas and ELL, SWD and Gifted teachers (approximately 30-50 in each area) • Develop understanding and use of the Quality Review Rubric • Develop and refine lessons/units using the rubric • Develop NRLs as Strategic Thought Partners, Content Partners, Engagement Facilitators Distributors, Messengers, Ambassadors | <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Network of Regional Leaders (NRL)</i> <ul style="list-style-type: none"> • Train content experts in the four content areas Fine arts, world languages and ELL, SWD and Gifted teachers • Make connections between and among state initiatives and projects that impact curriculum, instruction and assessment (e.g., Quality Review Rubrics, Student Learning Objectives, Ohio Teacher Evaluation Systems, RttT projects, Assessment Literacy). • Develop |

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| <ul style="list-style-type: none"> ➤ Develop and deploy standards crosswalk documents ➤ 774 model curricula units adopted by the State Board of Education in March 2011 | <ul style="list-style-type: none"> ➤ Advanced Placement workshops ➤ Formative Assessment pilots for middle school mathematics and ELA ➤ Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech ➤ <i>High School-Higher Education Alignment Project</i> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ Crosswalks and comparative analysis documents between | <p>instruction Specialists</p> <ul style="list-style-type: none"> • Regional training and support • Targeted Audience: Content Area, grade Level, SWD, ELL and Gifted teachers <ul style="list-style-type: none"> ➤ Online PD modules on Students with Disabilities access to Ohio’s New Learning Standards (e.g., extended standards) ➤ Advanced Placement workshops ➤ <i>Formative Assessment pilots for middle school mathematics and English language arts</i> <ul style="list-style-type: none"> • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers. | <ul style="list-style-type: none"> ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • 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 new learning standards (e.g., extended standards) ➤ Online PD modules on English Language Learners access to the new learning standards (e.g., English language proficiency standards) | <p>understanding and use of the Quality Review Rubric</p> <ul style="list-style-type: none"> • Develop and refine lessons/units using the rubric • Develop NRLs as Strategic Thought Partners, Content Partners, Engagement Facilitators, Distributors, Messengers, Ambassadors <ul style="list-style-type: none"> ➤ <i>Formative Instruction.PD</i> <ul style="list-style-type: none"> • Online formative instruction and content-specific Modules • Targeted Audience: Content Area, grade Level, SWD, ELL and Gifted teachers ➤ Online PD modules on Students with Disabilities access to the new learning standards (e.g., extended standards) |
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| | <p>Ohio's 2001 standards and the new learning standards.</p> <ul style="list-style-type: none"> ➤ Extended Standards for students with significant cognitive disabilities aligned to Ohio's New Learning Standards ➤ <i>Webcasts/Webinars</i> <ul style="list-style-type: none"> • Digging Deeper into the standards • New State assessments • Extended Standards • ELL and the new learning standards. ➤ Guidance document for evaluating resources ➤ Model curricula ➤ Eye of Integration models | <ul style="list-style-type: none"> ➤ <i>Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech</i> <ul style="list-style-type: none"> • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➤ <i>High School-Higher Education Alignment Project</i> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ New English Language Proficiency standards linked to the new learning | <ul style="list-style-type: none"> ➤ Advanced Placement workshops ➤ <i>Formative Assessment pilots for middle school mathematics and English language arts</i> <ul style="list-style-type: none"> • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers. ➤ <i>Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech</i> <ul style="list-style-type: none"> • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➤ <i>High School-Higher Education Alignment</i> | <ul style="list-style-type: none"> ➤ Online PD modules on English Language Learners access to the new learning standards (e.g., English language proficiency standards) ➤ Advanced Placement workshops ➤ <i>Formative Assessment pilots for middle school mathematics and English language arts</i> <ul style="list-style-type: none"> • Completion of an online portfolio of formative assessment strategies ➤ <i>Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech</i> <ul style="list-style-type: none"> • Professional Learning Series on |
|--|--|--|--|--|

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| | | <p>standards</p> <ul style="list-style-type: none"> ➤ Extended standards aligned to the new learning standards. ➤ <i>Webcasts/Webinar</i> <ul style="list-style-type: none"> • ELL access to the new learning standards. • SWD access to the new learning standards. • Next Generation Assessments • Integrating Technology into differentiated instruction ➤ Guidance document for evaluating resources ➤ Expansion of the model curricula <ul style="list-style-type: none"> • Diverse Learners ➤ High Quality Assessment model content frameworks. ➤ High Quality Assessment | <p><i>Project</i></p> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ New English language Proficiency standards linked to the new learning standards. ➤ Comparative Analysis documents ➤ Webcasts/Webinars ➤ Guidance document for evaluating resources ➤ Expansion of the model curricula ➤ Portfolio of Formative | <p>how to write Learning Tasks</p> <ul style="list-style-type: none"> • Complete statewide professional learning series. • Provide facilitator guide to ESCs for continued use. • All piloted performance tasks made available to all teachers. <p>➤ <i>High School-Higher Education Alignment Project</i></p> <ul style="list-style-type: none"> • Resource development • Educational summit for Mathematics <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ Online resources <ul style="list-style-type: none"> • Completion of standards alignment toolkit. • Update links within Ohio's Model Curriculum ➤ Webcasts/Webinars |
|--|--|--|---|---|

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|--|--|------------|--|--|
| | | Prototypes | <p>Instruction Strategies</p> <ul style="list-style-type: none"> ➤ Performance–Based Tasks ➤ High Quality Assessment model content frameworks and prototypes ➤ College tools ➤ High Quality Assessment Prototypes ➤ New State Test Assessments Training materials ➤ <i>Instructional Improvement System</i> <ul style="list-style-type: none"> • Performance – Based Tasks • Formative Instruction Strategies • Curriculum and Instructional Resources | <ul style="list-style-type: none"> ➤ Guidance document for evaluating resources ➤ Guidance document for evaluating resources ➤ Expansion of the model curricula ➤ High Quality Assessment model content frameworks and prototypes ➤ College tools ➤ High Quality Assessment Prototypes ➤ New State Test Assessments Training materials ➤ <i>Instructional Improvement System</i> <ul style="list-style-type: none"> • Curriculum and Instructional Resources |
| | | | | |

DRAFT

OHIO IMPROVEMENT PROCESS

ENSURING CONSISTENT, FOCUSED CONTINUOUS IMPROVEMENT AND SERVICES

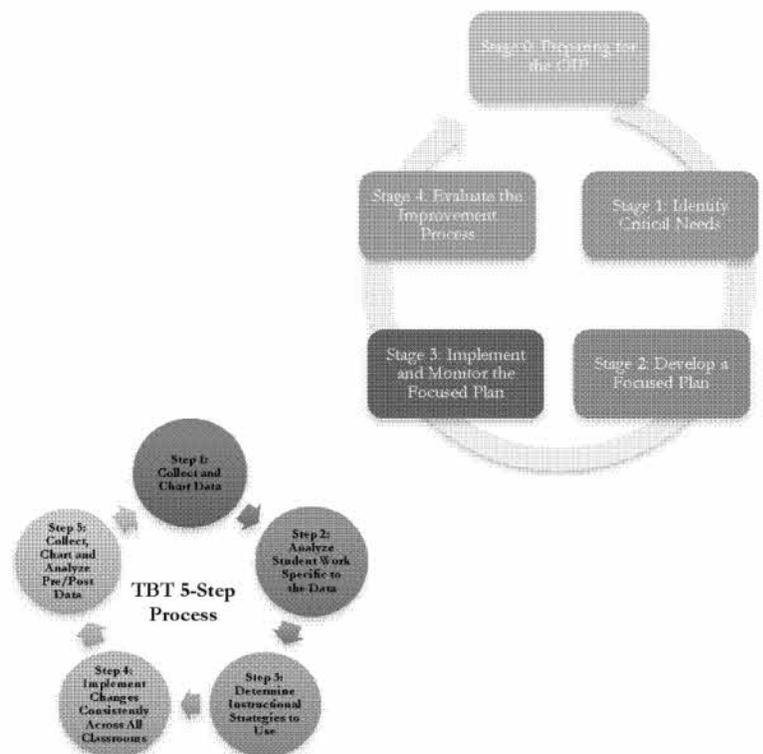
While incentives and opportunities for change contributes to the effectiveness and efficiency of a SSoS and creating and disseminating useful information are important factors in building the capacity of districts and schools, the personnel in all three levels of the system focus their efforts primarily 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 Improvement and Innovation 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
- 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.

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

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

How

do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

STAGE 4

Evaluate the Improvement Process

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

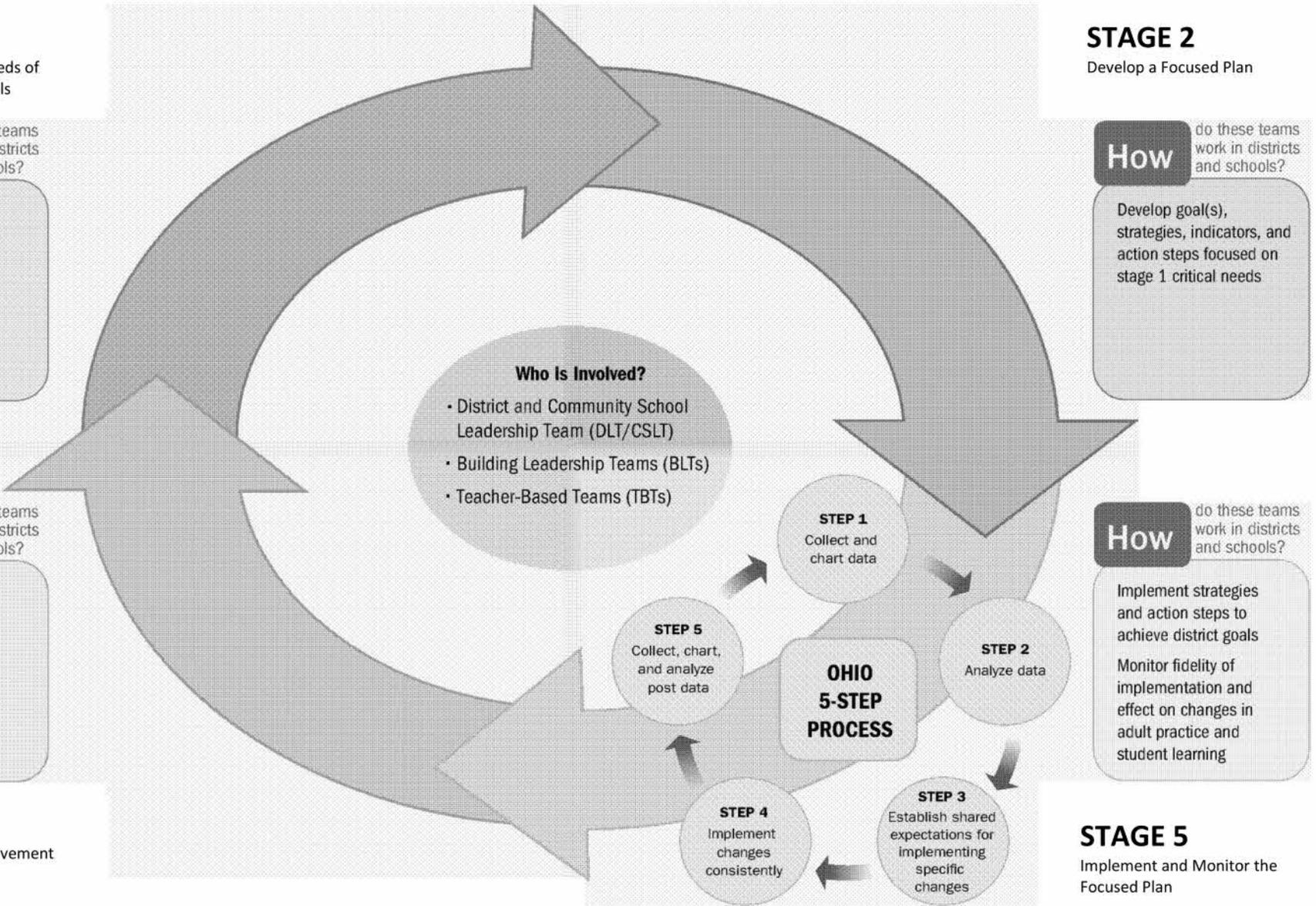
How

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 5

Implement and Monitor the Focused Plan



The Ohio Teacher Incentive Fund External Evaluation: Report 6

Year 4: 2013–14 Final Report

Authors

John Wells
Henry Tran
Atsushi Miyaoka



November 2014

Prepared for:
Ohio Department of Education
Department of Administrative Services
4200 Surface Road
Columbus, OH 43228-1395

Prepared by:
Westat
An Employee-Owned Research Corporation®
1600 Research Boulevard
Rockville, Maryland 20850-3129
(301) 251-1500

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1. Introduction

This report is the eighth prepared by Westat as part of the evaluation of the Ohio Teacher Incentive Fund (OTIF). As the eighth in a series of 10 biannual reports, this report provides an updated summary of background data obtained from the Ohio Department of Education (ODE) for the most recent school year available (i.e., 2013–14) as part of an ongoing effort to identify any trends that may influence local implementation and outcomes.

Description of the Teacher Incentive Fund Program

Over the past decade, the education community has acknowledged that the quality of the teaching force is the most important school-based factor determining student achievement, a position strongly supported by research. Thus, the drive to measure and improve teacher quality has been at the center of many recent school reforms efforts.

Starting from the premise that financial incentives can attract, reward, and retain strongly qualified teachers, many states and districts are rethinking the traditional uniform salary schedule and experimenting with differentiated teacher compensation models. One such alternative being explored across the nation is the use of incentive pay based on performance and additional responsibilities. Many of these efforts are being funded through the U.S. Department of Education's (ED) Teacher Incentive Fund (TIF) program. The TIF program encourages experimentation in teacher and principal compensation by awarding substantial grants to a diverse set of states, districts, local education agencies (LEAs), and nonprofit organizations.

TIF was established in 2006 to support efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. The federal program has four primary goals: 1) improve student achievement by increasing teacher and principal effectiveness, 2) reform teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement, 3) increase the number of effective teachers

teaching poor, minority, and disadvantaged students in hard-to-staff subjects, and 4) create sustainable performance-based compensation systems.

During the 2006–07 academic year, ED awarded 34 five-year grants in two cohorts. Cohort 1 comprised 16 grantees, including ODE. The initial group was awarded roughly \$42 million in year 1 and was slated to be awarded nearly \$240 million by the end of the five-year term. Cohort 2, comprising 18 grantees, was awarded roughly \$38 million in year 1 and was slated to be awarded roughly \$237 million over the life of the grant. Awards ranged in size from \$1 million to \$33 million. In September 2010, ED announced the third cohort of TIF grantees: 62 awards totaling over \$400 million were made, representing the largest investment in teacher incentive grants to date. Once again, ODE was a recipient.¹

The Ohio Teacher Incentive Fund: Two Rounds of TIF Grants

As a member of the first cohort of TIF grantees, ODE was awarded a \$20.5 million grant from ED to implement and evaluate the OTIF program. Through the use of financial incentives, OTIF1 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 teachers' performance. OTIF1 worked with four of the largest urban districts in the state—Columbus, Cincinnati, Toledo, and Cleveland.

With receipt of a Cohort 3 five-year TIF grant in September 2010, ODE's OTIF3 program continued its collaboration with the Cincinnati Public Schools and extended to 22 new districts throughout the state. OTIF3 expanded on its predecessor in several important ways, while integrating key lessons learned that emerged from the four original OTIF districts.

Among the most notable new features is the participation of a much larger number of districts representing a wide range of communities throughout Ohio. Indeed, the involvement of urban, suburban, and rural Appalachian districts makes ODE's approach among the most inclusive in the TIF3 grantee cohort. As noted by ODE in its application for TIF funding, these districts differ considerably from one

¹ A fourth cohort, consisting of 35 new awards, was made in 2012. To date, the TIF program has made more than 130 awards.

another with respect to student and teacher demographic characteristics, number of schools and school size, and urbanicity. These distinctions were detailed in the first OTIF3 evaluation report (November 2011; see Chapter 3).

Districts participating in OTIF3 have had flexibility to implement local performance-based compensation system programs within a statewide framework established by ODE. For example, all districts are required to develop plans that specify the eligibility of staff for the program, the evaluation techniques to be used in evaluating teachers and/or principals, and levels of incentive compensation for eligible staff. In addition, a strong emphasis has been placed on communication plans, involvement of stakeholders in program design and implementation, professional development opportunities, and comprehensive data management systems. In our analyses of OTIF1, these features were often identified as essential to the success of district-level initiatives. Not surprisingly, we found that effectively communicating information about the program was important for building stakeholder knowledge and support for the program, both of which are necessary for successful implementation. These themes were echoed in the case study findings presented in the OTIF External Evaluation Reports 3 and 5 (June 2012 and June 2013, respectively). Similarly, professional development opportunities and robust data management systems were also cited as valuable and beneficial components of the OTIF1 programs, while involvement from a wide range of stakeholders (including union, district, and school personnel) in program design and deployment was credited with achieving broad program buy-in.

It is important to recognize that OTIF3 has been unfolding in a dynamic and fast-paced legislative context in Ohio. Several pieces of legislation and associated policies have played an important role in how OTIF3 programs are developed and carried out. For example, Senate Bill 2, enacted in the 2003–04 legislative session, established an Educator Standards Board charged with developing new professional standards for teachers and principals (Ohio Senate, 125th General Assembly). Five years later, House Bill 1 established a new teacher licensure system, a new Ohio Teacher Residency Program for beginning teachers, and a mandate for new evaluation standards for teachers and principals (Ohio House of Representatives, 128th General Assembly).

In response to this legislation, ODE began implementing the statewide Ohio Teacher Evaluation System (OTES), which has served as a key component of the teacher evaluation approaches developed in each OTIF district. Similarly, the Ohio Principal Evaluation System (OPES) has been central to each district's evaluation of

principal effectiveness. Our experience with OTIF1 confirmed the importance of understanding the broader statewide policy environment to build a complete understanding of the OTIF3 program, including how program implementation is promoted and shaped by exogenous factors.

Overview of the OTIF3 Evaluation and Evaluation Strategy

The Westat evaluation work plan takes a comprehensive view of the OTIF3 initiative. The goals of the evaluation of the grant are to provide ODE with formative and summative findings that balance analyses of outcomes with practical feedback that can be used to inform program management and improvement. The evaluation employs a combination of qualitative and quantitative data gathered from the perspective of all key stakeholders. A quasi-experimental design is employed to test program effects on student outcomes and teacher effectiveness. A collaborative relationship with ODE and Battelle for Kids (BFK) capitalizes on our respective strengths and responsibilities.

Research questions fall into five substantive dimensions: (1) implementation, (2) teacher effectiveness and behavior, (3) student achievement, (4) administrative behavior and school/LEA processes, and (5) sustainability. A sixth cross-cutting dimension addresses best practices and lessons learned. Taken together, these multi-faceted perspectives of OTIF will provide a rich and comprehensive understanding of the program and its effects.

An overview of the primary data collection methods and their sequence is presented in Table 1. This report presents an updated analysis of background data obtained from ODE. Data collected and/or analyzed through the various other methods have been reported on in our prior evaluation reports and again will be a major focus of our next report in June 2015.

Table 1. OTIF evaluation data collection methods, by project year

| Method | Year 2 2011–12 | Year 3 2012–13 | Year 4 2013–14 | Year 5 2014–15 |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|
| Program document review..... | X | X | X | X |
| Case studies..... | X | X | X | X |
| Principal survey..... | | X | | X |
| Background data review..... | X | X | X | X |
| Teacher survey..... | X | | X | |
| Student achievement data..... | X | X | X | X |

Approach to Background Data Review

Beginning with our Year 1 Baseline Report (November 2011), we have presented a range of historical data that characterize the current status and recent trends within the OTIF districts. These background data, which included the period from 2007–08 to 2010–11, were obtained from the ODE Data Warehouse and included data on school enrollment, economic status, and Performance Index scores; teacher attendance and qualifications; and student attendance and mobility. These data were reported at the district level, with each district categorized into one of three district types based on ODE’s Typology Code (i.e., large urban, hybrid, and Appalachian). For this report, we have updated these background data to include the 2013–14 school year. This information is presented in Chapter 2.

2. District Profiles and School and Student Outcomes

Introduction

This chapter presents findings from the analysis of school, teacher, and student data provided by ODE.² Data from the 2007–08 to the 2012–13 school years were last presented in the November 2014 Report. Here, we update on that report by providing data up through the 2013–14 school year. It should be noted that the analyses presented in this chapter include only schools participating in the OTIF grant from the 22 school districts (102 total schools) for which data are available.³

Given the range of district types that are participating in the OTIF program, we determined that it would be useful to provide the data separately within four distinct district types—city, town, suburban, and rural.⁴ The data are presented in this fashion because, in part, the participating districts, to a large extent, differ from one another on a number of key characteristics and analyzing the data in a disaggregated fashion would allow differences between district types to be teased out. Moreover, the district types are not evenly distributed within the cohort of participating OTIF sites. Of the 22 school districts participating in the OTIF program and for which data are available, almost half (n=10) are rural, about a third (n=7) are towns, three are considered suburban, and two are urban.⁵ Nonetheless, throughout this chapter, we do provide data aggregated across the four district types and point out overall trends when it is useful and appropriate to do so.

² The results presented here were analyzed using data from the ODE Data Warehouse Reports and ODE Staff Job and Demographic Data.

³ The OTIF initiative currently includes 23 school districts that are participating in the OTIF program. However, one school district, Mideast Career Center, is not reflected in the data analyses presented in this chapter because data for this district were not available in the ODE Data Warehouse Reports. In addition, as noted in prior reports, while the total number of districts in OTIF was initially 24, one district, New Philadelphia, dropped out of the TIF program in 2012.

⁴ These district types were derived using the National Center for Education Statistics' Locale Codes. The coding system classifies territories into four major types: city, suburban, town, and rural. For the purposes of the results presented in this chapter, each school district was coded into one of these types.

⁵ It should be noted that the percentage of schools participating in the TIF program varies by the type of district. For rural districts, 95 percent of the schools are participating in the TIF program (out of 40 schools). For town districts, 88 percent of schools are participating (out of 26 schools), and for suburban districts, 80 percent of schools are participating (out of 10 schools). Finally, for urban school districts, about 49 percent of schools are participating in the TIF program (out of 70 schools).

The results of this analysis are presented in two major parts: characteristics related to schools and teachers, and school and student outcomes. School characteristics include student enrollment, economic status, and mobility, and teacher characteristics include education, attendance, and salary. School outcomes include Performance Index and state indicators met, and student outcomes include graduation rate and ACT scores.

Key findings from the analysis of the school, teacher, and student data are as follows:

- **For the school characteristics, student enrollment has declined and the proportion of disadvantaged students has increased across the OTIF districts, while student mobility has been a major factor within the city districts.** Student enrollment data showed a trend toward declining enrollment over time both overall and within each district type. The proportion of economically disadvantaged students that school districts serve has risen steadily over the last seven years both overall and within each district type. With regard to student mobility, as measured by the percentage of students who have not been in attendance at a school building for a complete academic year, it was found to be significantly higher within the city districts than in town, suburban, and rural districts.
- **The data on teacher characteristics revealed a few differences among schools participating in OTIF based on district type.** Teachers in city schools, on average, had the most years of experience, were more likely to be female, and earned higher mean salaries than teachers in the other district types.
- **For the school-level outcome data, schools participating in OTIF were similar in that student attendance rates were consistent over time and graduation rates have increased.** Student attendance remained consistent over time both overall and within each of the district types. Overall increases over time were seen in both the four-year and five-year graduation rates.
- **With respect to student-level outcomes, the data revealed a number of differences by district type.** The mean percentage of students taking the ACT showed an upward trend through 2012–13 for city, town, and rural districts. A decrease in the percentages of students taking the ACT was seen in 2012–13, both overall and within each district category. In the town, suburban, and rural districts, ACT scores remained largely consistent throughout the seven-year period, but they decreased slightly over time for schools in city districts.

- **The proportion of students who were economically disadvantaged rose steadily over the seven-year period examined.** The proportion of students considered economically disadvantaged has risen steadily over the last seven schools years both overall and within each district category.

School Characteristics

Overall, schools showed a general trend of declining student enrollment from 2007–08 to 2012–13, followed by an uptick in 2013–14 (Table 2). Schools in city and rural school districts showed the greatest decline over the seven-year time period. Schools in city school districts declined in enrollment from nearly 500 students in 2007–08 to 436 students in 2013–14, while the enrollment of schools in rural school districts declined from 445 students in 2007–08 to 400 students in 2013–14. Overall, across all school district types, student enrollment decreased from 466 in 2007–08 to 421 in 2012–13 and then increased modestly to 443 in 2013–14. During the 2013–14 school year, schools had slightly more male students than female students. Furthermore, while most of the students in the city districts in 2013–14 were black, most students in districts categorized as town, suburban, and rural were white.

Table 2. Student enrollment, by district type

| School characteristic | City | Town | Suburb | Rural | Overall |
|--|-------|-------|--------|-------|---------|
| Enrollment | | | | | |
| Mean number of students enrolled | | | | | |
| 2013–14..... | 436.3 | 504.7 | 493.9 | 400.5 | 443.0 |
| 2012–13..... | 441.6 | 435.4 | 460.3 | 383.7 | 421.0 |
| 2011–12..... | 428.8 | 445.1 | 576.5 | 419.4 | 438.5 |
| 2010–11..... | 485.9 | 447.5 | 580.2 | 420.8 | 459.4 |
| 2009–10..... | 492.0 | 457.5 | 582.3 | 429.0 | 466.9 |
| 2008–09..... | 498.6 | 448.4 | 587.2 | 437.8 | 470.5 |
| 2007–08..... | 498.5 | 445.5 | 482.7 | 444.9 | 466.0 |
| Percent of schools by various enrollment sizes in 2013–14 | | | | | |
| 350 or less..... | 38.2% | 36.4% | 37.5% | 39.5% | 38.2% |
| 351–500..... | 29.4 | 13.6 | 12.5 | 34.2 | 26.5 |
| More than 500..... | 32.4 | 50.0 | 50.0 | 21.1 | 33.3 |
| Percent of students, by gender in 2013–14 | | | | | |
| Female..... | 48.7% | 48.7% | 48.1% | 47.8% | 48.3% |
| Male..... | 51.3 | 51.2 | 51.7 | 52.2 | 51.6 |
| Percent of students, by race/ethnicity in 2013–14 | | | | | |
| White..... | 29.5% | 92.6% | 90.0% | 97.7% | 72.3% |
| Black..... | 60.3 | 1.5 | 2.3 | 0.8 | 21.0 |
| Hispanic..... | 4.7 | 0.5 | 1.9 | 0.0 | 1.9 |

| | | | | | |
|------------------|-----|-----|-----|-----|-----|
| Asian..... | 0.4 | 0.0 | 0.0 | 0.0 | 0.2 |
| Multiracial..... | 5.1 | 5.2 | 5.5 | 1.5 | 4.0 |

NOTE: Percents may not add to 100 because of rounding.

SOURCE: ODE Data Warehouse Reports (enrollment).

Table 3 displays the economic characteristics of students enrolled in the participating schools, organized by type of district. The percentage classified as economically disadvantaged was used to estimate the economic status of the school. The OTIF schools reflect a broad range of economic conditions but tend to be those that serve the economically disadvantaged. In all four district types, more than half of enrolled students are classified as economically disadvantaged.⁶ In some schools, up to 99 percent of the enrolled students are classified as such (range data obtained from ODE; not shown in table). The proportion of students considered economically disadvantaged has risen steadily over the last seven school years both overall and in all district types.

Table 3. Economic characteristics of students, by district type

| Student economic characteristic | City | Town | Suburb | Rural | Overall |
|--|-------|-------|--------|-------|---------|
| Mean percentage of total school enrollment that was economically disadvantaged | | | | | |
| 2013–14..... | 84.4% | 71.4% | 67.6% | 59.9% | 71.3% |
| 2012–13..... | 83.8 | 62.2 | 65.9 | 58.4 | 68.3 |
| 2011–12..... | 84.8 | 61.3 | 52.4 | 56.5 | 67.3 |
| 2010–11..... | 81.3 | 58.9 | 52.0 | 55.6 | 65.1 |
| 2009–10..... | 79.8 | 59.3 | 47.7 | 54.2 | 63.9 |
| 2008–09..... | 78.9 | 55.4 | 46.1 | 49.6 | 60.9 |
| 2007–08..... | 69.1 | 47.8 | 43.0 | 46.8 | 54.5 |
| Percent of schools, by percent of economically disadvantaged students enrolled in 2013–14 | | | | | |
| Less than 50 percent..... | 2.9% | 9.1% | 25.0% | 21.9% | 12.7% |
| 50–60 percent..... | 2.9 | 27.3 | 25.0 | 31.6 | 20.6 |
| 60.1–75 percent..... | 14.7 | 27.3 | 12.5 | 34.2 | 24.5 |
| 75.1 percent or more..... | 79.4 | 36.4 | 37.5 | 10.5 | 41.2 |

NOTE: Percents may not add to 100 because of rounding.

SOURCE: ODE Data Warehouse Reports (economically disadvantaged).

In the most recent school year discussed here (2013–14), schools in the city districts enrolled a larger percentage of economically disadvantaged students on average (84 percent) than suburban, town, and rural districts (68, 71, and 60 percent, respectively). Furthermore, since 2007–08, the percentage of students considered

⁶ According to ODE’s Education Information Management System (EMIS) documentation, students are considered to be “economically disadvantaged” if they are eligible to receive free or reduced-price lunch, reside in a household in which another household member is eligible to receive free or reduced-price lunch, receive or reside in a household that receives public assistance, or have a parent or guardian who has completed a Title I student income form and meets the guidelines.

economically disadvantaged in city districts has increased by 15 percent. Although schools in the town districts tend to enroll a smaller percentage of economically disadvantaged students compared to schools in city districts, the average proportion of students considered economically disadvantaged in town district schools has increased by over 20 percent over the past seven school years. Schools in suburban districts have seen the largest increase—the proportion of students considered economically disadvantaged increased by 25 percent over the past seven school years. The rural districts also saw an increase in the proportion of students considered economically disadvantaged, but the increase was slightly smaller at 13 percent. Overall, across all district types, the proportion of students considered economically disadvantaged has risen from 55 percent to 71 percent over the last seven years.

The second portion of Table 3 further demonstrates the differences in student populations between the city district and the other three types of districts. In school year 2013–14, nearly four-fifths (79 percent) of the schools in the city district reported that more than 75 percent of their student body was classified as economically disadvantaged. In comparison, schools in town, suburban, and rural districts were more evenly distributed in terms of the percentage of economically disadvantaged students enrolled. Still, large majorities of schools in those districts reported that 50 percent or more of their students in 2013–14 qualified as economically disadvantaged, indicating that schools in all four district types face challenges associated with high-need student populations.

In Table 4, we show student mobility in schools by district type. Student mobility was measured by the percentage of students who have not been in attendance at a school building for a complete academic year—i.e., those who were not enrolled continuously from the October count week⁷ through May 10 for grades 3–8 and March 19 for all other grades. Schools in city school districts displayed a student mobility rate for the 2013–14 school year (mean of 18 percent of students were at the school for less than a year) that is significantly higher than that of the other three types of districts (12, 14, and 13 percent of students, respectively, were at the school for less than a year). Examining within district type, for schools in three of the district types (town, suburban, and rural), the data revealed little variation from year to year with respect to patterns of student mobility. In contrast, schools in city districts have seen a decrease in student mobility from 24 percent in 2007–08 to 18 percent in 2013–14.

⁷October count week refers to the first week in October for validating their child (definition taken from the ODE website).

Table 4. Student mobility at schools, by district type

| Student mobility | City | Town | Suburb | Rural | Overall |
|---|-------|-------|--------|-------|---------|
| Mean percent of students who were at the school for less than 1 year | | | | | |
| 2013–14..... | 18.1% | 12.4% | 14.4% | 12.9% | 14.7% |
| 2012–13..... | 17.9 | 12.5 | 14.3 | 11.2 | 13.9 |
| 2011–12..... | 20.1 | 13.4 | 14.0 | 10.8 | 14.9 |
| 2010–11..... | 22.0 | 12.5 | 15.3 | 10.6 | 15.3 |
| 2009–10..... | 22.0 | 12.6 | 13.9 | 10.1 | 15.0 |
| 2008–09..... | 22.5 | 13.9 | 14.0 | 9.3 | 15.2 |
| 2007–08..... | 23.7 | 14.0 | 14.2 | 10.6 | 16.2 |
| Percent of schools, by student mobility rate in 2013–14 | | | | | |
| 0–10 percent..... | 14.7% | 45.5% | 25.0% | 28.9% | 27.5% |
| 10.1–20 percent | 44.1 | 40.9 | 75.0 | 63.2 | 52.9 |
| More than 20 percent | 41.2 | 13.6 | 0.0 | 5.3 | 8.8 |

NOTE: Percents may not add to 100 because of rounding.
 SOURCE: ODE Data Warehouse Reports (student mobility).

Teacher Characteristics

Table 5 presents data on teachers’ level of experience and education. Teachers in city school districts were more experienced than teachers in the other three district types. On average, urban teachers had about 18 years of teaching experience compared to 13 years of experience among teachers in the town districts, 9 years of experience among those in suburban districts, and 14 years of experience for those in rural districts. This difference is even more substantial when years of experience are broken out by categorical grouping. The 2013–14 data indicated that 77 percent of teachers in the city district had more than 15 years of experience compared to 37 percent of teachers in rural districts and 14 percent in town districts. No teachers in the suburb districts had more than 15 years of experience.

On average, at least half of each school’s teachers had a master’s degree or higher, which was the case in all seven years (ranging from 51 to 67 percent). There was a general trend toward increased percentages of teachers with master’s degrees each year from 2007–08 to 2013–14, with increases over the seven-year period of about 3 percent in city districts, 11–12 percent in town and suburb districts, and 9 percent in rural districts. Overall, across all school districts, the percentage of teachers with a master’s degree or higher increased from 57 percent in 2007–08 to 64 percent in 2013–14.

Table 5. Teachers' years of experience and highest degree, by district type

| Experience and degree | City | Town | Suburb | Rural | Overall |
|---|-------|-------|--------|-------|---------|
| Years of experience | | | | | |
| Mean years of experiences per school | | | | | |
| 2013–14..... | 17.8 | 13.0 | 9.0 | 13.9 | 14.6 |
| 2012–13..... | 17.4 | 13.8 | 9.9 | 14.1 | 14.8 |
| 2011–12..... | 17.1 | 13.6 | 10.8 | 14.1 | 14.8 |
| 2010–11..... | 17.6 | 13.0 | 7.2 | 13.5 | 14.4 |
| 2009–10..... | 17.3 | 14.0 | 7.0 | 13.9 | 14.6 |
| 2008–09..... | 16.7 | 14.1 | 8.3 | 14.1 | 14.6 |
| 2007–08..... | 17.2 | 14.9 | 8.7 | 14.5 | 15.2 |
| Percent of schools, by years of experience in 2013–14 | | | | | |
| Less than 15 years | 23.5% | 86.5% | 100.0% | 60.5% | 56.9% |
| 15 to 20 years | 50.0 | 13.6 | 0.0 | 36.8% | 33.3 |
| Over 20 years..... | 26.5 | 0.0 | 0.0 | 0.0 | 8.8 |
| Mean percent of teachers with master's degree or higher per school | | | | | |
| 2013–14..... | 64.8% | 65.1% | 66.1% | 62.7% | 64.2% |
| 2012–13..... | 67.0 | 66.1 | 66.4 | 61.3 | 64.7 |
| 2011–12..... | 66.8 | 64.9 | 65.0 | 58.0 | 63.2 |
| 2010–11..... | 66.1 | 62.8 | 63.2 | 55.1 | 61.1 |
| 2009–10..... | 65.3 | 57.4 | 49.5 | 54.6 | 58.6 |
| 2008–09..... | 65.6 | 55.0 | 50.8 | 53.5 | 57.8 |
| 2007–08..... | 61.9 | 54.2 | 53.5 | 54.2 | 56.8 |

SOURCE: ODE Data Warehouse Reports (teacher experience, education).

Table 6 presents data on teacher race/ethnicity and gender. Over the seven years analyzed, an average of 68 percent of the teachers at schools in the city district were white, while almost all teachers (over 99 percent) at schools in town, suburban, and rural districts were white.

The number of female teachers at schools has remained fairly consistent over the last seven years. For schools in town, suburban, and rural districts, the percentage of female teachers at schools has ranged from 72 to 77 percent over the last seven years. For schools in city districts, the percentage of female teachers that schools have employed has ranged from 81 to 84 percent.

Table 6. Teacher race/ethnicity and gender, by district type

| Teacher characteristic | City | Town | Suburb | Rural | Overall |
|---------------------------------------|-------|-------|--------|-------|---------|
| Racial/ethnic distribution | | | | | |
| Mean percent of white teachers | | | | | |
| 2013–14..... | 67.8% | 99.2% | 99.5% | 98.8% | 88.5% |
| 2012–13..... | 67.8 | 98.5 | 99.5 | 99.4 | 88.6 |
| 2011–12..... | 68.8 | 99.5 | 99.4 | 99.5 | 88.7 |
| 2010–11..... | 71.1 | 99.3 | 99.5 | 99.3 | 89.5 |

| | | | | | |
|--|-------|-------|-------|-------|-------|
| 2009–10..... | 70.4 | 99.1 | 99.4 | 99.6 | 89.4 |
| 2008–09..... | 69.8 | 99.2 | 99.5 | 99.3 | 89.0 |
| 2007–08..... | 71.5 | 99.3 | 99.5 | 99.5 | 89.7 |
| Mean percent of female teachers | | | | | |
| 2013–14..... | 83.1% | 72.6% | 74.9% | 74.2% | 76.9% |
| 2012–13..... | 83.0 | 71.6 | 72.9 | 73.4 | 76.1 |
| 2011–12..... | 81.9 | 72.4 | 77.4 | 73.6 | 76.5 |
| 2010–11..... | 81.3 | 72.8 | 74.6 | 74.0 | 76.3 |
| 2009–10..... | 83.3 | 73.7 | 75.3 | 73.4 | 77.0 |
| 2008–09..... | 83.5 | 73.8 | 74.8 | 72.9 | 76.9 |
| 2007–08..... | 83.5 | 71.9 | 73.6 | 72.3 | 76.2 |

SOURCE: ODE Data Warehouse Reports (racial/ethnic distribution, gender).

Table 7 presents data on teacher attendance rates and annual salary. The teacher attendance rate for schools in city districts increased from 95 percent in 2007–08 to 99 percent in 2010–11 but fell back to 96 percent by 2013–14. The attendance rate for town and suburban districts remained consistent throughout the seven-year period; for town, it was 95 to 96 percent each year; for suburban, it hovered between 94 and 96 percent. For rural districts, the teacher attendance rate was at an exceptionally low 81 percent in 2007–08, but was consistently around 95 percent for years 2008–09 through 2013–14.

In terms of teacher salary rates, for three of the district types (town, suburban, and rural), salaries showed a small but steady increase over the seven-year period. For teachers in town districts, the salary increased from \$47,697 in 2007–08 to \$51,449 in 2013–14. For suburban districts, the salary increased from \$48,646 in 2007–08 to \$48,711 in 2013–14. For rural districts, the salary increased from \$45,846 in 2007–08 to \$49,378 in 2013–14. The exception to this pattern was for teachers in city districts: average teacher salary increased from the 2007–08 to the 2008–09 school year but has remained essentially flat since then.

Table 7. Teacher attendance rates and annual salary, by district type

| Teacher characteristic | City | Town | Suburb | Rural | Overall |
|--|-------|-------|--------|-------|---------|
| Attendance per school | | | | | |
| Mean attendance rate per school | | | | | |
| 2013–14..... | 95.6% | 95.6% | 95.6% | 94.5% | 95.2% |
| 2012–13..... | 95.1 | 95.2 | 95.5 | 94.6 | 95.0 |
| 2011–12..... | 95.1 | 95.0 | 94.7 | 95.2 | 95.1 |
| 2010–11..... | 99.2 | 95.1 | 94.0 | 94.7 | 96.3 |
| 2009–10..... | 95.0 | 95.0 | 94.0 | 94.5 | 94.8 |
| 2008–09..... | 94.5 | 95.4 | 94.0 | 94.8 | 94.8 |
| 2007–08..... | 94.9 | 95.3 | 94.7 | 81.1 | 90.0 |
| Percent of schools, by attendance rate in 2013–14 | | | | | |
| 90.0 to 93.0 percent..... | 0.0% | 0.0% | 0.0% | 7.9% | 2.9% |

| | | | | | |
|--|----------|----------|----------|----------|----------|
| Over 93 percent..... | 100.0 | 100.0 | 100.0 | 86.8 | 95.1 |
| Not reported | 0.0 | 0.0 | 0.0 | 2.6 | 1.0 |
| Annual salary | | | | | |
| Mean salary per school | | | | | |
| 2013–14..... | \$60,862 | \$51,449 | \$48,711 | \$49,378 | \$53,642 |
| 2012–13..... | 61,357 | 51,355 | 50,006 | 49,227 | 53,811 |
| 2011–12..... | 61,860 | 51,031 | 51,718 | 48,170 | 53,866 |
| 2010–11..... | 61,805 | 49,934 | 50,794 | 48,604 | 53,546 |
| 2009–10..... | 61,821 | 49,553 | 48,968 | 47,850 | 53,076 |
| 2008–09..... | 61,888 | 48,680 | 48,628 | 46,824 | 52,501 |
| 2007–08..... | 60,245 | 47,697 | 48,646 | 45,846 | 51,357 |
| Percent of schools, by salary categories in 2013–14 | | | | | |
| Up to \$55,000..... | 20.6% | 77.3% | 87.5% | 86.8% | 62.7% |
| \$55,001 to \$65,000..... | 41.2 | 18.2 | 12.5 | 10.5 | 22.5 |
| Over \$65,000..... | 38.2 | 4.5 | 0.0 | 0.0 | 13.7 |

NOTE: Percents may not add to 100 because of rounding.

SOURCE: ODE Staff Job and Demographic Data (teacher attendance, annual salary).

School Outcomes

Table 8 shows data for the following school outcomes: mean number of state indicators met and percent of state indicators met. For all four school district types, no discernible pattern was seen for the number of state indicators met as the measure fluctuated up and down from year to year. For example, for city districts, the mean number of state indicators was 3.0 in 2007–08, went down to 2.8 in 2008–09 and 2.3 in 2009–10, but then rose in 2010–11 to 3.4, rose again to 3.8 in 2011–12, and finally dropped to 2.1 in 2012–13 and to 1.5 in 2013–14.

Table 8 also shows the percentages of state indicators met. For schools in town and rural districts, the percentage of state indicators met increased steadily from 2007–08 to 2012–13 and then dropped in 2013–14. Schools in city and suburb districts showed no consistent pattern over time.

Table 8. School achievement measures, by district type

| School achievement | City | Town | Suburb | Rural | Overall |
|--|-------|-------|--------|-------|---------|
| Mean number of state indicators met¹ | | | | | |
| 2013–14..... | 1.5 | 4.3 | 3.88 | 5.6 | 3.8 |
| 2012–13..... | 2.1 | 5.3 | 6.0 | 6.9 | 4.8 |
| 2011–12..... | 3.8 | 7.0 | 7.2 | 8.1 | 6.3 |
| 2010–11..... | 3.4 | 6.3 | 8.5 | 7.4 | 5.8 |
| 2009–10..... | 2.3 | 6.1 | 6.2 | 6.9 | 5.1 |
| 2008–09..... | 2.8 | 6.6 | 8.2 | 8.1 | 5.9 |
| 2007–08..... | 3.0 | 5.9 | 7.5 | 7.3 | 5.5 |
| Percent of state indicators met | | | | | |
| 2013–14..... | 15.6% | 57.9% | 43.8% | 66.3% | 44.7% |

| | | | | | |
|--------------|------|------|------|------|------|
| 2012–13..... | 19.8 | 71.3 | 64.5 | 77.0 | 55.3 |
| 2011–12..... | 26.8 | 68.6 | 82.0 | 73.9 | 56.8 |
| 2010–11..... | 50.9 | 65.0 | 60.7 | 55.3 | 56.4 |
| 2009–10..... | 46.6 | 56.8 | 59.0 | 48.1 | 50.3 |
| 2008–09..... | 47.1 | 57.8 | 66.2 | 48.7 | 51.4 |
| 2007–08..... | 44.0 | 57.3 | 55.7 | 52.4 | 50.8 |

¹ It should be noted that the number of possible state indicators has varied across schools (e.g., by district and grade level) and has decreased over the years; therefore, we also report on the percent of state indicators met.

NOTE: Percents may not add to 100 because of rounding.

SOURCE: ODE Data Warehouse Reports (District designation, state indicators).

Table 9 presents data on student attendance and graduation rates. On average, student attendance rates were 94 percent or higher, typically with virtually no change from year to year. However, schools in city districts did show a slight uptick in attendance from 94 percent in 2007–08 to 96 percent in 2013–14.

The four-year graduation rate was highest among the town, suburban, and rural districts, ranging from 90 percent to 94 percent during the 2012–13 school year. The four-year graduate rate for city districts was the lowest at 57 percent. However, for all school districts, the four-year graduation has steadily increased over the last four years, from 76 to 85 percent.

Similarly, the five-year graduation rate was highest among the town, suburban, and rural districts, ranging from 92 percent to 95 percent during the 2012–13 school year. The five-year graduation rate for city districts was the lowest at 52 percent. Overall, the five-year graduation increased from 83 percent in the 2011–12 school year to 85 percent in the 2012–13 school year.

Table 9. Student attendance and graduation rate, by district type

| Student characteristic | City | Town | Suburb | Rural | Overall |
|---|-------|-------|--------|-------|---------|
| Mean student attendance rate per school | | | | | |
| 2013–14..... | 95.6% | 94.7% | 94.3% | 94.9% | 95.0% |
| 2012–13..... | 94.6 | 94.2 | 94.0 | 94.7 | 94.5 |
| 2011–12..... | 95.1 | 94.7 | 94.3 | 94.7 | 94.8 |
| 2010–11..... | 94.7 | 94.4 | 94.2 | 94.4 | 94.5 |
| 2009–10..... | 95.0 | 94.1 | 93.7 | 94.2 | 94.4 |
| 2008–09..... | 93.6 | 94.4 | 94.3 | 94.3 | 94.1 |
| 2007–08..... | 93.6 | 94.5 | 94.2 | 94.4 | 94.2 |
| Mean 4-year graduation rate per school¹ | | | | | |
| 2012–13..... | 57.4% | 93.8% | 90.0% | 91.6% | 85.0% |
| 2011–12..... | 46.2 | 93.2 | 90.3 | 92.0 | 83.1 |
| 2010–11..... | 39.5 | 92.3 | 84.4 | 92.2 | 79.0 |
| 2009–10..... | 33.9 | 89.2 | 86.7 | 90.0 | 75.6 |

Mean 5-year graduation rate per school

| | | | | | |
|---------------|-------|-------|-------|-------|-------|
| 2012–13 | 52.1% | 92.6% | 92.1% | 94.8% | 85.3% |
| 2011–12 | 52.6 | 94.1 | 90.2 | 85.3 | 82.0 |
| 2010–11 | 37.3 | 91.4 | 87.7 | 90.5 | 77.8 |

¹ It should be noted that the manner in which ODE provides graduation rates was modified in 2013. Whereas in prior years, “on-time” graduation rates were provided, ODE now provides graduation rates in two forms, a 4-year graduation rate and a 5-year graduation rate. We report on both the 4-year and 5-year rates for each year that they are available (i.e., since 2009–10 for the 4-year rate, and since 2010–11 for the 5-year rate).

SOURCE: ODE Data Warehouse Reports (student attendance, graduation).

School suspensions are analyzed as a measure of student behavior requiring disciplinary action. Schools in suburban districts showed the largest increase over the seven-year period (Table 10). School suspensions in those districts remained steady for five years straight from 2007–08 to 2011–12 at between 5 and 7 percent but then increased drastically to 13 percent in 2012–13, before dropping slightly to 11 percent in 2013–14. City districts remained steady for three years straight from 2007–08 to 2009–10 at between 1 and 2 percent but then increased somewhat to 5 percent in 2010–11, then 6 percent in 2011–12, before dropping to 4 percent in 2012–13 and to 3 percent in 2013–14. For town and rural school districts, there was no discernible pattern as suspension rates ranged from 7 to 10 percent (town) and from 5 to 8 percent (rural).

Table 10. Mean number of disciplinary actions per 100 students per school, by district type

| Disciplinary action | City | Town | Suburb | Rural | Overall |
|--|------|------|--------|-------|---------|
| Mean number of out-of-school suspension | | | | | |
| 2013–14 | 2.5 | 8.1 | 11.1 | 4.8 | 5.2 |
| 2012–13 | 4.1 | 9.6 | 12.8 | 6.5 | 6.9 |
| 2011–12 | 6.4 | 9.7 | 5.1 | 6.5 | 7.2 |
| 2010–11 | 5.4 | 7.5 | 4.7 | 8.1 | 6.8 |
| 2009–10 | 1.5 | 7.3 | 5.9 | 6.6 | 4.7 |
| 2008–09 | 1.6 | 7.0 | 5.4 | 5.3 | 4.4 |
| 2007–08 | 1.4 | 7.2 | 6.8 | 7.3 | 5.2 |
| Mean number of expulsions | | | | | |
| 2013–14 | 0.0 | 0.0 | 0.1 | 0.2 | 0.1 |
| 2012–13 | 0.0 | 0.0 | 0.2 | 0.1 | 0.1 |
| 2011–12 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |
| 2010–11 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 |
| 2009–10 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 |
| 2008–09 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 |
| 2007–08 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |
| Mean number of other discipline types¹ | | | | | |
| 2013–14 | 39.7 | 13.3 | 3.4 | 6.2 | 18.8 |
| 2012–13 | 41.1 | 14.4 | 3.1 | 7.7 | 20.0 |
| 2011–12 | 39.8 | 12.1 | 7.2 | 11.9 | 21.4 |
| 2010–11 | 42.0 | 10.3 | 9.7 | 10.7 | 21.4 |

| | | | | | |
|--|------|------|------|------|------|
| 2009–10 | 4.9 | 13.8 | 12.1 | 13.7 | 10.6 |
| 2008–09 | 41.6 | 17.1 | 8.8 | 11.9 | 23.2 |
| 2007–08 | 44.4 | 14.9 | 7.4 | 13.2 | 24.1 |
| Mean number of all discipline actions | | | | | |
| 2013–14 | 42.2 | 21.5 | 14.6 | 11.1 | 24.1 |
| 2012–13 | 45.2 | 24.1 | 16.2 | 14.3 | 27.0 |
| 2011–12 | 46.2 | 21.8 | 13.3 | 18.5 | 28.7 |
| 2010–11 | 47.4 | 17.9 | 14.4 | 19.0 | 28.3 |
| 2009–10 | 6.4 | 20.2 | 18.0 | 20.4 | 15.3 |
| 2008–09 | 43.3 | 24.2 | 14.2 | 17.2 | 27.7 |
| 2007–08 | 45.8 | 22.1 | 14.3 | 20.6 | 29.3 |

¹ Includes in-school suspension and in-school alternative disciplinary actions.

SOURCE: ODE Data Warehouse Report (suspensions, expulsions, other disciplinary types, disciplinary actions).

To provide alternative ways of examining disciplinary actions, Table 10 also shows the number of expulsions, the number of other disciplinary actions (counting in-school and in-school alternative disciplinary actions), and the total number of disciplinary actions. In general, these latter measures sometimes showed little variations across years, except for the 2009–10 academic year when the number of other disciplinary actions and total number of disciplinary actions in city schools were especially low. With such large variations from one year to another, these data appear to be less reliable and may be less useful for measuring changes in student behavior over time.

Student Outcomes

Table 11 shows the data for students' ACT scores.⁸ The proportion of students taking a standard college entrance exam (i.e., the ACT) decreased for all four district types. The rate of decrease of students per school was largest in the city district. The city schools had showed a strong trend of increasing the percentage of students taking the ACT exam from 43 percent in 2006–07 to 79 percent in 2011–12. During the 2012–13 school year, 40 percent of graduates from schools in the city districts took the ACT exam. Overall, the percent of students taking the ACT decreased from 63 percent in 2011–12 to 49 percent in 2012–13.

For three of the school district types (town, suburban, and rural), ACT scores remained consistent throughout the seven-year period, with scores ranging from 20

⁸ The ACT college entrance and placement exams are created by ACT, the independent, not-for-profit organization formerly known as American College Testing. High school students take the ACT to assess their general educational development and their ability to complete college-level work.

to 22. For city school districts, the ACT has slightly decreased over time, with a mean ACT score of 20.3 in 2006–07 and 17.6 in 2012–13.

Table 11. Student achievement, by district type

| Student achievement | City | Town | Suburb | Rural | Overall |
|--|-------|-------|--------|-------|---------|
| Mean percent of graduates taking the ACT per school | | | | | |
| 2012–13..... | 40.3% | 48.0% | 50.7% | 53.9% | 49.1% |
| 2011–12..... | 79.2 | 60.3 | 57.0 | 58.3 | 63.1 |
| 2010–11..... | 64.1 | 52.6 | 59.9 | 60.5 | 58.9 |
| 2009–10..... | 49.4 | 58.1 | 59.5 | 53.6 | 54.5 |
| 2008–09..... | 51.8 | 50.9 | 56.0 | 53.6 | 52.6 |
| 2007–08..... | 39.7 | 52.0 | 52.0 | 53.2 | 50.9 |
| 2006–07..... | 42.7 | 56.6 | 56.5 | 52.9 | 53.0 |
| Mean ACT score¹ | | | | | |
| 2012–13..... | 17.6 | 20.4 | 20.0 | 20.4 | 19.8 |
| 2011–12..... | 17.4 | 20.3 | 21.0 | 20.4 | 19.8 |
| 2010–11..... | 17.2 | 21.2 | 21.0 | 20.6 | 20.0 |
| 2009–10..... | 17.8 | 20.7 | 21.5 | 20.4 | 20.0 |
| 2008–09..... | 17.8 | 20.4 | 21.0 | 20.7 | 20.0 |
| 2007–08..... | 19.3 | 20.7 | 21.5 | 20.5 | 20.5 |
| 2006–07..... | 20.3 | 20.0 | 21.5 | 20.6 | 20.5 |

¹ The results only include those schools that reported student ACT scores. The number of schools that reported ACT scores was 25 for 2012-13, 24 for 2011-12, 23 for 2010-11, 24 for 2009-10, 24 for 2008-09, 22 for 2007-08, and 22 for 2006-07.

² The results only include those schools that reported student AP scores. The number of schools that reported AP scores was 25 for 2012-13, 21 for 2011-12, 21 for 2010-11, 22 for 2009-10, 23 for 2008-09, 21 for 2007-08, and 19 for 2006-07.

2013 - 2014 Report Card for Columbus City School District

DISTRICT GRADE

Coming in
2016



Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

Performance Index

66.5% **D**

Indicators Met

8.3% **F**

COMPONENT GRADE

Coming in
2016



Progress

This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value-Added

Overall..... **F**

Gifted..... **F**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**

COMPONENT GRADE

Coming in
2016



Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

Annual Measurable Objectives

17.3% **F**

COMPONENT GRADE

Coming in
2016



Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

Graduation Rates

77.0% of students graduated in 4 years..... **F**

85.1% of students graduated in 5 years..... **C**

COMPONENT GRADE

Coming in
2016



K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

K-3 Literacy Improvement

29.5% - Provisional Data

A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

COMPONENT GRADE

Coming in
2016



Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

Achievement



This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in
2016

GRADE

D

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

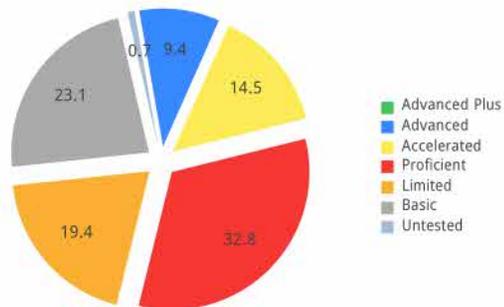


66.5%

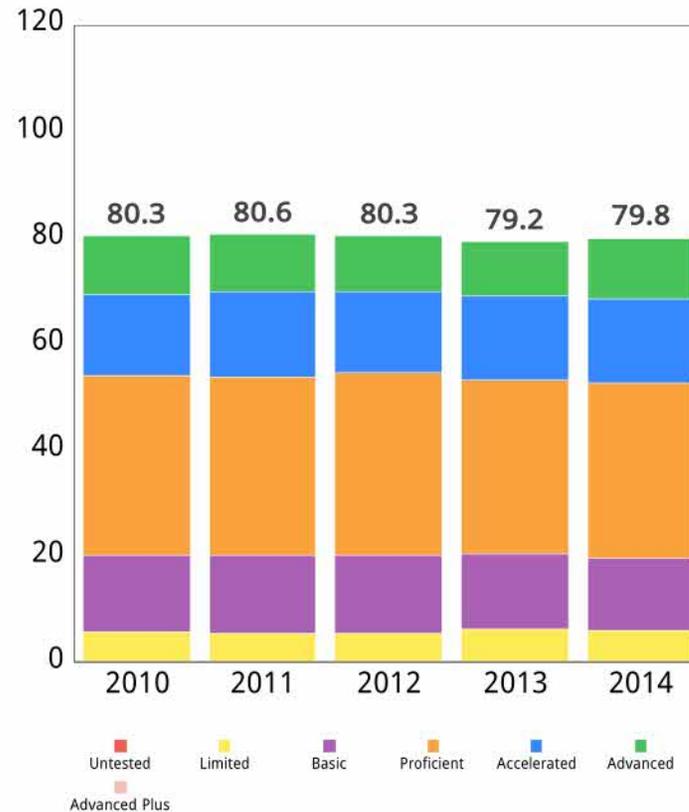
79.8 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

| Achievement Level | Pct of Students | | Points for this Level | = | Points Received |
|-------------------|-----------------|---|-----------------------|---|-----------------|
| Advanced Plus | 0.0 | x | 1.3 | = | 0.0 |
| Advanced | 9.4 | x | 1.2 | = | 11.3 |
| Accelerated | 14.5 | x | 1.1 | = | 16.0 |
| Proficient | 32.8 | x | 1.0 | = | 32.8 |
| Basic | 23.1 | x | 0.6 | = | 13.8 |
| Limited | 19.4 | x | 0.3 | = | 5.8 |
| Untested | 0.7 | x | 0.0 | = | 0.0 |
| | | | | | 79.8 |



Performance Index Trend



GRADE
F

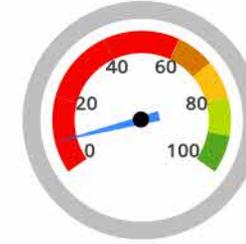
Indicators Met

Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

8.3%
2 out of 24

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



Grades 3-5

| | | | |
|------------------|-------------|-------|---|
| 3rd Grade | Mathematics | 56.2% | ✗ |
| | Reading | 63.9% | ✗ |
| 4th Grade | Mathematics | 51.2% | ✗ |
| | Reading | 65.9% | ✗ |
| 5th Grade | Mathematics | 41.5% | ✗ |
| | Reading | 46.4% | ✗ |
| | Science | 35.0% | ✗ |

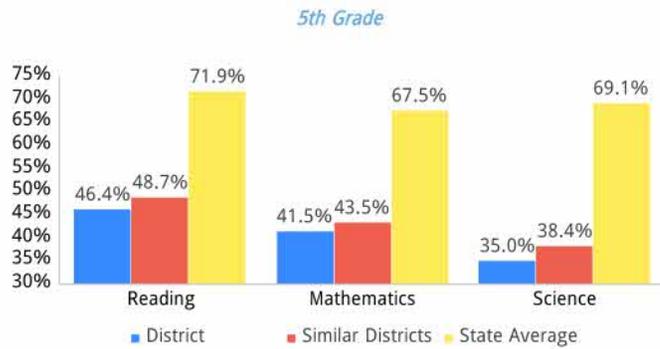
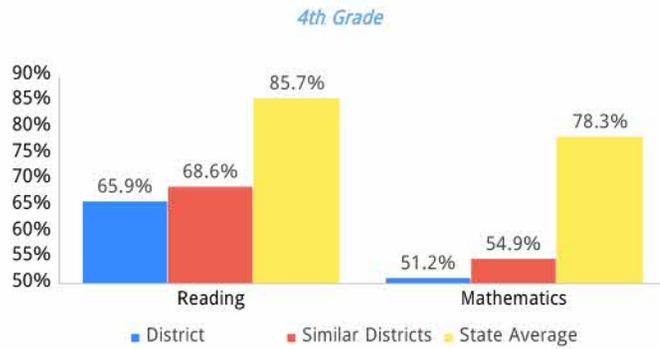
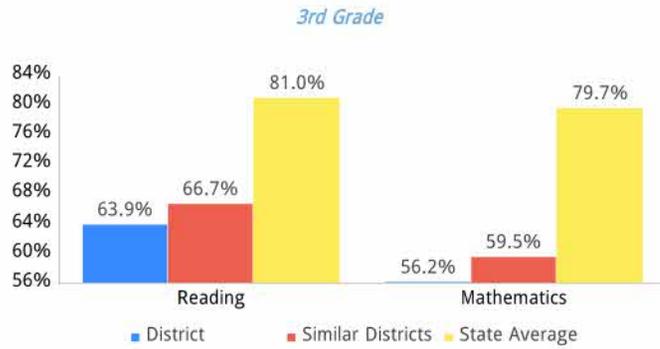
Grades 6-8

| | | | |
|------------------|-------------|-------|---|
| 6th Grade | Mathematics | 47.4% | ✗ |
| | Reading | 63.7% | ✗ |
| 7th Grade | Mathematics | 45.8% | ✗ |
| | Reading | 62.8% | ✗ |
| 8th Grade | Mathematics | 56.7% | ✗ |
| | Reading | 73.0% | ✗ |
| | Science | 37.1% | ✗ |

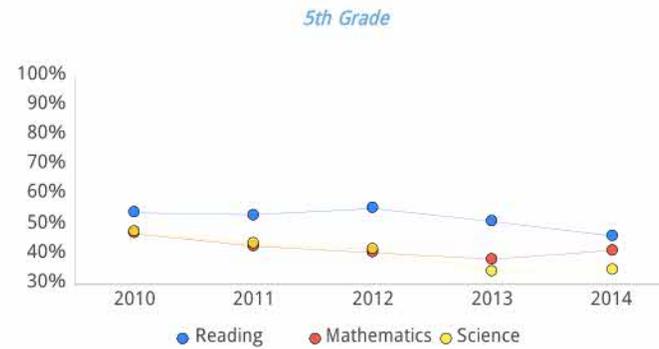
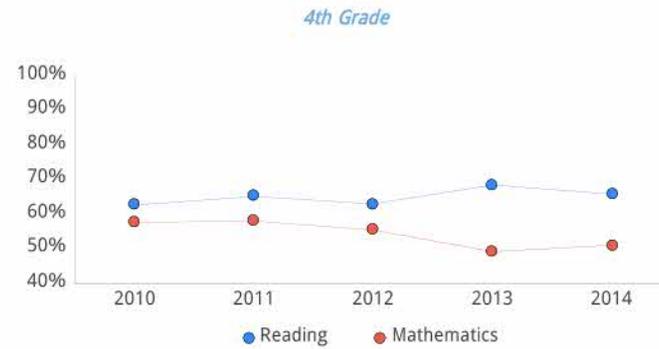
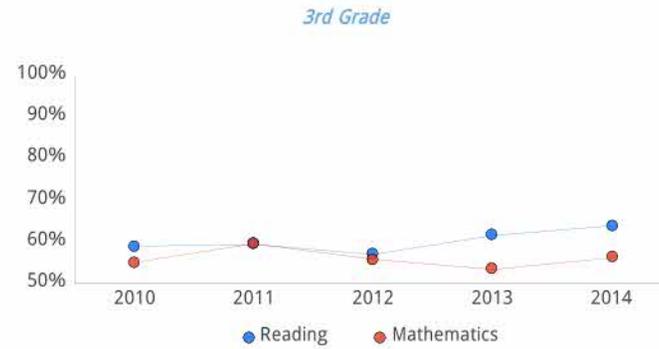
Ohio Graduation Test

| | | | |
|--------------------------|----------------|-------|---|
| OGT, 10th Graders | Mathematics | 64.0% | ✗ |
| | Reading | 79.8% | ✗ |
| | Science | 55.0% | ✗ |
| | Social Studies | 71.6% | ✗ |
| | Writing | 78.5% | ✗ |
| OGT, 11th Graders | Mathematics | 79.0% | ✗ |
| | Reading | 87.1% | ✓ |
| | Science | 69.7% | ✗ |
| | Social Studies | 80.4% | ✗ |
| | Writing | 86.4% | ✓ |

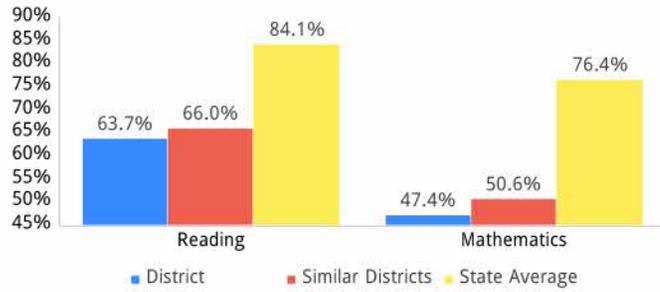
Achievement Levels by Grade



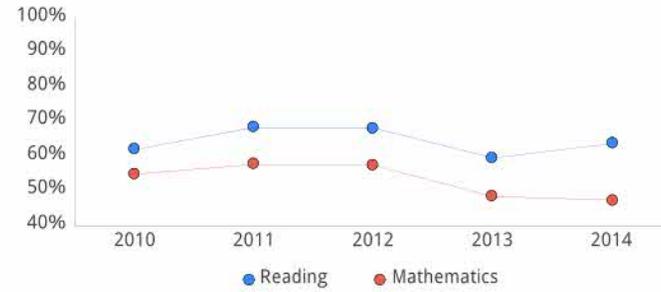
Proficient Percent Trend by Grade



6th Grade



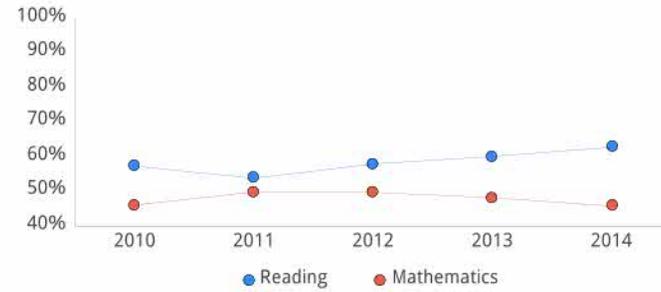
6th Grade



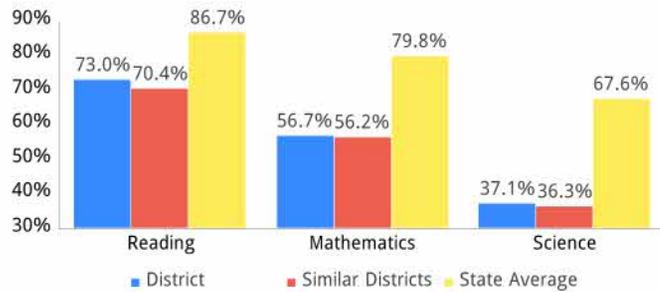
7th Grade



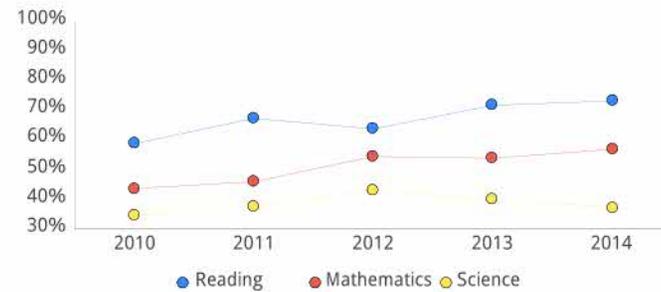
7th Grade



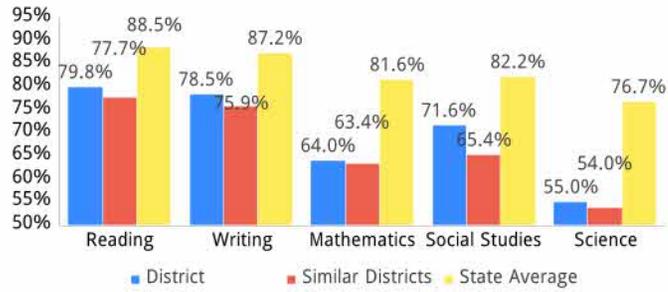
8th Grade



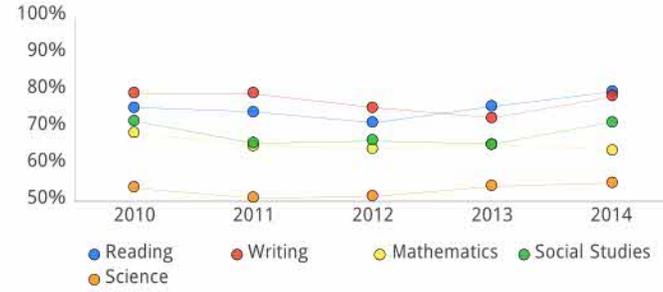
8th Grade



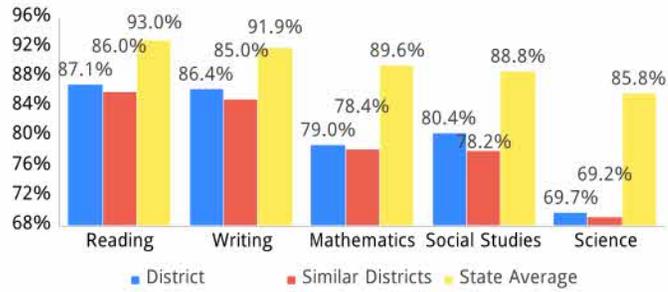
10th Grade OGT



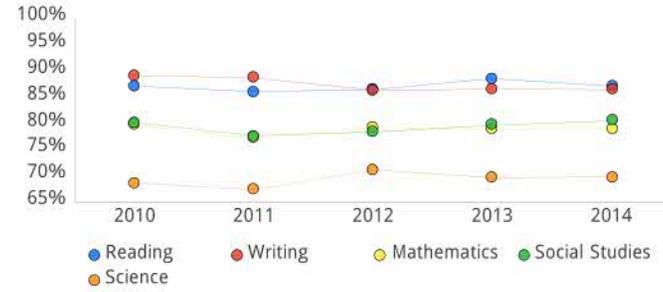
10th Grade OGT



11th Grade Cumulative OGT



11th Grade Cumulative OGT



Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Coming in
2015

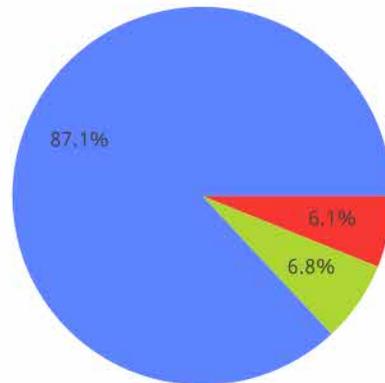
Gifted Summary

Students Identified as Gifted

12.9% of enrollment

Students Receiving Gifted Services

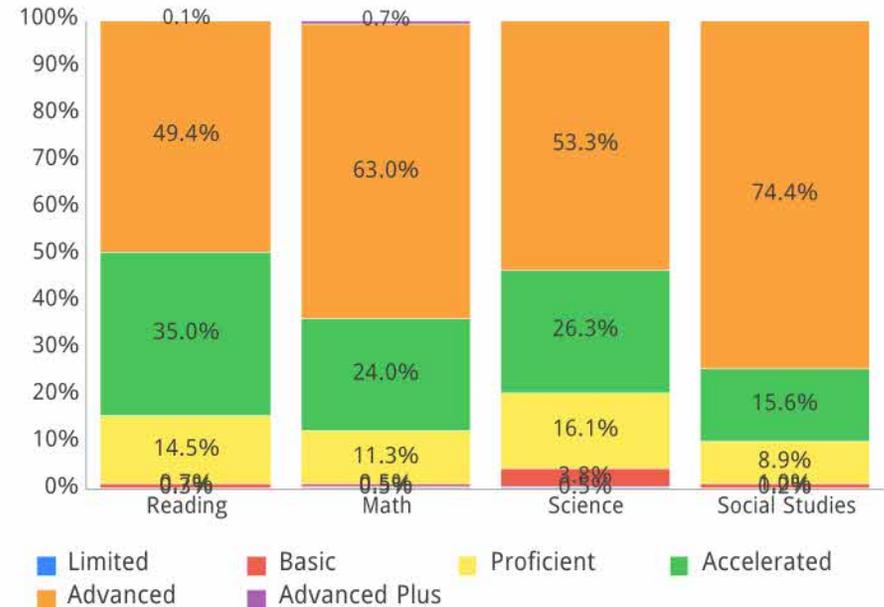
6.8% of enrollment



■ Identified as Gifted, Not Receiving Services
■ Receiving Gifted Services
■ Not Identified as Gifted

Achievement

This chart illustrates the test achievement levels by students identified as gifted in that test's subject. For example, how well do students identified as gifted in Reading do on the state Reading tests?



Value-Added

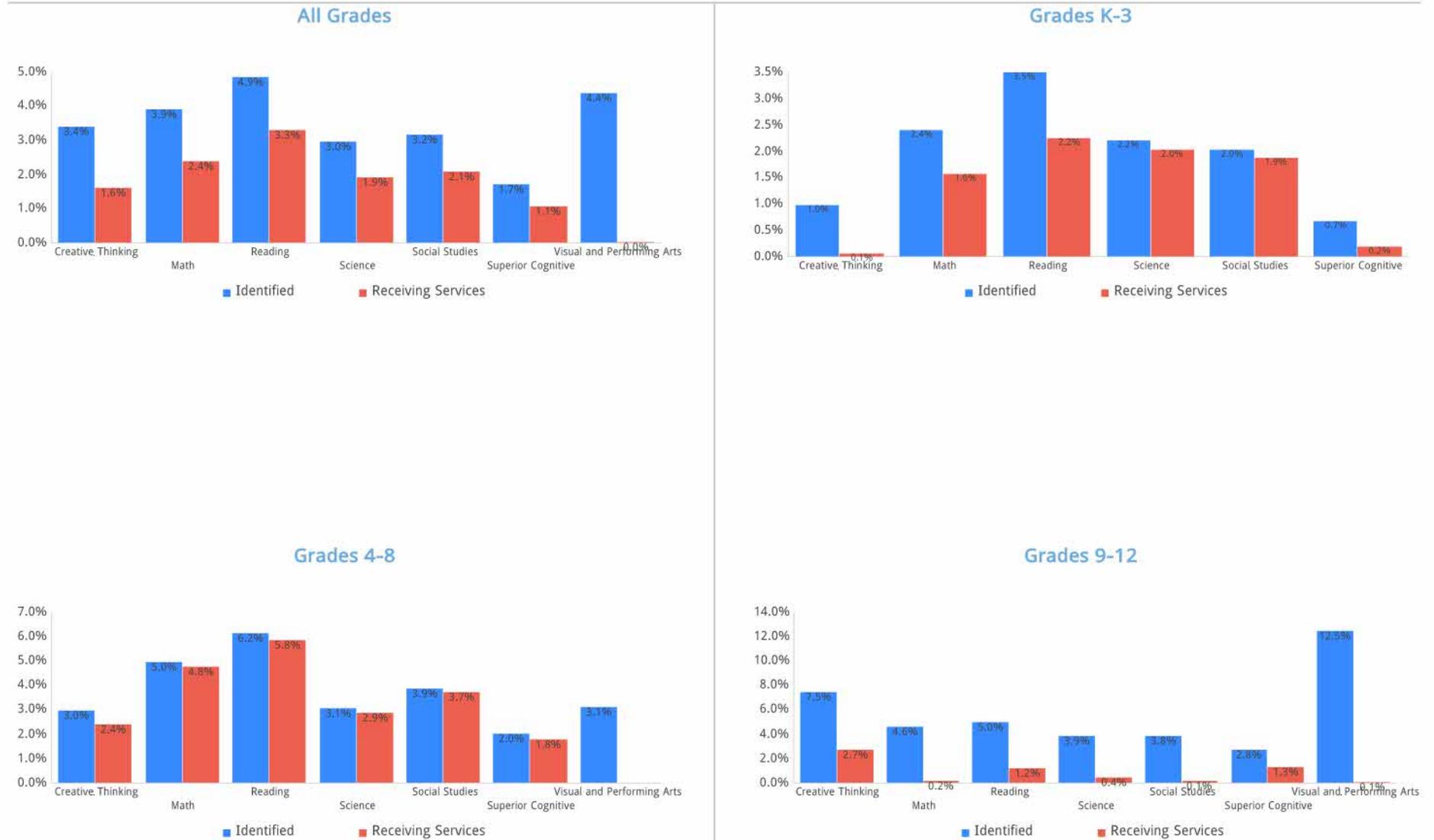
Value-Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

F

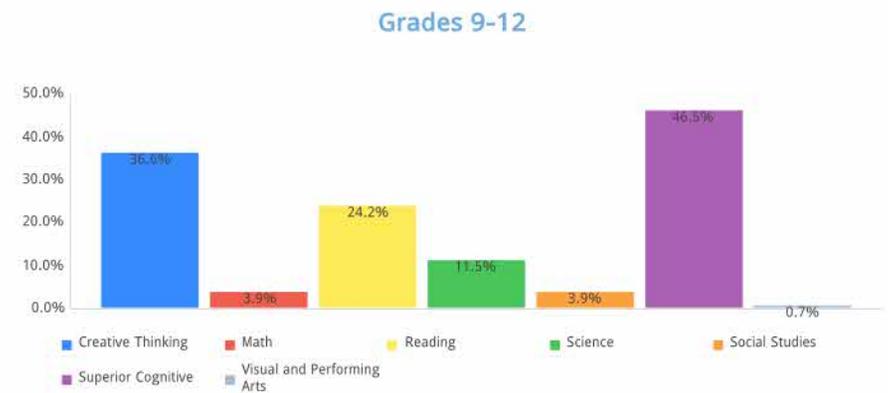
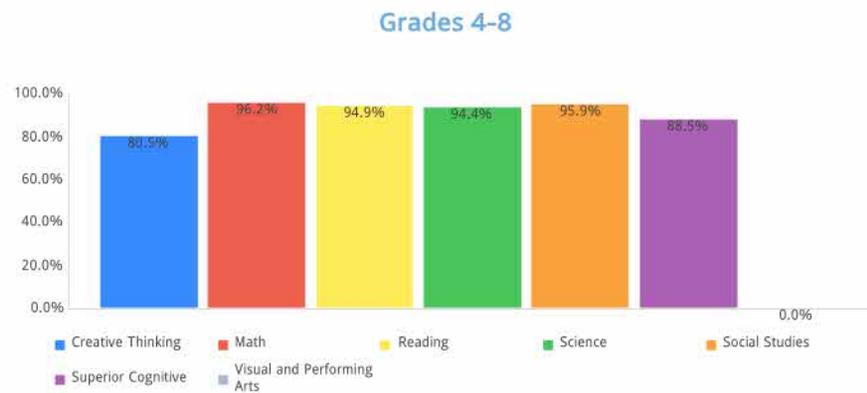
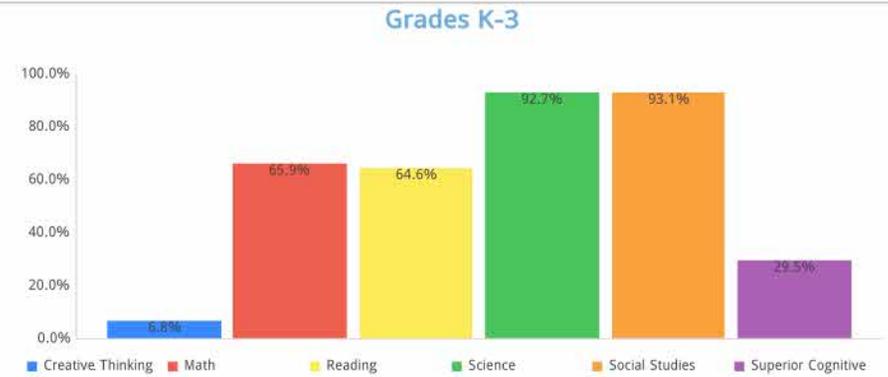
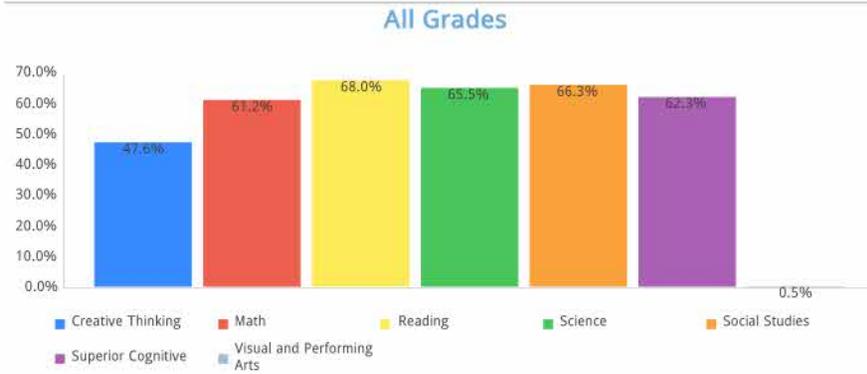
Enrollment by Gifted Category

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.



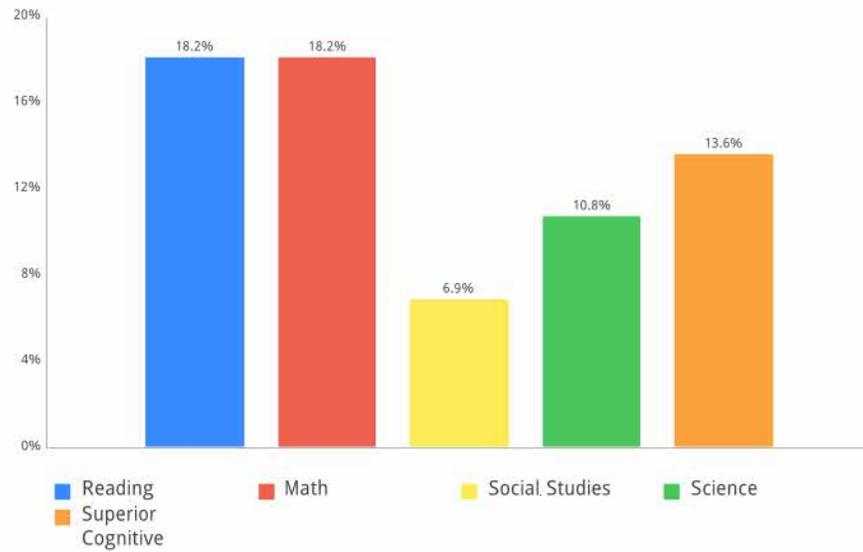
Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.



Screening

This chart shows the percentage of students screened for gifted abilities this school year.



Acceleration

Number of Subject Accelerated Students:

14

Number of Whole-Grade Accelerated Students:

10

Progress



This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in
2016

| | |
|---------------------------|---|
| GRADE | Overall |
| F | This measures the progress for all students in math and reading, grades 4-8. |
| GRADE | Gifted Students |
| F | This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability. |
| GRADE | Students in the Lowest 20% in Achievement |
| A | This measures the progress for students identified as the lowest 20% statewide in reading and math achievement. |
| GRADE | Students with Disabilities |
| A | This measures the progress for students with disabilities. |
| GRADE | High School |
| Coming in 2015 | A High School measure of progress will be reported in the 2014-15 school year. |

Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

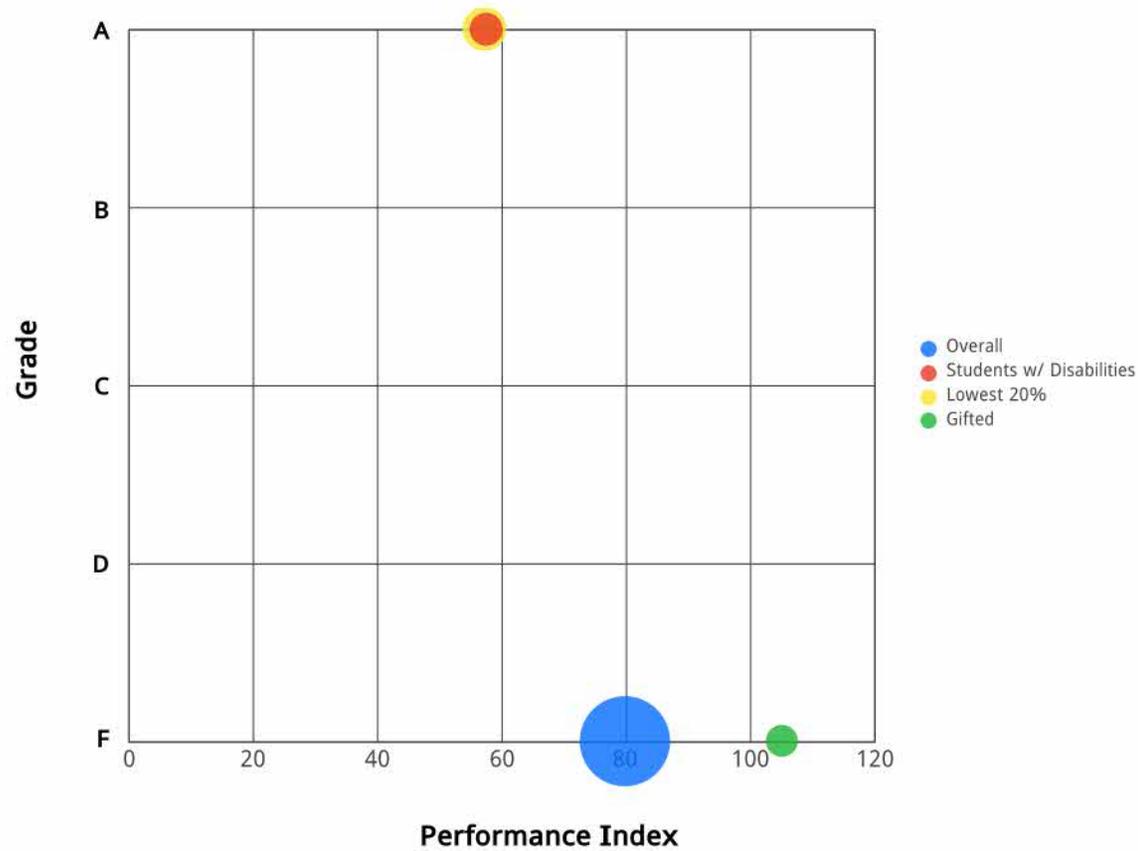
| Test Grade | Progress Score | | |
|------------|----------------|-------------|-----------|
| | Reading | Mathematics | All Tests |
| All Grades | 4.00 | -9.19 | -2.82 |
| 4th Grade | 3.89 | -5.94 | -1.02 |
| 5th Grade | 1.58 | -3.94 | -1.23 |
| 6th Grade | -8.49 | -9.98 | -11.94 |
| 7th Grade | -0.91 | 3.31 | 1.39 |
| 8th Grade | 10.34 | 1.49 | 8.41 |

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
 B = 1.00 to 1.99
 C = -1.00 to 0.99
 D = -2.00 to -1.01
 F = below -2.00

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

COMPONENT GRADE
Coming in
2016

GRADE
F

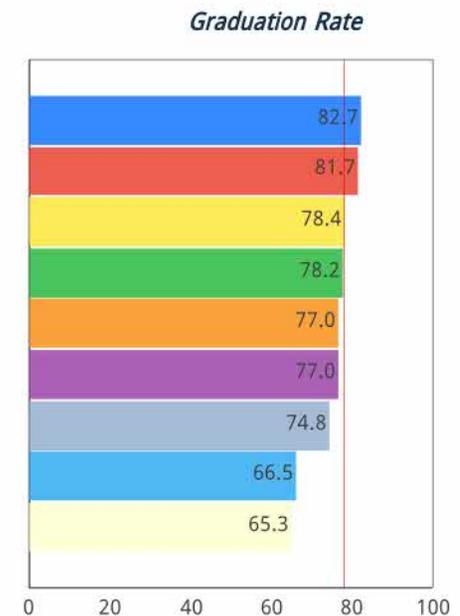
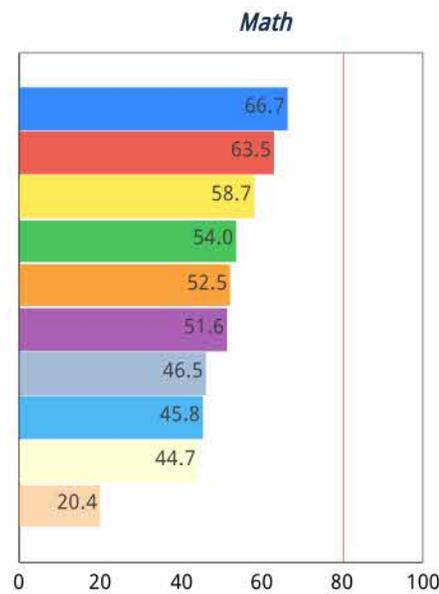
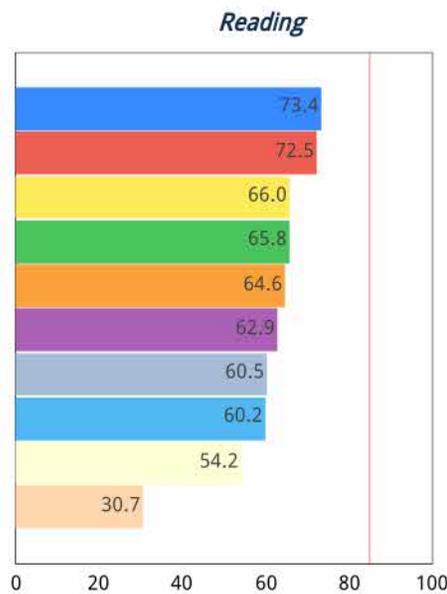
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



17.3%

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%



- Multiracial
- Am. Indian/Alas. Native
- All Students
- Econ Disadvantage
- Limited English
- White
- Asian/Pacific Islander
- Hispanic
- African American
- Students w/ Disabilities

- Asian/Pacific Islander
- Multiracial
- Hispanic
- Econ Disadvantage
- African American
- White
- Am. Indian/Alas. Native
- All Students
- Limited English
- Students w/ Disabilities

- Asian/Pacific Islander
- White
- All Students
- Econ Disadvantage
- Limited English
- Multiracial
- Students w/ Disabilities
- African American
- Hispanic

The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in
2016

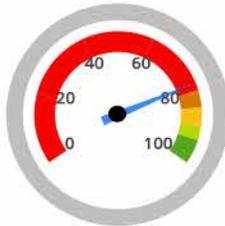
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2013 who graduated within four years, i.e. students who entered the 9th grade in 2010 and graduated by 2013.



77.0%

A = 93.0 - 100.0%
B = 89.0 - 92.9%
C = 84.0 - 88.9%
D = 79.0 - 83.9%
F = 0.0 - 78.9%



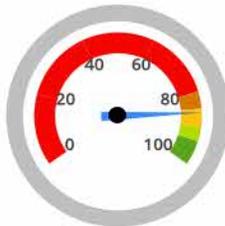
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2012 who graduated within five years, i.e. students who entered the 9th grade in 2009 and graduated by 2013.

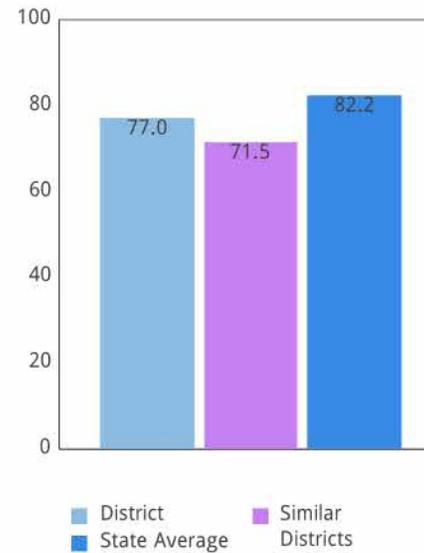


85.1%

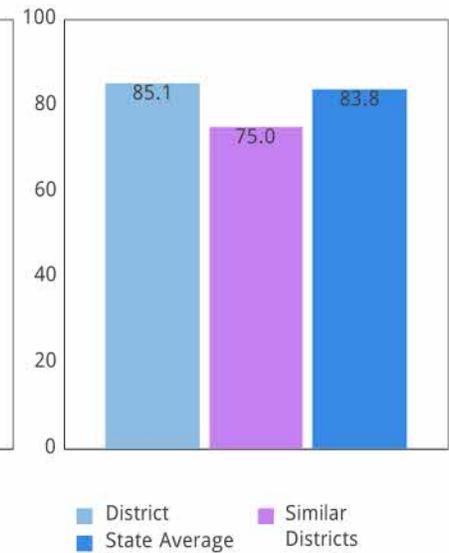
A = 95.0 - 100.0%
B = 90.0 - 94.9%
C = 85.0 - 89.9%
D = 80.0 - 84.9%
F = 0.0 - 79.9%



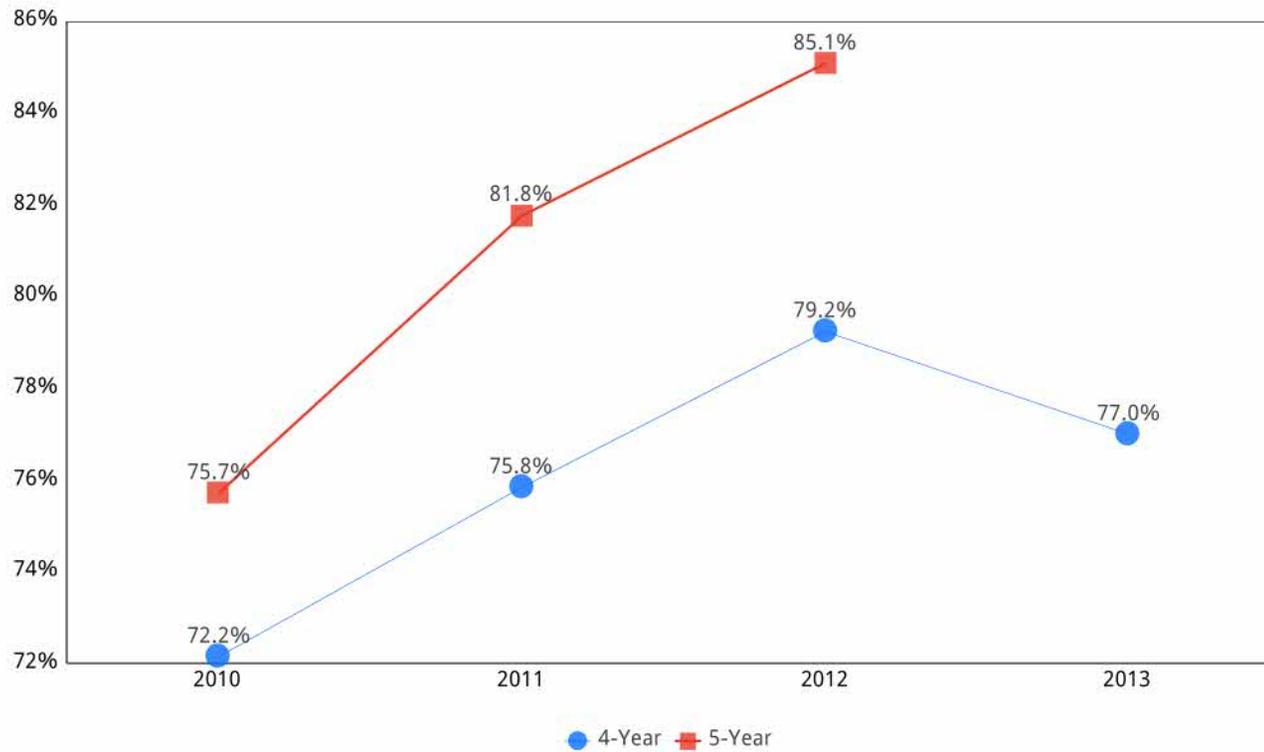
4-Year Rate



5-Year Rate



Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

K-3 Literacy



This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in
2016

Provisional Data

GRADE

**Coming
Soon**

*K-3 Literacy
Improvement*

29.5%
2,126 out of 7,210

The K-3 Literacy measure is a new way to assess reading progress in kindergarten through third grade students. This measure is an important component of Ohio's commitment to early literacy. This is not to be confused with the Third Grade Reading Guarantee, which measures whether third grade students are able to read at a third grade level. A number of districts have identified reporting errors with their submitted data which will affect the grades for all districts. This grade will be released as soon as it is determined to be accurate.

In Your District...

1,926 kindergarten students were not on-track last year.
34.5% of those students improved to on-track in 1st grade.

1,711 first grade students were not on-track last year.
28.6% of those students improved to on-track in 2nd grade.

1,518 second grade students were not on-track last year.
9.0% of those students improved to on-track in 3rd grade.

2,055 third grade students were not on-track this year.
42.1% of those students reached proficiency on the 3rd grade OAA.

Details of Measure

| Not On-Track at Point A | | Improving to On-Track at Point B | | |
|--|-------|----------------------------------|---|-----|
| Kindergarten Reading Diagnostic, School Year 2012 - 2013 | 1,926 | to | 1st Grade Reading Diagnostic, School Year 2013 - 2014 | 665 |
| 1st Grade Reading Diagnostic, School Year 2012 - 2013 | 1,711 | to | 2nd Grade Reading Diagnostic, School Year 2013 - 2014 | 489 |
| 2nd Grade Reading Diagnostic, School Year 2012 - 2013 | 1,518 | to | 3rd Grade Reading Diagnostic, School Year 2013 - 2014 | 137 |
| 3rd Grade Reading Diagnostic, School Year 2013 - 2014 | 2,055 | to | 3rd Grade Reading OAA, School Year 2013 - 2014 | 865 |
| Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan | | | | 30 |
| Totals | | 7,210 | 2,126 | |

Percentage On-Track in Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2013-2014.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **87.6%**

How many third graders scored proficient on the state Reading test? **63.9%**

Prepared for Success

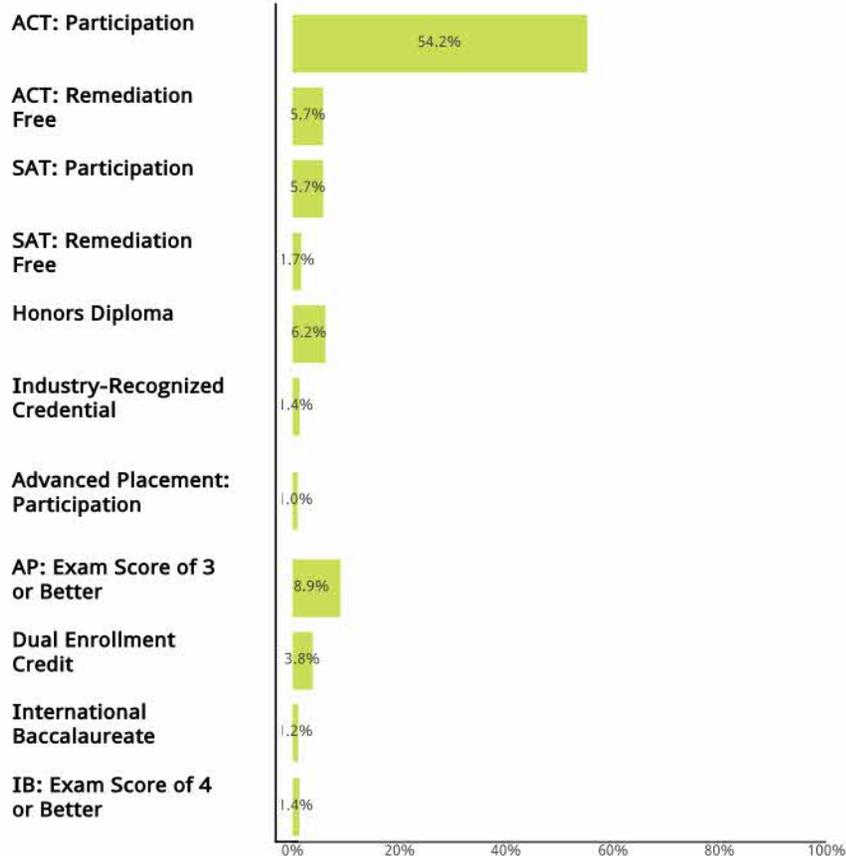


This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

How Prepared was Your 2013 Graduating Class?



Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

Data used in generating the ACT and SAT Remediation Free, AP Exam, IB Exam, and Dual Enrollment Credit measures for the 2013 graduating class were not reported to the Ohio Department of Education by districts. To confirm the information on this page and get a complete picture of the work your district is doing to prepare students for college and career success, please contact your district directly.



Superintendent: James D. Good

Phone: (614) 365-5000

Address: 270 E State St
Columbus OH 43215-4312

County: Franklin

Directory information current as of the 2013-2014 Report Card publication date

Your District's Students

Average Daily Enrollment:

49,602

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

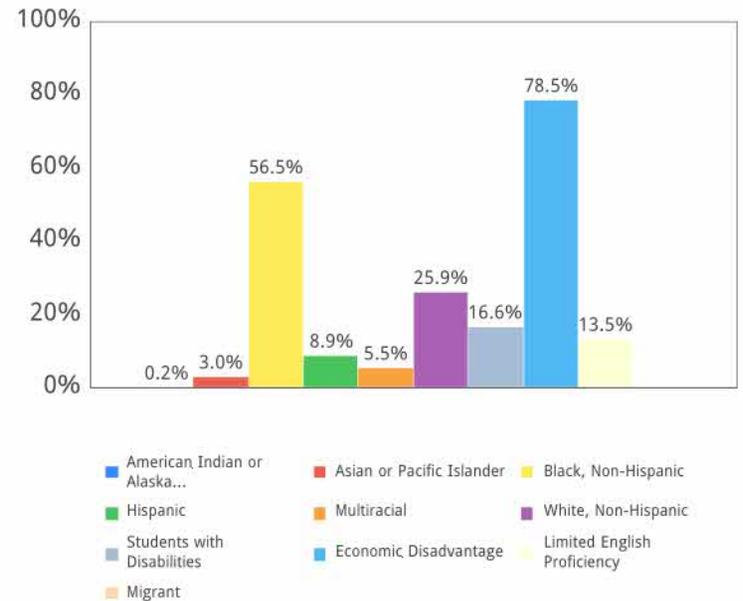
645

Enrollment by Subgroup

| | Enrollment # | Enrollment % |
|-----------------------------|--------------|--------------|
| Am. Indian / Alaskan Native | 92 | 0.2% |
| Asian or Pacific Islander | 1,510 | 3.0% |
| Black, Non-Hispanic | 28,025 | 56.5% |
| Hispanic | 4,392 | 8.9% |
| Multiracial | 2,714 | 5.5% |
| White, Non-Hispanic | 12,870 | 25.9% |
| Students with Disabilities | 8,249 | 16.6% |
| Economically Disadvantaged | 38,952 | 78.5% |
| Limited English Proficiency | 6,684 | 13.5% |
| Migrant | 2 | |

NC = Not Calculated because there are fewer than 10 in the group

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio Test of English Language Acquisition (OTELA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OTELA results, see the Department of Education's web site at <http://education.ohio.gov>.



Enrollments of less than 10 students are not shown.

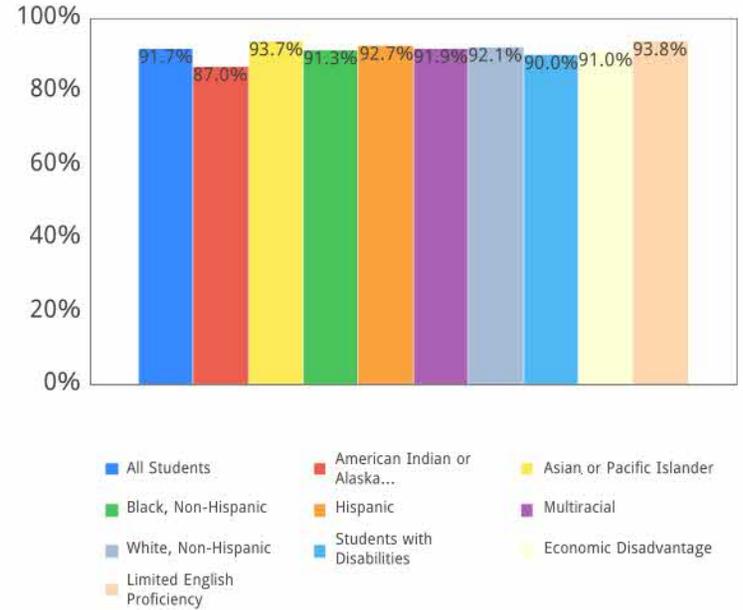
Attendance

Chronic Absenteeism Rate:

29.3%

| | Attendance Rate |
|-----------------------------|-----------------|
| All Students | 91.7% |
| Am. Indian / Alaskan Native | 87.0% |
| Asian or Pacific Islander | 93.7% |
| Black, Non-Hispanic | 91.3% |
| Hispanic | 92.7% |
| Multiracial | 91.9% |
| White, Non-Hispanic | 92.1% |
| Students with Disabilities | 90.0% |
| Economic Disadvantage | 91.0% |
| Limited English Proficiency | 93.8% |
| Migrant | NC |
| Male | 91.4% |
| Female | 92.0% |

NC = Not Calculated because there are fewer than 10 in the group

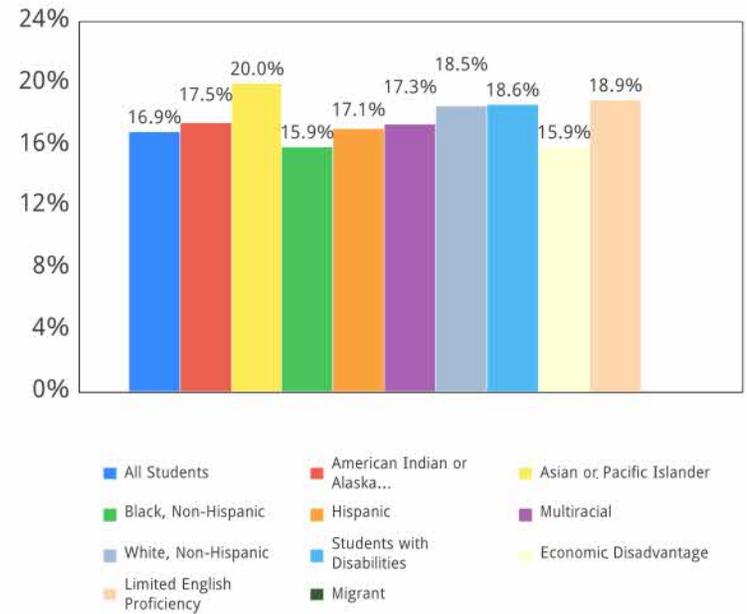


Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

| | District Mobility % |
|-----------------------------|---------------------|
| All Students | 16.9% |
| Am. Indian / Alaskan Native | 17.5% |
| Asian or Pacific Islander | 20.0% |
| Black, Non-Hispanic | 15.9% |
| Hispanic | 17.1% |
| Multiracial | 17.3% |
| White, Non-Hispanic | 18.5% |
| Students with Disabilities | 18.6% |
| Economically Disadvantaged | 15.9% |
| Limited English Proficiency | 18.9% |
| Migrant | NC |

NC = Not Calculated because there are fewer than 10 in the group



This chart shows the percentage of students who, because they moved into or out of the district, did not spend a majority of the school year within the district.

Your District's Teachers

| | All Schools in the District | High Poverty Schools | Low Poverty Schools |
|---|-----------------------------|----------------------|---------------------|
| Percentage of teachers with at least a Bachelor's Degree | 98.2 | 97.9 | 98.8 |
| Percentage of teachers with at least a Master's Degree | 62.1 | 60.5 | 51.2 |
| Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers | 1.5 | 1.5 | 1 |
| Percentage of core academic subject and elementary classes taught by properly certified teachers | 93.2 | 92.6 | 94.2 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0 | 0 | 0 |

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's 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.

NC = Not Calculated because there are fewer than 10 in the group

Number of Teachers by Program Area

| | |
|---------------------------|---------|
| General Education | 2,129.5 |
| Gifted and Talented | 16.0 |
| Career-Technical Programs | 65.0 |
| Art Education K-8 | 72.0 |
| Music Education K-8 | 96.0 |
| Physical Education K-8 | 70.0 |
| ELL Instructional Program | 96.0 |
| Special Education | 528.0 |

Your District's Principals

| | |
|--|-------|
| Percentage of principals with at least a Bachelor's Degree | 99.0% |
| Percentage of principals with at least a Master's Degree | 98.0% |

Attendance Rate

93.4%

Average Salary

\$65,390

Average Years of Experience

12

Lead or Senior Teachers

79.0

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Low Success

Compliance with the federal requirement for implementing a local wellness policy



Elected to administer BMI screening



Participation in Physical Activity Pilot Program



School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

Districts and STEM Schools

48,348 students enrolled in the district where they lived

595 students enrolled in another public district through Open Enrollment

1,136 students enrolled in another public district by means other than Open Enrollment

Community Schools

2,668 students enrolled in an online community school

13,775 students enrolled in a site-based community school

2,076 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)

Non-Public Schools*

3,281 students participated in the EdChoice Scholarship or Cleveland Scholarship Program

43 students participated in the EdChoice Expansion Program

213 Students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.

Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Comparison Group: Enrollment 10,000 or more

Classroom Spending Data

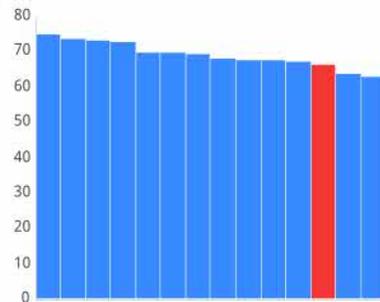
What percent of funds are spent on classroom instruction?

66.4%

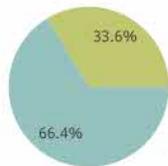
How does this district rank in comparison to other districts of similar size?

12 out of 14

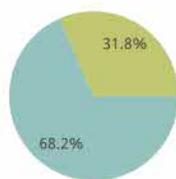
A rank of 1 indicates the highest percent spent on classroom instruction.



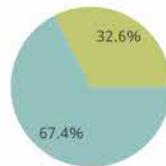
District



Comparison Group



State

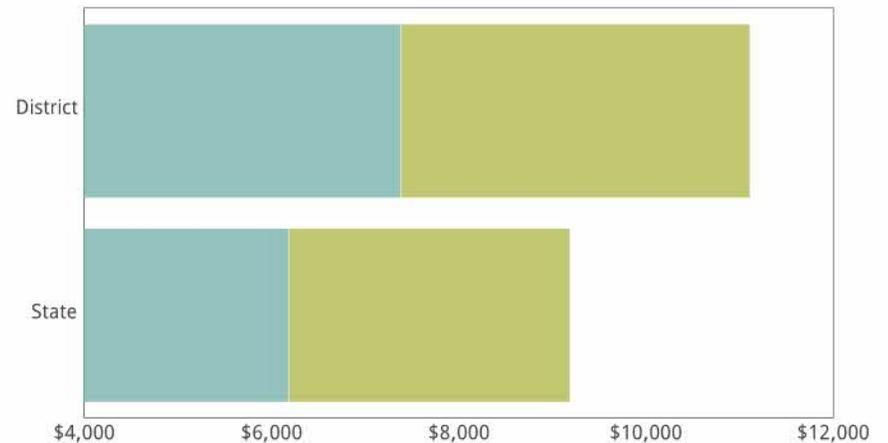


Classroom Instruction

Non-Classroom Instruction

Spending per Pupil Data

| | District | State |
|------------------------------|----------|---------|
| Operating Spending per Pupil | \$11,105 | \$9,189 |
| Classroom Instruction | \$7,379 | \$6,192 |
| Non-Classroom Spending | \$3,726 | \$2,998 |



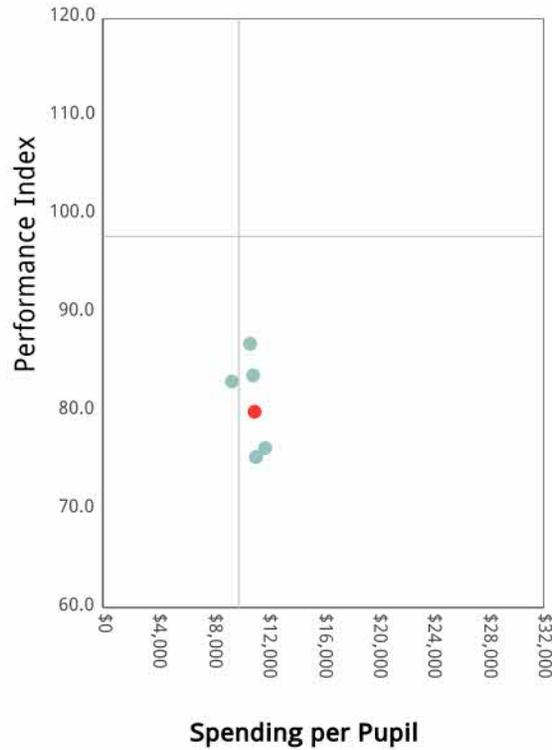
- ✗ Columbus City IS NOT among the 20% of public districts with the lowest operating expenditures per pupil
- ✗ Columbus City IS NOT among the 20% of public districts with the highest academic performance index scores.

Note: District financial data do not include data associated with community schools that are sponsored by the school district.

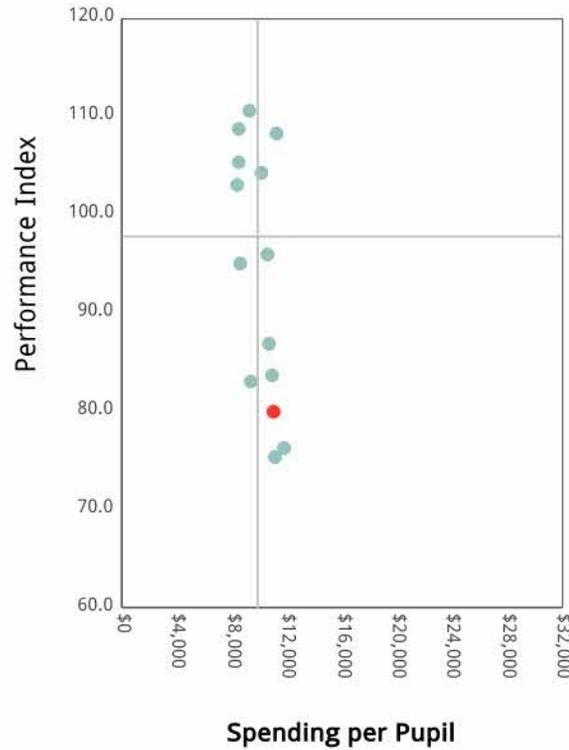
Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

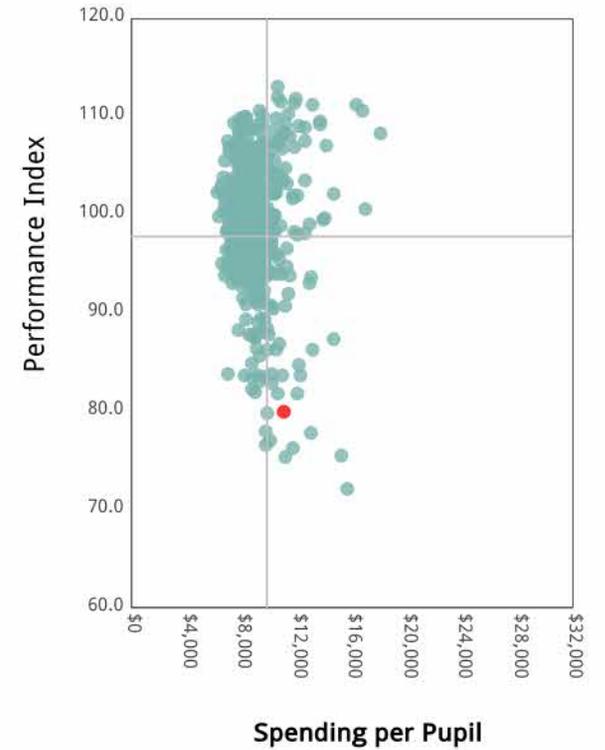
Similar Districts



Comparison Group



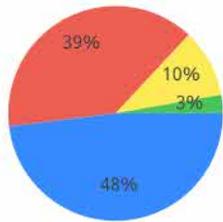
All Districts



Source of Revenue

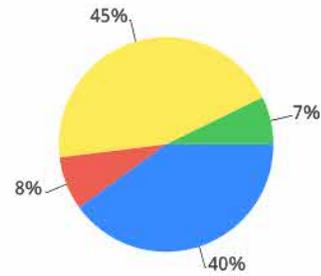
| Source of Funds | District | | State Total | |
|-----------------|---------------|--------|------------------|--------|
| Local | \$404,831,652 | 48.1% | \$8,234,354,404 | 40.0% |
| State | \$326,254,288 | 38.8% | \$9,263,100,098 | 45.0% |
| Federal | \$86,159,789 | 10.2% | \$1,645,296,986 | 8.0% |
| Other Non-Tax | \$23,863,215 | 2.8% | \$1,454,411,567 | 7.1% |
| Total | \$841,108,945 | 100.0% | \$20,597,163,055 | 100.0% |

District



■ Local
■ State
■ Federal
■ Other Non-Tax

State



■ Local
■ Federal
■ State
■ Other Non-Tax



Superintendent: James D. Good
Address: 270 E State St
 Columbus, OH 43215-4312

Phone: (614) 365-5000
County: Franklin

Your District's Schools

| School | Achievement | | Progress | | | | Gap Closing | Graduation Rate | | K-3 Literacy |
|--|-------------------|----------------|----------|--------|--------------------|----------------------------|------------------------------|------------------------|------------------------|--------------|
| | Performance Index | Indicators Met | Overall | Gifted | Lowest 20% Achieve | Students with Disabilities | Annual Measurable Objectives | 4-Year Graduation Rate | 5-Year Graduation Rate | K-3 Literacy |
| Alpine Elementary School | C | F | A | B | C | C | B | NR | NR | |
| Arlington Park Elementary School | F | F | F | NR | F | F | F | NR | NR | |
| Arts Impact Middle School (Aims) | C | F | C | C | A | C | F | NR | NR | |
| Avalon Elementary School | C | F | B | C | A | A | F | NR | NR | |
| Avondale Elementary School | C | F | F | NR | C | NR | F | NR | NR | |
| Beatty Park Elementary School | F | F | D | NR | D | D | F | NR | NR | |
| Beechcroft High School | C | F | NR | NR | NR | NR | F | F | C | |
| Berwick Alternative K-8 School | C | F | D | C | C | C | F | NR | NR | |
| Binns Elementary School | C | F | C | NR | C | C | F | NR | NR | |
| Briggs High School | C | F | NR | NR | NR | NR | F | F | D | |
| Broadleigh Elementary School | D | F | A | NR | A | C | F | NR | NR | |
| Brookhaven High School | D | F | NR | NR | NR | NR | F | F | C | |
| Buckeye Middle School | D | F | F | D | D | D | F | NR | NR | |
| Burroughs Elementary School | D | F | F | NR | D | C | F | NR | NR | |
| Cassady Alternative Elementary School | D | F | C | NR | A | A | F | NR | NR | |
| Cedarwood Alternative Elementary School | C | F | C | C | C | D | F | NR | NR | |
| Centennial High School | B | A | NR | NR | NR | NR | B | A | A | |
| Champion Middle School | D | F | A | NR | A | A | F | NR | NR | |
| Clinton Elementary School | A | A | A | B | NR | NR | A | NR | NR | |
| Colerain Elementary School | B | F | C | C | NR | NR | B | NR | NR | |
| Columbus Africentric Early College | D | F | F | NR | C | A | F | D | F | |
| Columbus Africentric Early College Elementary School | D | F | A | NR | B | A | F | NR | NR | |
| Columbus Alternative High School | B | A | NR | NR | NR | NR | A | B | A | |
| Columbus City Preparatory School for Boys | C | F | C | C | B | C | F | NR | NR | |
| Columbus City Preparatory School for Girls | C | F | A | C | A | C | C | NR | NR | |
| COLUMBUS GLOBAL ACADEMY | D | F | A | NR | A | NR | F | F | F | |
| Columbus North International High School | C | F | F | C | C | B | F | NR | NR | |
| Columbus Scioto 6-12 | F | F | A | NR | A | A | F | F | F | |

Your District's Schools

| School | Achievement | | Progress | | | | Gap Closing | Graduation Rate | | K-3 Literacy |
|---|-------------------|----------------|------------------|--------|--------------------|----------------------------|------------------------------|------------------------|------------------------|--------------|
| | Performance Index | Indicators Met | Overall | Gifted | Lowest 20% Achieve | Students with Disabilities | Annual Measurable Objectives | 4-Year Graduation Rate | 5-Year Graduation Rate | K-3 Literacy |
| Columbus Spanish Immersion K-8 School | C | F | D | NR | B | NR | F | NR | NR | |
| Como Elementary School | D | F | F | NR | F | NR | F | NR | NR | |
| Cranbrook Elementary School | C | F | A | D | A | NR | F | NR | NR | |
| Devonshire Alternative Elementary School | C | F | C | C | B | A | F | NR | NR | |
| Dominion Middle School | C | F | C | C | A | A | D | NR | NR | |
| Duxberry Park Alternative Elementary School | D | F | F | NR | C | NR | F | NR | NR | |
| Eakin Elementary School | D | F | B | NR | B | C | F | NR | NR | |
| East Columbus Elementary School | D | F | C | NR | B | NR | F | NR | NR | |
| East High School | D | F | NR | NR | NR | NR | F | F | C | |
| East Linden Elementary School | D | F | C | NR | C | C | F | NR | NR | |
| Eastgate Elementary School | D | F | F | NR | D | NR | F | NR | NR | |
| Easthaven Elementary School | D | F | C | NR | C | NR | F | NR | NR | |
| Eastmoor Academy | B | C | NR | NR | NR | NR | D | A | A | |
| Ecole Kenwood Alternative K-8 School | C | F | B | D | C | NR | F | NR | NR | |
| Fairmoor Elementary School | D | F | F | NR | F | NR | F | NR | NR | |
| Fairwood Alternative Elementary School | D | F | A | NR | A | C | F | NR | NR | |
| Fifth Avenue International K-8 School | D | F | C | C | C | B | F | NR | NR | |
| Forest Park Elementary School | D | F | B | NR | B | B | F | NR | NR | |
| Fort Hayes Arts and Academic HS | C | D | NR | NR | NR | NR | F | B | C | |
| Gables Elementary School | C | F | C | C | C | C | F | NR | NR | |
| Georgian Heights Alt Elementary School | C | F | C | C | C | B | F | NR | NR | |
| Hamilton STEM Academy (K-6) | D | F | A | NR | A | A | F | NR | NR | |
| Highland Elementary School | D | F | A | NR | A | NR | F | NR | NR | |
| Hilltonia Middle School | D | F | F | NR | D | D | F | NR | NR | |
| Huy Elementary School | D | F | A | NR | B | C | F | NR | NR | |
| Independence High School | D | F | NR | NR | NR | NR | F | F | D | |
| Indian Springs Elementary School | B | C | C | F | C | C | F | NR | NR | |
| Indianola Informal K-8 School | B | D | A | B | B | A | F | NR | NR | |
| Innis Elementary School | D | F | C | NR | C | C | F | NR | NR | |
| Johnson Park Middle School | D | F | A | NR | A | A | F | NR | NR | |
| Leewood Elementary School | D | F | D | NR | D | F | F | NR | NR | |
| Liberty Elementary School | D | F | C | NR | C | B | F | NR | NR | |
| Lincoln Park Elementary School | D | F | A ⁴⁷⁷ | NR | A | A | F | NR | NR | |

Your District's Schools

| School | Achievement | | Progress | | | | Gap Closing | Graduation Rate | | K-3 Literacy |
|-------------------------------------|-------------------|----------------|----------|--------|--------------------|----------------------------|------------------------------|------------------------|------------------------|--------------|
| | Performance Index | Indicators Met | Overall | Gifted | Lowest 20% Achieve | Students with Disabilities | Annual Measurable Objectives | 4-Year Graduation Rate | 5-Year Graduation Rate | K-3 Literacy |
| Lindbergh Elementary School | D | F | C | NR | C | C | F | NR | NR | |
| Linden STEM Academy (K-6) | D | F | C | NR | C | C | F | NR | NR | |
| Linden-Mckinley STEM Academy | D | F | F | NR | D | C | F | F | F | |
| Livingston Elementary School | F | F | F | NR | F | C | F | NR | NR | |
| Maize Road Elementary School | D | F | F | NR | F | NR | F | NR | NR | |
| Marion-Franklin High School | C | F | NR | NR | NR | NR | F | F | C | |
| Maybury Elementary School | D | F | D | NR | C | B | F | NR | NR | |
| Medina Middle School | D | F | F | NR | F | F | F | NR | NR | |
| Mifflin Alternative Middle School | D | F | F | NR | C | D | F | NR | NR | |
| Mifflin High School | D | F | NR | NR | NR | NR | F | F | D | |
| Moler Elementary School | D | F | B | NR | C | C | F | NR | NR | |
| Monroe Alternative Middle School | D | F | B | C | A | B | F | NR | NR | |
| North Linden Elementary School | C | F | A | NR | A | A | F | NR | NR | |
| Northland High School | C | F | NR | NR | NR | NR | F | D | B | |
| Northtowne Elementary School | D | F | F | NR | C | C | F | NR | NR | |
| Oakland Park Alternative Elementary | D | F | F | D | D | B | F | NR | NR | |
| Oakmont Elementary School | D | F | F | NR | D | C | F | NR | NR | |
| Ohio Avenue Elementary School | D | F | A | NR | B | D | F | NR | NR | |
| Olde Orchard Alt Elementary School | D | F | F | NR | F | C | F | NR | NR | |
| Parkmoor Elementary School | D | F | C | NR | C | C | F | NR | NR | |
| Parsons Elementary School | C | F | D | NR | C | C | F | NR | NR | |
| Ridgeview Middle School | B | D | A | C | A | A | F | NR | NR | |
| Salem Elementary School | D | F | A | NR | B | B | F | NR | NR | |
| Scottwood Elementary School | D | F | D | F | B | NR | F | NR | NR | |
| Shady Lane Elementary School | D | F | F | NR | F | NR | F | NR | NR | |
| Sherwood Middle School | D | F | C | NR | C | F | F | NR | NR | |
| Siebert Elementary School | D | F | C | F | C | A | F | NR | NR | |
| South High School | D | F | A | NR | A | C | F | F | F | |
| South Mifflin STEM Academy (K-6) | D | F | A | NR | C | C | D | NR | NR | |
| Southwood Elementary School | D | F | B | NR | C | C | F | NR | NR | |
| Special Education Center | F | F | NR | NR | NR | NR | F | F | F | |
| Starling K-8 | D | F | B | NR | B | C | F | NR | NR | |

Your District's Schools

| School | Achievement | | Progress | | | | Gap Closing | Graduation Rate | | K-3 Literacy |
|---|-------------------|----------------|----------|--------|--------------------|----------------------------|------------------------------|------------------------|------------------------|--------------|
| | Performance Index | Indicators Met | Overall | Gifted | Lowest 20% Achieve | Students with Disabilities | Annual Measurable Objectives | 4-Year Graduation Rate | 5-Year Graduation Rate | K-3 Literacy |
| Stewart Alternative Elementary School @ BECK ES | D | F | F | F | C | NR | F | NR | NR | |
| Sullivant Elementary School | D | F | D | NR | C | NR | F | NR | NR | |
| Trevitt Elementary School | F | F | D | NR | C | B | F | NR | NR | |
| Valley Forge Elementary School | D | F | D | NR | C | D | F | NR | NR | |
| Valleyview Elementary School | D | F | F | NR | D | NR | F | NR | NR | |
| Walnut Ridge High School | D | F | NR | NR | NR | NR | F | F | D | |
| Watkins Elementary School | D | F | F | NR | C | B | F | NR | NR | |
| Wedgewood Middle School | D | F | F | C | C | C | F | NR | NR | |
| Weinland Park Elementary School | D | F | C | NR | C | C | F | NR | NR | |
| West Broad Elementary School | D | F | B | NR | C | B | F | NR | NR | |
| West High School | D | F | NR | NR | NR | NR | F | F | D | |
| West Mound Elementary School | D | F | C | NR | C | A | F | NR | NR | |
| Westgate Alternative Elementary School | C | F | D | C | C | B | D | NR | NR | |
| Westmoor Middle School | D | F | B | D | C | C | F | NR | NR | |
| Whetstone High School | C | F | NR | NR | NR | NR | F | C | B | |
| Windsor STEM Academy (K-6) | D | F | C | NR | B | D | F | NR | NR | |
| Winterset Elementary School | B | D | C | C | C | NR | F | NR | NR | |
| Woodcrest Elementary School | D | F | A | NR | B | C | F | NR | NR | |
| Woodward Park Middle School | D | F | D | D | C | C | F | NR | NR | |
| Yorktown Middle School | D | F | C | D | A | A | F | NR | NR | |

Selected Excerpts from Evaluation portions of Ohio Revised Code

3319.02 Assistant superintendents and other administrators.

(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 and assistant 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 assistant principals and the environment in which they work. An evaluation based upon procedures adopted under this division shall be considered by the board in deciding whether to renew the contract of employment of an assistant superintendent, principal, assistant principal, or other administrator.

Amended by 129th General Assembly File No.143, HB 525, §1, eff. 10/1/2012.

Amended by 129th General Assembly File No.128, SB 316, §101.01, eff. 9/24/2012.

Amended by 129th General Assembly File No.28, HB 153, §101.01, eff. 9/29/2011.

Effective Date: 09-26-2003

The amendment to this section by 129th General Assembly File No.10, SB 5, §1 was rejected by voters in the November, 2011 election.

3319.111 Applicability of section; evaluating teachers on limited contracts.

Notwithstanding section [3319.09](#) of the Revised Code, this section applies to any person who is employed under a teacher license issued under this chapter, or under a professional or permanent teacher's certificate issued under former section [3319.222](#) of the Revised Code, and who spends at least fifty per cent of the time employed providing student instruction. However, this section does not apply to any person who is employed as a substitute teacher or as an instructor of adult education.

(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 September 29, 2011, 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 or an alternative student academic progress measure if adopted under division (C)(1)(e) of section [3302.03](#) of the Revised Code. For teachers of grade levels and subjects for which the value-added progress dimension or alternative student academic progress measure 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 division (C)(2) of this section. The evaluation shall be completed by the first day of May and the teacher shall receive a written report of the results of the evaluation by the tenth day of May.

(2) 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 May of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of May of that school year.

(D) Each evaluation conducted pursuant to this section shall be conducted by one or more of the following persons who hold a credential established by the department of education for being an evaluator:

(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, administrative specialist, or supervisor in any educational area issued under section [3319.22](#) of the Revised Code;

(3) A person designated to conduct evaluations under an agreement entered into by the board, including an agreement providing for peer review entered into by the board and representatives of teachers employed by the board;

(4) A person who is employed by an entity contracted by the board to conduct evaluations and who holds a license designated for being a superintendent, assistant superintendent, principal, vocational director, administrative specialist, or supervisor in any educational area issued under section [3319.22](#) of the Revised Code or is qualified to conduct evaluations.

(E) Notwithstanding division (A)(3) of section [3319.112](#) of the Revised Code:

(1) The board shall require at least three formal observations of each teacher who is under consideration for nonrenewal and with whom the board has entered into a limited contract or an extended limited contract under section [3319.11](#) of the Revised Code.

(2) The board may elect, by adoption of a resolution, to require only one formal observation of a teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section, provided the teacher completes a project that has been approved by the board to demonstrate the teacher's continued growth and practice at the accomplished level.

(F) 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.

(G) For purposes of section [3333.0411](#) of the Revised Code, the board annually shall report to the department of education the number of teachers for whom an evaluation was conducted under this section and the number of teachers assigned each rating prescribed under division (B)(1) of section [3319.112](#) of the Revised Code, aggregated by the teacher preparation programs from which and the years in which the teachers graduated. The department shall establish guidelines for reporting the information required by this division. The guidelines shall not permit or require that the name of, or any other personally identifiable information about, any teacher be reported under this division.

(H) Notwithstanding any provision to the contrary in Chapter 4117. of the Revised Code, the requirements of this section prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

Amended by 129th General Assembly File No.184, HB 555, §1, eff. 3/22/2013.

Amended by 129th General Assembly File No.128, SB 316, §101.01, eff. 9/24/2012.

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 state board may update the framework periodically by adoption of a resolution. The framework shall establish an evaluation system that does the following:

(1) Provides for multiple evaluation factors. One factor shall be student academic growth which shall account for fifty per cent of each evaluation. When applicable to the grade level or subject area taught by a teacher, the value-added progress dimension established under section 3302.021 of the Revised Code or an alternative student academic progress measure if adopted under division (C)(1)(e) of section 3302.03 of the Revised Code shall be used in the student academic growth portion of an evaluation in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

If a teacher's schedule is comprised only of courses or subjects for which the value-added progress dimension is applicable, one of the following applies:

(a) Beginning with March 22, 2013, until June 30, 2014, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension.

(b) On or after July 1, 2014, the entire student academic growth factor of the evaluation shall be based on the value-added progress dimension. In calculating student academic growth for an evaluation, a

student shall not be included if the student has forty-five or more excused or unexcused absences during the full academic year.

- (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 or an alternative student academic progress measure if adopted under division (C)(1)(e) of section 3302.03 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 or an alternative student academic progress measure if adopted under division (C)(1)(e) of section 3302.03 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 3311.80, 3311.84, 3319.02, and 3319.111 of the Revised Code:

- (a) Accomplished;
- (b) Skilled;
- (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, or alternative student academic progress measure, 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 3311.80, 3311.84, 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.

(E) Not later than June 30, 2013, the state board, in consultation with state agencies that employ teachers, shall develop a standards-based framework for the evaluation of teachers employed by those agencies. Each state agency that employs teachers shall adopt a standards-based teacher evaluation policy that conforms with the framework developed under this division. The policy shall become operative at the expiration of any collective bargaining agreement covering teachers employed by the agency that is in effect on September 24, 2012, and shall be included in any renewal or extension of such an agreement. However, this division does not apply to any person who is employed as a substitute teacher or as an instructor of adult education.

Amended by 130th General Assembly File No. 25, HB 59, §101.01, eff. 9/29/2013.

Amended by 129th General Assembly File No. 184, HB 555, §1, eff. 3/22/2013.

Amended by 129th General Assembly File No. 143, HB 525, §1, eff. 10/1/2012.

Amended by 129th General Assembly File No. 128, SB 316, §101.01, eff. 9/24/2012.

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.

Evaluation of Professional Staff (Principals)

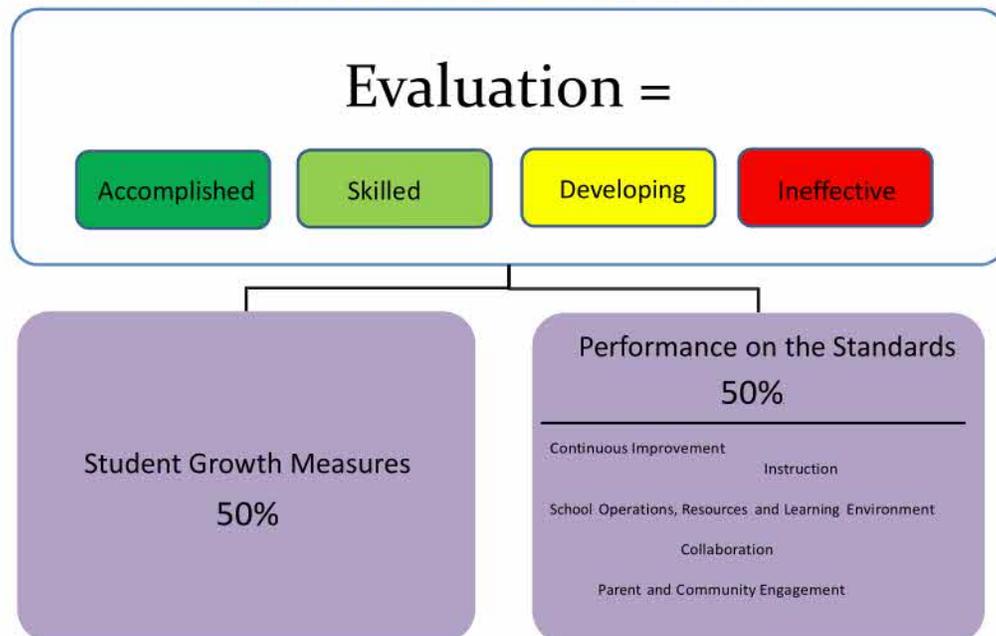
Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These 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.

Evaluation Framework



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 look-up chart below. The local board of education will also provide for the allocation of financial resources to support professional development.

Principal Performance

| | | 4 | 3 | 2 | 1 |
|----------------|----------|--------------|--------------|-------------|-------------|
| Student Growth | Above | Accomplished | Accomplished | Skilled | Developing |
| | Expected | Skilled | Skilled | Developing | Developing |
| | Below | Developing | Developing | Ineffective | Ineffective |

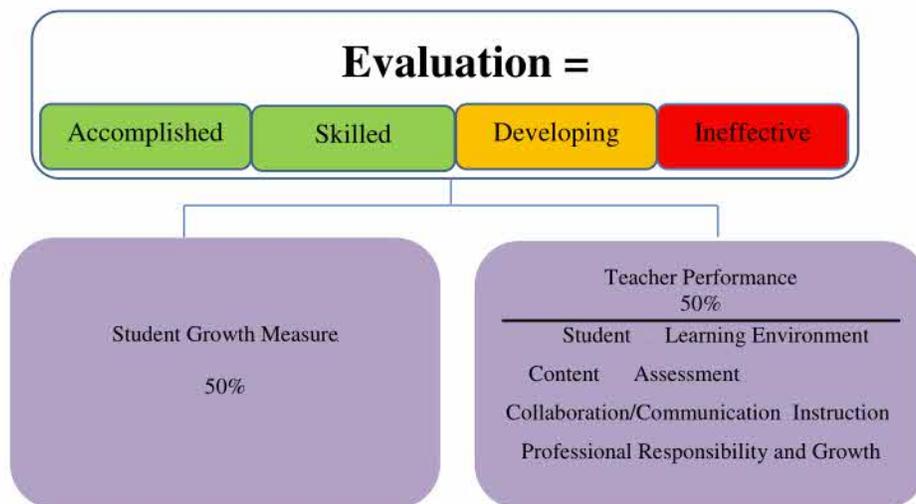
Evaluation of Professional Staff (Teachers)

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 Ohio Revised Code and 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:

Evaluation Framework



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.

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.

| | | Teacher Performance | | | |
|----------------|----------|---------------------|--------------|-------------|-------------|
| | | 4 | 3 | 2 | 1 |
| Student Growth | Above | Accomplished | Accomplished | Skilled | Developing |
| | Expected | Skilled | Skilled | 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.

Adopted October 9, 2012

LEGAL REFS. ORC 3319.111; 3319.112

Attachment 37: Extension of Middle School Double Testing Waiver

Ohio applied for and received one-year approval (2013-14) for a waiver from the following provisions of the Elementary and Secondary Education Act of 1965 (ESEA): Sections 1111(b)(1)(B) and 1111(b)(3)(C)(i), as well as the corresponding regulatory guidance that accompanies these provisions. As part of this waiver request, Ohio seeks to continue this waiver through this ESEA extension.

This waiver will allow ODE and Ohio's local education agencies (LEAs) to implement our approved ESEA flexibility request by ensuring that students are assessed on the curriculum that is fully aligned to their instruction. Specifically, this addresses situations where accelerated students are taking high school end-of-course exams before entering ninth grade.

Ohio originally made this request beginning with the 2014-2015 school year to ensure that accelerated students taking advanced courses will be assessed on the appropriately aligned curriculum. Ohio is implementing its new learning standards and aligned assessments, and continuing its focus on raising expectations, improving student achievement, and closing achievement gaps. Ohio has recently implemented a new system of graduation requirements that includes end-of-course exams at the high school level. These exams are critical components of Ohio's accountability system. Ohio's approved 2014-15 ESEA Waiver extension outlined Ohio's transition to new grade level and end-of-course exams starting in 2014-2015.

Many LEAs are offering advanced coursework to students and will increase these efforts in the coming years. The most common example is eighth-grade students taking Algebra I. With Ohio's implementation of an Algebra I end-of-course exam, this creates a "double-testing" scenario for those accelerated students who may be receiving advanced math content, but are still required to take the eighth grade test.

This scenario is common in many states, and other states (such as Maryland and New York) have addressed the situation through their respective ESEA flexibility waivers. It is Ohio's policy intent that all students have access to a rigorous and relevant curriculum with aligned assessments, and that students taking advanced classwork be required to participate in aligned assessments. We originally proposed, and received approval for, beginning in the 2014-2015 school year, students enrolled in high school level courses (math, reading and science) prior to attending high school take the relevant aligned assessment associated with the course. This waiver relieved students and LEAs of the burden to prepare for multiple assessments.

Data from 2012-2013 and 2013-2014 course data indicate that Algebra I is the high school course most frequently taken by students below the ninth grade. Approximately 39,000 middle school students took this course in each of the last two years and almost 90 percent of those students took the course one year early while in the eighth grade. Other high school courses are much less likely to be

taken by students prior to entering the ninth grade. The simulations show that in each of the last two years, just over 3,000 students took a high school English language arts course while in middle school with three-quarters of them taking Integrated English Language Arts I as eighth-graders.

Fewer than 2,500 middle school students took a high school integrated math course in each of the last two years and about 4,500 students took geometry each of the last two years while in middle school. The data are equally small when looking at science courses with between 3,000 and 4,000 students taking a high school level physical science or chemical science course while in middle school. Only about 1,000 students take a biological science course in a grade below nine. In summary, most middle school students who take advanced coursework do so one year early as eighth graders and they will complete their graduation requirements and testing requirements while in high school.

This waiver request is for students statewide. Any district may offer high school courses to advanced middle school students as long as the course content is aligned and is taught by an appropriately licensed teacher. As Ohio implements its new learning standards and aligned assessments, students are encouraged to participate in advanced coursework. ODE anticipates that more students will pursue more advanced coursework. Ohio will continue to calculate participation rates for these students.

This appendix was included as part of Ohio's overall stakeholder engagement process as detailed in the Consultation section of this Waiver request.

In summary, Ohio is seeking a waiver to address the "double testing" issue.

- As originally started with the 2014-15 school year and continuing with the 2015-16 school year and beyond, any student taking advanced, high school level coursework (math, reading or science) prior to attending high school will be assessed on the relevant aligned assessment. An eighth-grader taking Algebra I will take the Algebra I assessment, not the eighth grade math assessments.
- This data will be reported for relevant federal accountability purposes, and will be integrated into Ohio's state A-F Report Card according to the provisions approved in Ohio's ESEA Flexibility Request.
- Ohio will continue to calculate participation rates for these students. In the eighth grade/Algebra I scenario, that student will be expected to participate in the Algebra I assessment, and will be reported as part of the eighth grade participation data.
- Ohio will comply with all other ESEA reporting requirements using the appropriate assessment based on the course taken by each student.
- Ohio will be implementing college and career readiness assessments for all students starting in the 2015-16 school year. Students will be required to

participate in these assessments in the spring of eleventh grade. The results of these assessments (a remediation free benchmark) will be included in graded Prepared for Success measure, which is Ohio's College and Career Readiness measure on district and school Report Cards. Additionally, any student that has taken Geometry, ELA II and/or Biology end-of-course assessments in middle school as consistent with this waiver, will also use the College and Career Readiness Assessment as the Federal Accountability measure in the year the assessment is given. Similar to other states such as North Carolina that have received approval for using ACT as the high school accountability measure, Ohio will create a proficiency determination that will be reported for students that have taken any respective set of content end-of-course assessments while in middle school.

Attachment 38: Ohio’s Previous 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 |
|---|-----------------|--------------------|-----------------------|---|--------------|
| 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 <i>Focus</i> 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 <i>Focus</i> 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 |

Attachment 39: EVAAS Data System

iova.sas.com/diagnostic.html?ad=1ERCKJjMH5Rf7Ay6as=c8aj=b5sw4=22&ab=C6c9=1&vaw=2037 Ohio Department of Educat...

es Tools Help

Report: District Diagnostic **Test:** OAA
District: West Suburb School District **Subject:** Reading
Year: 2014 **Type:** Accountable
Grade: 4th-Grade

Please note the OAA Tested reports include students that were tested at the school or district and not only those students that were accountable to that school or district. Reporting including only those students that were accountable is available under the OAA Accountable test

Select Subgroups

Subgroups

| | | |
|--|--|--|
| <p>Races</p> <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Multi-Racial <input type="checkbox"/> Hawaiian/Other Pacific Islander <input type="checkbox"/> Other <input type="checkbox"/> Unknown (Race) | <p>Sexes</p> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unknown (Sex) | <p>Demographics</p> <input type="checkbox"/> Gifted <input type="checkbox"/> Gifted Math <input type="checkbox"/> Gifted Reading <input type="checkbox"/> Gifted Superior Cognitive <input type="checkbox"/> Migrant <input type="checkbox"/> Limited English Proficiency <input type="checkbox"/> Free/Reduced Price Lunch <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Lowest 20% Math <input type="checkbox"/> Lowest 20% Reading |
|--|--|--|

| | | | | | | |
|----------------|-----------------|------|------|------|------|------|
| | | | | | | |
| Reading | Growth Standard | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 2014 | Growth | -0.2 | 3.2 | 3.6 | 3.0 | 6.4 |
| | Standard Error | 1.2 | 0.3 | 0.4 | 0.2 | 0.3 |
| | No. of Students | 206 | 207 | 656 | 873 | 1019 |
| | % of Students | 7.2 | 9.3 | 15.4 | 22.9 | 45.1 |
| Previous Years | Growth | 1.4 | 2.6 | 4.8 | 5.7 | 9.6 |
| | Standard Error | 0.8 | 0.2 | 0.2 | 0.1 | 0.2 |
| | No. of Students | 900 | 1084 | 2551 | 3001 | 3983 |
| | % of Students | 7.5 | 14.0 | 21.2 | 25.0 | 32.3 |

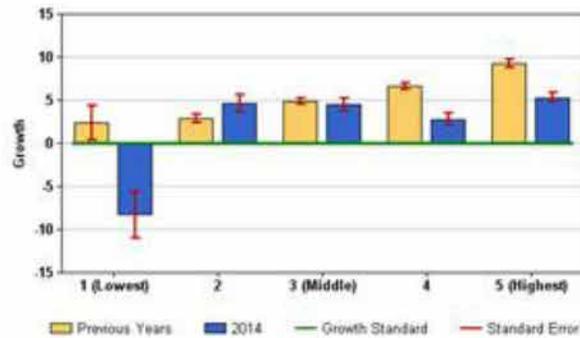
Growth is defined as the average difference between students' current year and prior year NCEs or scale scores.

Report: District Diagnostic **Test:** OAA
District: West Suburb School District **Subject:** Reading
Year: 2014 **Type:** Accountable
Grade: 4th-Grade

Students with Disabilities: Students

Please note the OAA Tested reports include students that were tested at the school or district and not only those students that were accountable to that school or district. Reporting including only those students that were accountable is available under the OAA Accountable test.

Clear Subgroups Select Subgroups



| | | Prior Achievement Quintile Group | | | | | |
|---------|-----------------|----------------------------------|------|------------|------|-------------|------|
| | | 1 (Lowest) | 2 | 3 (Middle) | 4 | 5 (Highest) | |
| Reading | Growth Standard | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | 2014 | Growth | -8.3 | 4.6 | 4.5 | 2.8 | 5.3 |
| | | Standard Error | 2.7 | 1.0 | 0.8 | 0.7 | 0.6 |
| | | No. of Students | 31 | 60 | 105 | 112 | 223 |
| | | % of Students | 5.5 | 7.1 | 18.7 | 20.0 | 40.7 |
| | Previous Years | Growth | 2.4 | 2.9 | 4.9 | 6.6 | 9.3 |
| | | Standard Error | 2.0 | 0.5 | 0.4 | 0.4 | 0.5 |
| | | No. of Students | 124 | 219 | 362 | 388 | 504 |
| | | % of Students | 7.8 | 13.7 | 22.7 | 24.3 | 31.6 |

Growth is defined as the average difference between students' current year and prior year NCEs or scale scores.

Optional document

Self-Analysis Tool for Schools and Districts
Educator Evaluation and Support Implementation

Year 1

This Self-Analysis Tool is an optional resource designed to help districts assess both compliance with state regulations and the quality of implementation of the evaluation systems. The Ohio Department of Education recommends that each principal completes the tool and the superintendent or designee compiles the results into a comprehensive self-analysis. The next suggested step is for teams and individual staff members to review the evaluation results and thus promote ongoing conversations about the implementation of the evaluation systems.

Directions: Answer each of the questions below to identify: the state of implementation of teacher and principal evaluation systems in your school or district; and areas of strength as well as areas for improvement.

Superintendent Name: **School District:** **District IRN:** **School Year in Review:**

| |
|---|
| 1. How did you communicate clearly defined expectations around the evaluation system that align to building and district goals? How will you optimize the level of communication moving forward? |
| 2. What was the methodology to ensure timely and meaningful feedback following your observations? Based on your response, what will you do moving forward? |
| 3. How did you ensure adherence to the Ohio Teacher Evaluation Framework ? |
| 4. What best practices identified in the teacher evaluation model were implemented throughout the evaluation cycle? Based on your response, what will you do moving forward? |
| 5. How have you used the evaluation process to differentiate professional development for individuals and buildings? What adjustments do you foresee in implementing the evaluation system? |
| 6. How will you use the current evaluation data to shape future professional development? |

| |
|--|
| 7. How did you use evaluation results to inform job assignments? Based on this response, what will you do moving forward? |
| 8. How were resources (tools, trainings, time management, etc.) provided to support principals in evaluation work? What changes do you foresee that will support principals in evaluation work? |
| 9. After comparing the ratings of teacher performance with student growth, what trends and patterns were discovered? |
| 10. What adjustments might be made to your implementation of the evaluation systems? What data supports these considerations? |
| 11. Based on this self-reflection, identify two essential changes to increase adherence to the evaluation systems. |

List/describe exemplary practices in your implementation of the evaluation systems.

Attachment 41: EERP Random Selection

| | Rural | Small Town | Suburban | Urban | Other (JVSD & ESC) |
|----|---|---|--|---|---|
| 1 | 61903.00 Adams County/Ohio Valley Local | 47043.00 Archbold-Area Local | 49171.00 Aurora City | 43489.00 Akron City | 45740.00 Allen County ESC |
| 2 | 45757.00 Allen East Local | 46706.00 Ayersville Local | 43554.00 Beachwood City | 43752.00 Cincinnati City | 45849.00 Ashtabula County ESC |
| 3 | 48991.00 Antwerp Local | 43570.00 Bellaire Local | 47274.00 Bellbrook-Sugarcreek Local | 43802.00 Columbus City School District | 51169.00 Auburn |
| 4 | 47613.00 Bright Local | 43588.00 Bellefontaine City | 46946.00 Canal Winchester Local | 44107.00 Hamilton City | 46029.00 Brown ESC |
| 5 | 46177.00 Brown Local | 48926.00 Benton Carroll Salem Local | 43794.00 Cleveland Heights-University H | 44222.00 Lima City | 51656.00 Buckeye |
| 6 | 47787.00 Buckeye Local | 46748.00 Big Walnut Local | 47027.00 Dublin City | 44230.00 Lockland Local | 46086.00 Butler County ESC |
| 7 | 45294.00 Chesapeake Union Exempted Village | 43679.00 Bryan City | 46102.00 Fairfield City | 44453.00 Newark City | 46292.00 Clermont County ESC |
| 8 | 49411.00 Clear Fork Valley Local | 47829.00 Centerburg Local | 43976.00 Fairview Park City | 44628.00 Painesville City Local | 46615.00 Darke County ESC |
| 9 | 46391.00 Clinton-Massie Local | 43760.00 Circleville City | 50161.00 Howland Local | 44693.00 Reading Community City | 50260.00 East Central Ohio ESC |
| 10 | 46516.00 Colonel Crawford Local | 48132.00 Clearview Local | 47191.00 Kenston Local | 44909.00 Toledo City | 46532.00 ESC of Cuyahoga County |
| 11 | 46433.00 Crestview Local | 46326.00 Clermont Northeastern Local | 44164.00 Kent City | 45195.00 Amherst Exempted Village | 47159.00 Geauga County Educational Serv |
| 12 | 49429.00 Crestview Local | 45310.00 Coldwater Exempted Village | 44180.00 Kettering City | 43521.00 Athens City | 51060.00 Great Oaks Inst Of Technology |
| 13 | 45351.00 Crooksville Exempted Village | 48140.00 Columbia Local | 47878.00 Kirtland Local | 48314.00 Canfield Local | 47233.00 Greene County ESC |
| 14 | 69682.00 East Guernsey Local | 50542.00 Dalton Local | 49437.00 Lexington Local | | 47860.00 Lake County ESC |
| 15 | 47845.00 East Knox Local | 50674.00 Eastwood Local | 48009.00 Licking Heights Local | | 48058.00 Logan County ESC |
| 16 | 48512.00 Eastern Local | 47936.00 Fairland Local | 44388.00 Medina City SD | | 137364.0 Madison-Champaign ESC |
| 17 | 43935.00 Eaton Community City | 49197.00 Field Local | 45500.00 Milford Exempted Village | | 51391.00 Maplewood Career Center |
| 18 | 50682.00 Elmwood Local | 43992.00 Fostoria City | 139303.0 Monroe Local School District | | 62109.00 Medina County Joint Vocational |
| 19 | 49775.00 Fairlawn Local | 44008.00 Franklin City | 44503.00 North Canton City | | 51334.00 Ohio Hi-Point Career Center |
| 20 | 47068.00 Fayette Local | 44016.00 Fremont City | 48728.00 Northmont City | | 50948.00 Polaris |
| 21 | 48595.00 Fort Recovery Local | 44057.00 Geneva Area City | 47365.00 Northwest Local | | 51490.00 Scioto County Career Technical |
| 22 | 48843.00 Franklin Local | 46953.00 Hamilton Local | 44586.00 Oakwood City | | 51532.00 Springfield-Clark County |
| 23 | 50492.00 Frontier Local | 44115.00 Heath City | 46581.00 Orange City | | 63511.00 Tolles Career & Technical Cent |
| 24 | 45377.00 Georgetown Exempted Village | 44123.00 Hillsboro City | 45583.00 Perrysburg Exempted Village | | 65268.00 Tri-Rivers |
| 25 | 46193.00 Graham Local | 48256.00 Jefferson Local | 46896.00 Pickerington Local | | 50401.00 Warren County ESC |
| 26 | 47266.00 Greeneview Local | 48264.00 Jonathan Alder Local | 48348.00 Poland Local | | 51474.00 Warren County Vocational School |
| 27 | 49791.00 Hardin-Houston Local | 48165.00 Keystone Local | 48041.00 Southwest Licking Local | | |
| 28 | 49809.00 Jackson Center Local | 47993.00 Lakewood Local | 49239.00 Streetsboro City | | |
| 29 | 50179.00 Joseph Badger Local | 47449.00 Liberty-Benton Local | 46151.00 Talawanda City | | |
| 30 | 44172.00 Kenton City | 44255.00 London City | 44883.00 Tallmadge City | | |
| 31 | 49569.00 Lakota Local | 47886.00 Madison Local | 44974.00 Wadsworth City | | |
| 32 | 45443.00 Leetonia Exempted Village | 50005.00 Manchester Local | 44198.00 Lakewood City | | |
| 33 | 45468.00 Loudonville-Perrysville Exempt | 50153.00 Mathews Local | 50427.00 Springboro Community City | | |
| 34 | 49445.00 Lucas Local | 45948.00 Minster Local | | | |
| 35 | 48553.00 Marion Local | 45534.00 Mount Gilead Exempted Village | | | |
| 36 | 47456.00 McComb Local | 49908.00 Northwest Local | | | |

| | Rural | Small Town | Suburban | Urban | Other (JVSD & ESC) |
|----|---|---|----------|-------|--------------------|
| 37 | 50633.00 Millcreek-West Unity Local | 50567.00 Norwayne Local | | | |
| 38 | 49890.00 Minerva Local | 44610.00 Orrville City | | | |
| 39 | 49627.00 Minford Local | 49379.00 Ottawa-Glandorf Local | | | |
| 40 | 47712.00 Monroeville Local | 44644.00 Piqua City | | | |
| 41 | 50336.00 North Union Local | 48421.00 Pleasant Local | | | |
| 42 | 50575.00 Northwestern Local | 44669.00 Portsmouth City | | | |
| 43 | 47597.00 Patrick Henry Local | 44941.00 Urbana City | | | |
| 44 | 47076.00 Pettisville Local | 47464.00 Van Buren Local | | | |
| 45 | 47084.00 Pike-Delta-York Local | 44966.00 Van Wert City | | | |
| 46 | 49288.00 Preble Shawnee Local | 46821.00 Vermilion Local | | | |
| 47 | 49130.00 Scioto Valley Local | 50468.00 Wayne Local | | | |
| 48 | 49684.00 Seneca East Local | 50252.00 Weathersfield Local | | | |
| 49 | 49064.00 Southern Local | 45658.00 Wellington Exempted Village | | | |
| 50 | 50237.00 Southington Local | 48884.00 West Muskingum Local | | | |
| 51 | 48652.00 Switzerland of Ohio Local | 49577.00 Woodmore Local | | | |
| 52 | 47969.00 Symmes Valley Local | | | | |
| 53 | 49643.00 Valley Local | | | | |
| 54 | 45633.00 Versailles Exempted Village | | | | |
| 55 | 50500.00 Warren Local | | | | |
| 56 | 49247.00 Waterloo Local | | | | |
| 57 | 47746.00 Western Reserve Local | | | | |
| 58 | 50518.00 Wolf Creek Local | | | | |
| | | | | | |
| | | | | | |

Total: 180 (Year One Cycle)

OHIO HIGH QUALITY ASSESSMENT PLAN

Overview of Ohio's Student Assessment Program and Future Plans

To ensure Ohio is successful in preparing all students for college and careers, our assessment system will:

- Consist of formative and summative tools
- Be rigorous enough for students to compete with their peers nationally and internationally
- Be designed to send clear signals about student progress and growth
- Support evaluations for educator effectiveness

To develop a high-quality assessment system, Ohio will

- Maintain partnerships between K-12 and post-secondary education systems
- Transition to assessments that require students to demonstrate their understanding
- Ensure the assessment system is accessible to all students
- Create a system that accurately depicts the levels of achievement and progress over time for students at all levels
- Continue the transition to online administration of assessments

Students in Ohio took the new state tests in ELA, mathematics, science and social studies tests in the spring of 2015. The sophomores in 2014-2015 school year were the final class to have the OGT as their graduation requirement and the final full administration of the OGT was in spring 2015. Third grade students took the OAA this spring in reading and the new state test for mathematics. Due to a legislative change in House Bill 64, Ohio will administer new tests aligned to Ohio's learning standards developed in partnership with our vendor American Institutes of Research (AIR). Development of the new tests for science and social studies are complete and were administered for the first time in spring 2015. Ohio will follow the same process to develop and administer tests in 3-8 and high school for mathematics and ELA.

Grade 3: All students took the new state assessment for mathematics. Because the OAA reading test is required for the Third Grade Reading Guarantee and the new state assessment scores will not be returned to districts until after the 2015-16 school year begins, all students will take the OAA reading assessment during the 2014-15 school year (for all administrations, fall, spring and summer). Third graders in the 2015-16 school year will take the new high-quality state assessment for English language arts.

Grade 4: All students took the new high-quality state assessment for mathematics and English language arts and Ohio developed test for social studies.

Grade 5: All students took the new high-quality state assessment for mathematics and English language arts and Ohio developed test for science.

Grade 6: All students took the new high-quality state assessment for mathematics and English language arts and Ohio developed test for social studies.

Grade 7: All students took the new high-quality state assessment for mathematics and English language arts.

Grade 8: All students took the new high-quality state assessment for mathematics and English language arts and Ohio developed test for science.

Grade 9: All students took the appropriate new high-quality state End of Course exam for English language arts and mathematics, and Ohio science and social studies for which the student is enrolled.

Grade 10: All Students took the Ohio Graduation Tests. These tests are required to meet the assessment requirements that were in place when the students entered 9th grade.

Grades 11-12: Students who have not obtained the proficient level were given the opportunity to retake the required areas of the Ohio Graduation Test(s).

Alternate Assessment for students with Significant Cognitive Disabilities. Ohio's New Learning Standards and the extended standards were the foundation for the development of assessment tasks for new performance-based Alternate Assessment for students with Significant Cognitive Disabilities (AASCD). The extended standards ensure the development of high-quality tasks that comply with the federal requirements that the alternate assessment links to the grade-level content standards, although at less complex skill levels. This assessment provides better measurement information for these students and allows for the measurement of student growth. This assessment was fully implemented 2 years ago and will not be impacted as Ohio transitions to new assessments

English Language Proficiency Assessment: To accompany the new English Language Proficiency Standards a common English language proficiency assessment known as the English Language Proficiency Assessment for the 21st Century (ELPA21) was developed and will be implemented beginning with the 2015-2016 school year. The purpose of the new assessment is to measure English Language Learners' mastery of the communication demands of Ohio's rigorous academic standards.

Transition in 2015-16: Development & Implementation Activities

Due to a legislative change in House Bill 64, Ohio will administer new tests aligned to Ohio's learning standards in mathematics and English language arts developed in partnership with our vendor American Institutes of Research (AIR). Ohio is utilizing an option in our current contract

which provided science and social studies tests and will now include the required tests for mathematics and ELA. Development of the tests aligned to Ohio's new science and social studies standards are complete and were administered for the first time in spring 2015. All students will take the appropriate high-quality state assessment (grade-level or end of course) exams in mathematics, English language arts, science and social studies.

Given Ohio's withdrawal from the Partnership for Assessment of Readiness for College and Careers (PARCC), the state is proceeding with developing a new high-quality assessment system that is rigorous and ensures all students are prepared for college and careers.

While Ohio was a member of PARCC, Ohio partnered with American Institutes of Research (AIR) to develop science and social studies assessments administered in the 2014-2015 school year. Ohio is expanding this partnership to develop and administer tests in grades 3-8 for mathematics and ELA beginning in the 2015-2016 school year. In this regard, it is important to note that Ohio is not starting from square one.

Ohio's Key Milestones and Timeline

This section summarizes the key milestones and timeline for development and implementation of a new high-quality college and career-ready assessment system.

- Finalize test blueprints in grades 3-8 (ELA/Literacy and Math) and ELA/Literacy and mathematics high school
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: AIR, ODE Staff and Ohio Technical Advisory Committee (TAC) and educator review committees
 - Completion Date: October, 2015 (Grade 3 ELA and High School EOC completed in September)
 - Evidence: Blueprints
- Select Items from AIR bank to fill the 2015-16 test forms
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE Staff, AIR, Educator review committees
 - Completion Date: October, 2015 (Grade 3 ELA and HS EOC completed earlier)
 - Evidence: Test forms
- Establish Administration Policies and Procedures
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE staff in multiple offices, AIR, External reviewers
 - Completion Date: October, 2015
 - Evidence: Administration procedures including security protocols, allowable accommodation policies in Ohio Rules Book and other resources.
- Develop Validity Evidence Framework
 - Responsible Party: Office of Curriculum and Assessment

- Key Partners: ODE measurement staff, AIR measurement team, Ohio TAC, Assessment Evaluation Services (AES)
 - Completion Date: January, 2016
 - Evidence: Document outlining validity studies to be undertaken
- Item Development specifications
 - Responsible Party: Office of Curriculum and Assessment
 - Key partners: ODE content staff, AIR, external reviewers
 - Completion Date: October, 2015
 - Evidence: Item Specification Documents
- Item Development based on item Specifications
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE content staff, AIR, external reviewers
 - Completion Date: December, 2015
 - Evidence: Items to be field tested on Spring 2015 test
- Set preliminary performance level standards
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE staff, AIR, TAC, educators
 - Completion Date: December, 2015
 - Evidence: Performance levels to be conditionally approved by state Board January, 2016
- Confirm performance level standards
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE staff, AIR, TAC, educators
 - Completion Date: May, 2016 using early return samples
 - Evidence: Performance levels to be confirmed by state board June, 2016
- Field Test Data Review (items field tested in Spring 2016)
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE staff, AIR, TAC, educators
 - Completion Date: Summer/Fall 2016
 - Evidence: Agenda, training materials, related documentation
- New Item Development
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE Content Staff
 - Completion Date: Summer/Fall 2016-continued item development
 - Evidence: Items accepted for field testing
- Range-Finding/Rubric Validation/Scoring of Field Test Items
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE, AIR, educators
 - Completion Date: Summer/Fall 2016
 - Evidence: Rubrics, student exemplars, and annotations
- Implementation of Operational Assessment
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: Ohio Educators, ODE, AIR

- Completion Date: Spring 2016 and fall block Dec. 2015
 - Evidence: Administration
- Range-Finding/Hand-Scoring of Open-Ended Items
 - Responsible Party: Office of Curriculum and Assessment and AIR
 - Key Partners: ODE, AIR, and Educators
 - Completion Date: Spring/Summer 2016
 - Evidence: Scoring documentation (inter-rater reliabilities, item performance statistics)
- Score Reporting
 - Responsible Party: Curriculum and Assessment
 - Completion Date: 45 days after close of test window
 - Evidence: Student, School, District, State Score Reports
- Technical Documentation
 - Responsible Party: Assessment & Contractor
 - Key Partners: Ohio TAC
 - Completion Date: December 2016
 - Evidence: Technical Report
- Federal Peer Review*
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE, AIR, AES and external educators
 - Completion Date: TBD
 - Evidence: Appropriate technical documentation
- Validity Studies**
 - Responsible Party: Office of Curriculum and Assessment
 - Key Partners: ODE, AIR, AES, Ohio TAC
 - Completion Date: Ongoing
 - Evidence: Technical Reports

*Ohio is willing to submit peer review evidence as available on a rolling basis.

**Please Attachment I: Deliverable 30. This is an AIR contract deliverable that specifically addresses alignment study and peer review requirements.

Summary of Transition activities

As of August 2015, blueprint and item development is currently underway. During the first year of the new tests (2015-16), Ohio will use field tested items available through our vendor AIR. This approach has been used by several other states who have dropped out of the consortia tests and we will learn from their successes. Ohio will field test the items under development in the spring of 2016 and these new Ohio items will be used to fill test forms beginning in 2016-17. Processes for item and form development follow the high quality standards and processes that Ohio has used with our previous testing system which met all federal requirements. Ohio will collect the necessary evidence to show that the new assessments meet the high quality

assessment requirements and the college and career ready marks required. Timelines being established will have all new tests in place for the 2015-16 school year for grades 3-8 and high school in mathematics and ELA.

| Requirement, Feature, or Characteristic | | |
|---|---|----------------------------|
| Deliverable | <p style="text-align: center;">Deliverable 30:</p> <p>The Contractor must collect and report evidence as required by No Child Left Behind peer review requirements. Such evidence may include, but is not limited to, results from alignment studies; results from validation studies; written policies on providing accommodations for students with disabilities and Limited English Proficient (LEP) students; written policies on native-language testing of LEP students; and score reports showing disaggregation of student achievement data by the statutorily specified student subgroups.</p> | |
| Expectations | <ol style="list-style-type: none"> 1. Studies to accumulate evidence for the reliability and validity of the Ohio online assessments ✓ <ol style="list-style-type: none"> a. Reliability <ol style="list-style-type: none"> i. Test scores, including standard errors and internal consistency ii. Performance-level classifications, including classification consistency iii. Rater scores, including inter-rater agreement and generalizability of ratings b. Validity <ol style="list-style-type: none"> i. Evidence based on test content, including alignment ii. Evidence based on relations to other variables, including evidence for convergence and discrimination iii. Evidence based on internal structure, including evidence that all item types are sound indicators of underlying construct 2. Operational technical reports that document assessment system <ol style="list-style-type: none"> a. History and statutory framework of assessment system, allowable test accommodations and reporting requirements b. Test results for each administration, including calibration and equating, generalizability of rater scores, test score and classification reliability, and student performance, overall, and disaggregated by subgroups <p>Evidence for validity of Ohio's next generation assessments, including results of third-party alignment studies and results of ongoing investigations of test reliability and validity</p> | |
| Factors Exceeding | <ol style="list-style-type: none"> 1. Extended range of validity evidence <ol style="list-style-type: none"> a. Evidence based on test processes <ol style="list-style-type: none"> i. Evaluation of item/task/stimulus quality b. Consequences of assessment system <ol style="list-style-type: none"> i. Impact of next-generation tests on instruction to Ohio's New Learning Standards ii. Impact of next generation tests on technology use in schools c. Evaluation of test score equivalence <ol style="list-style-type: none"> i. Comparability of test scores across test administration mode ii. Equivalence of accommodated and non-accommodated test administrations 2. Incorporate validity evidence into the test development process <ol style="list-style-type: none"> a. Standard setting design employs a variety of indicators of student performance to serve as benchmarks in guiding panelists to cut score recommendations <ol style="list-style-type: none"> i. Provides evidence for convergent and discriminant validity for test scores ii. Provides validity evidence for interpretation of performance-level classifications. 3. Production of multivolume technical report, as described in Deliverable 13, that documents all aspects of the assessment system in a format accessible to the variety of devices that students and their families, educators and stakeholders are accustomed to using, including tablets and smart phones. ✓ | <p>✓</p> <p>✓</p> <p>✓</p> |

Once a year and less time – 2015-2016 Spring Ohio's State Tests

Ohio's State Tests measure student progress toward Ohio's Learning Standards. They help us make sure every Ohio student receives a high-quality education. Student test results show that students have the knowledge and skills they need to move successfully to their next steps in education or a career.

Students in grades 3-8 and high school will take Ohio's State Tests in English language arts, mathematics, science and social studies in the 2015-2016 school year. Districts have the option to give students the tests on computers, in paper format or using a combination of both formats.

How long is a test?

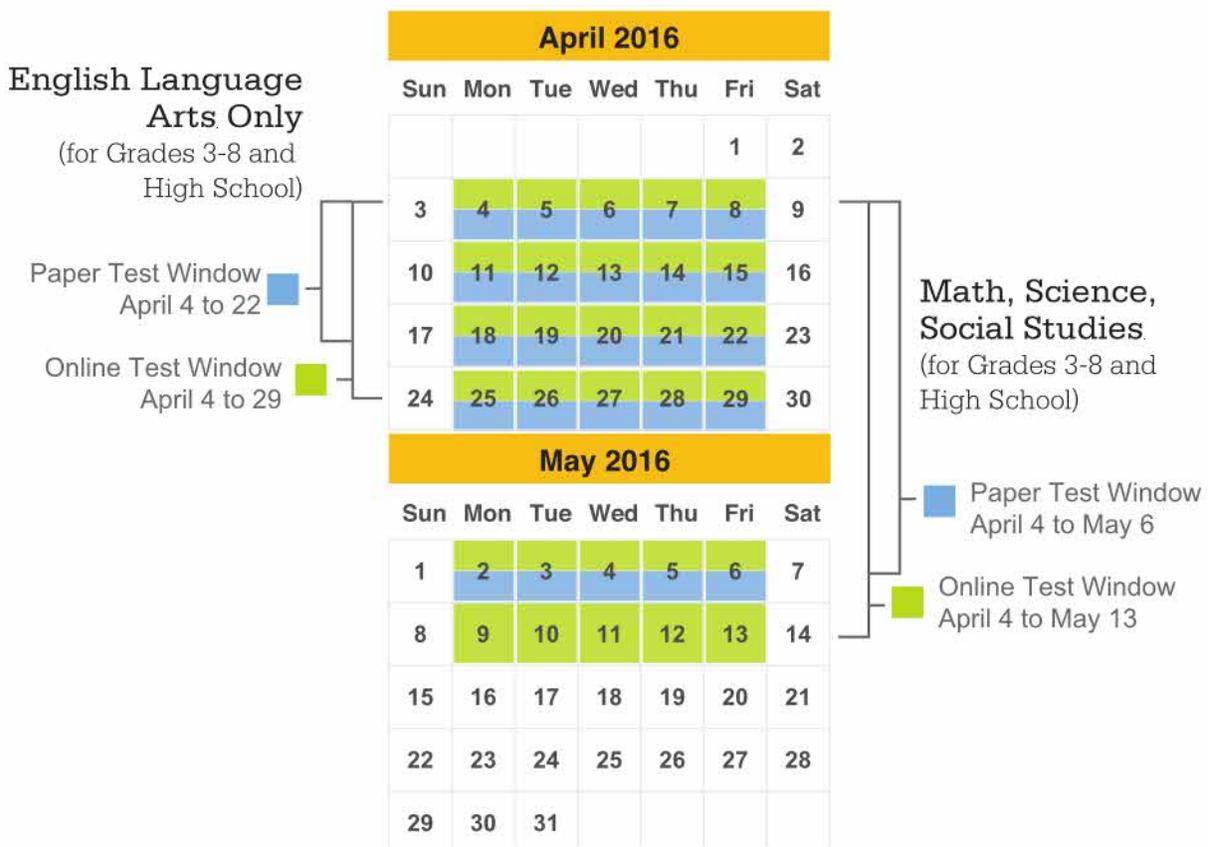
Each test will be approximately three hours (180 minutes) and will be divided into two parts. Districts will choose whether their students will take a test in two 90-minute sessions or in one 180-minute session.

When will districts offer the tests?

School districts will select either 10 consecutive days (for paper tests) or 15 consecutive days (for online tests) during the windows of dates allocated for the tests:

- English language arts tests for all grades – April 4 to 22, paper tests; April 4 to 29, online tests.
- Mathematics, science and social studies – April 4 to May 6, paper tests; April 4 to May 13, online tests.

Districts will have flexibility to choose one or two sets of test dates. They can select either the same dates for all tests, or one set of dates for English language arts and a later set of dates for the tests in the other content areas (math, science and social studies).



School districts will select either 10 consecutive days (for paper tests) or 15 consecutive days (for online tests) during the windows of dates.

What will the tests look like?

Test blueprints will be available in September 2015. Sample test items will be available in October 2015.

Who is developing the tests?

Ohio will use its existing contract with the American Institutes for Research (AIR), a well-known test vendor. AIR provided Ohio's 2014-2015 science and social studies tests. Ohio educators will help review and select the test questions.

Which tests will be given for what grade level?**Grades 3-8**

| | English language arts | Mathematics | Science | Social Studies |
|---------|-----------------------|-------------|---------|----------------|
| Grade 3 | X | X | | |
| Grade 4 | X | X | | X |
| Grade 5 | X | X | X | |
| Grade 6 | X | X | | X |
| Grade 7 | X | X | | |
| Grade 8 | X | X | X | |

High School Courses

Classes of 2018 and beyond – End-of-course tests in English language arts I and II, algebra I, geometry (or integrated mathematics I and II), biology or physical science (class of 2018 only), American history, American government.

Classes of 2015-2017 – Ohio Graduation Tests and end-of-course tests in American history and American government. Applies to any student who began ninth grade on July 1, 2014 and later.

Other Tests and Schedules

- For students taking block courses in Fall 2015, districts are to select 15 consecutive days during the online test window of Nov. 30 to Jan. 8. Or, if they will administer paper tests, they should select 10 consecutive days from Dec. 8 to Jan. 8.
- This fall, Ohio's third grade English language arts test will be administered from Nov. 30 to Dec. 11. Districts are to select five consecutive days during that window for the test. There will be a reading sub-score of this test that will be used for the Third Grade Reading Guarantee requirement. More details about the Fall Third Grade Reading Guarantee are forthcoming.
- Spring 2015 dates for other Ohio State Tests (Ohio Graduation Tests, Alternate Assessment for Students with Significant Cognitive Disabilities and the English Language Proficiency Assessment) are [posted here](http://www.education.ohio.gov/Topics/Testing/Test-Dates/2015-2016-Testing-Dates) (www.education.ohio.gov/Topics/Testing/Test-Dates/2015-2016-Testing-Dates).

When will districts receive results?

Districts and schools will receive results by June 15 for grade 3 English language arts and by June 30 for all other tests.

For more information

- See the [State Test Updates page](http://www.education.ohio.gov/Topics/Testing/State-Test-Updates-for-2015_2016) (www.education.ohio.gov/Topics/Testing/State-Test-Updates-for-2015_2016), where those who are interested may sign up to receive email notification of major news.
- Send any questions to statetests@education.ohio.gov.

Guidance on Safe Harbor July 2015

The General Assembly directed the Ohio Department of Education to transition to new tests for the 2015-2016 school year in mathematics and English language arts. As part of the transition to new tests, the legislature extended and modified a number of safe harbor provisions.

Safe harbor gives schools, teachers and students time to adjust to the new tests. In most cases, there will no longer be consequences tied to the results of the state tests given in the 2014-2015 and 2015-2016 school years. In some instances, this safe harbor extends to the results of state tests given in the 2016-2017 school year. The consequences of state tests usually impact the following school year. Depending on the provision of safe harbor, this could extend through the 2017-2018 school year.

As part of safe harbor, the Ohio School Report Card will not have an overall letter grade until the report card released in 2018 (using results from the 2017-2018 school year). All other results and letter grades will be reported on the Ohio School Report Card, just like previous years. While the consequences of state tests are suspended in most cases, the test results and report card are still reported to help inform educators of areas of success and areas for improvement. Address questions about the report card to accountability@education.ohio.gov.

This document goes into detail on how safe harbor impacts districts, schools, principals, teachers and students. Most notably, during safe harbor:

- Eligibility for scholarship programs, community school closure and other district interventions are paused;
- Educator evaluations will not include results from state tests; and
- State test scores cannot count against students' grades.

Safe harbor for school districts:

School districts can become eligible for certain programs or interventions based on their report card performance. Safe harbor for school districts means the following programs or interventions will be suspended:

- **Community School Closure:** Community schools receive one of two report card types. The majority of community schools receive the same traditional report card as other public schools. Community schools that are not performing as expected can be closed in two different ways. First, the community school's sponsor (the entity responsible for the community school) can close the school if it believes the school is underperforming. Most community schools are closed in this manner. The second way community schools can be closed is by meeting certain criteria on the report card. Safe harbor means that the grades published on 2014-2015, 2015-2016 and 2016-2017 report cards will not be used to judge whether a community school should be automatically closed using the method in law. These years will not reset the clock on closure. Safe harbor does not affect a sponsor's ability to close a charter school on its own. Sponsors may still consider the grades from any report card in their decisions. Address questions to frank.stoy@education.ohio.gov.
- **Challenged School District Designation:** When a school district is designated as a "challenged" school district, new startup community schools are allowed to open within the district's boundaries. Safe harbor for these designations means no new school districts will be designated as challenged school districts until the 2018 report card is released. Instead, school districts with this designation will continue to hold their current designation through the 2017-2018 school year.
- **Educational Choice Scholarship Program:** Low-income students and students attending persistently poor performing school buildings can become eligible for vouchers to pay the cost of attending private schools. Safe harbor means that no new public school buildings will be included in the program until the 2019-2020 school year. However, buildings that were eligible in the 2015-2016 school year, based upon grades from the 2013-2014 school year, will continue to be eligible until that time. Results from the test

given in school years 2014-2015, 2015-2016 and 2016-2017 will not be used to identify new public schools for eligibility. Students in all school buildings and school districts will still be eligible for scholarships based on their families' income levels. Address questions to edchoice@education.ohio.gov.

- **School Restructuring:** When traditional public schools receive low report card grades, there are several laws that require them to restructure or even close. Safe harbor means that no new school buildings will be required to restructure because of state law based on the 2015, 2016 or 2017 report cards. However, there are restructuring requirements included in federal law that are not covered by safe harbor. This portion of safe harbor will likely only affect a few schools.
- **Columbus Parent Trigger Pilot Project:** The parent trigger pilot applies to any school in the Columbus City School District that also is in the bottom 5 percent of achievement statewide. Parents at one of these schools can vote to take over the school and implement a new turnaround model. Safe harbor for the pilot means that no new schools will be eligible for the pilot program based on the 2015, 2016 or 2017 report cards.

The safe harbor for academic distress commissions was not extended. These commissions are formed to help improve the poorest performing school districts in the state. They are formed after three consecutive years of poor results on the report card. There was only a one-year safe harbor for commissions.

This means that the 2015 report card will not be used as part of the three years. However, it will not count as a gap in the consecutive years. The 2015 report card will simply not factor in at all. However, the 2016 report card and after will count toward the three consecutive years.

Safe harbor for teachers and principals:

Student growth makes up a significant portion of an evaluation for teachers and principals. State tests are one of the ways to calculate this student growth. Because of the transition to new state tests, the General Assembly extended and modified the safe harbor for a small group of educators.

Due to the transition of new assessments, teachers and principals will not use value-added ratings from state tests for the 2014-2015 and 2015-2016 school years as part of their evaluations or when making decisions regarding dismissal, retention, tenure or compensation.

Safe harbor only applies to educators that use value-added ratings from state tests. Safe harbor does not apply to teachers or principals exclusively using vendor tests or other local student growth measures. More than 90 percent of teachers will fully implement the evaluation system with student growth measures in the 2015-2016 and 2016-2017 school years.

Value-added ratings will continue to be generated for state tests so that these educators can benefit from the diagnostic reports. Teachers and principals will not use value-added results for evaluation until results from the state tests administered in the 2016-2017 school year are incorporated into the evaluation ratings in the spring of 2018.

Districts have three options for addressing the student growth measure for any of their teachers or principals who use state value-added results:

- 1) Districts and educators may enter into a memorandum of understanding (MOU) to allow the continued use of value-added results based on state tests for evaluation;
- 2) Districts may decide to use student growth measures other than value-added results for evaluations, including approved vendor assessments and student learning objectives (SLOs), to replace value-added results from state tests; or
- 3) Districts may choose not to use or replace value-added results and:
 - a. For educators exclusively using value-added results from state tests, only use the educator performance measure to determine the overall evaluation rating; or

- b. For educators partially using value-added results from state tests, only include the remaining student growth measures and the educator performance measure to determine the overall evaluation rating.

The department encourages districts to utilize an option that includes student growth for the evaluation and to analyze the value-added results for diagnostic purposes during these safe harbor years.

The department will be posting more information on recent changes to the teacher evaluation system on the [teacher evaluation Web pages](#). Address questions about safe harbor to SGM@education.ohio.gov.

Safe harbor for students:

After creating a safe harbor for school districts and teachers, the General Assembly passed House Bill 7 that outlines several ways students may not be impacted by the 2014-2015 state tests. The General Assembly recently extended student safe harbor for another two years to cover the results from the tests given in the 2015-2016 and 2016-2017 school years.

Schools may not use the results from the tests given during the student safe harbor school years (2014-2015, 2015-2016 and 2016-2017) in any decision to grant credit to a student. The law also ensures that a student's score report from these tests is only released to the school district, the student and the student's family. Finally, schools may not use the results from the tests given during the student safe harbor school years as a factor to promote or deny a student's promotion to a higher grade level.

The only exception to this safe harbor provision is the Third Grade Reading Guarantee. Students still will be required to reach the promotion score on the state's reading test or an alternative test if they are not exempt from retention. For more information on the Third Grade Reading Guarantee, please visit the department's [website](#). Address questions to ThirdGradeGuarantee@education.ohio.gov.

Safe harbor does not apply to graduation requirements. The Ohio Graduation Tests are not part of the testing transition and students in the graduating classes of 2017 and earlier must pass these tests to graduate. The graduating classes of 2018 and after are taking end-of-course tests to earn graduation points. A student's performance on these tests will impact a student's graduation. However, safe harbor allows any student to retake any end-of-course tests at a future date. Furthermore, students have other opportunities to earn graduation points on other tests and have access to two other graduation options in order to earn a high school diploma. For more information on [graduation requirements](#), please visit the department's website. Address questions to brian.roget@education.ohio.gov.

State law requires a student using a voucher to attend a nonpublic school to take state tests in order to continue using the voucher. However, there is a one-year safe harbor for students that means students will be able to renew their scholarships even if they do not take the state test in the 2014-2015 school year. This provision under safe harbor was not extended beyond 2014-2015. Students still must meet all remaining renewal eligibility criteria to receive awards for the 2015-2016 school year. Students previously required to pass the Ohio Graduation Tests who attend nonpublic high schools still must pass those tests to graduate; however, participation in the test will not be considered a requirement for the renewal of scholarships. Additionally, school districts will not lose funding for students who do not take the state tests in the 2014-2015 school year.