
OHIO ESEA FLEXIBILITY REQUEST

REVISED AUGUST 8, 2014

U.S. Department of Education
Washington, DC 20202

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

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

August 18, 2014

Principles 1 and 2 have been revised as of August 8, 2014. Per guidance from the U.S. Department of Education, Principle 3 is from June 21, 2013.

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

WAIVERS

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

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.
- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

- ☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- ☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- ☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

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

- ☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- ☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.
- ☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any

comments it received from LEAs (Attachment 2).

- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- ☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

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

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

CONSULTATION

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

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

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

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

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

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

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

Ohio's proposal for Principle 3 has benefited from these various forms of engagement with educators. The Ohio Principal Evaluation System (OPES) was developed collaboratively with education associations and the Ohio Teachers Evaluation System (OTES) was developed collaboratively with representatives of teachers, principals, superintendents and the higher education community. Throughout the development of the evaluation systems, focus groups were convened, internal and external reviews were conducted, and feedback from administrators and Educational Service Centers was solicited and received. These evaluation systems were reviewed and approved by the State Board of Education (SBOE) and the Educator Standards Board. (The Educator Standards Board is made up of 21 individuals forming a diverse group of educators and association representatives.) The evaluation systems were piloted. OPES was piloted in 19 districts in 2008-2009 with additional districts added each year. The OTES pilot will be completed in April, 2012 with 138 districts actively using the tool. External evaluators for both systems used focus groups, surveys and case studies to inform revisions. Ohio will continue to solicit feedback as the piloting and implementation process

continues. The pilot participant feedback to date has been invaluable to refining and enhancing our tools to date.

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

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

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

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

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

ODE ESEA Flexibility Committee

Upon the announcement of USDOE's flexibility opportunity, ODE formed an internal workgroup comprised of senior leadership staff and 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

communiqués included the following:

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

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

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

Compilation of Stakeholders Feedback

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

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

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

EVALUATION

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

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

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

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

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

Overview of SEA’s Request for the ESEA Flexibility

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

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

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

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

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

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

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

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

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

Ohio ESEA Waiver: Theory of Action

OHIO'S VISION

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

STRATEGIES (If...)

College and Career-Ready Expectations:

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

Effective Instruction and Leadership:

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

Recognition, Accountability and Support:

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

OUTPUTS (Then...)

Quality of Instruction:

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

Culture of Continuous Improvement:

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

Public and Community Support:

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

OUTCOMES (And, then...)

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

- further increase the state's on-time graduation rate by .5% each year post 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>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

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

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

- Content Knowledge: A deep core-content knowledge in academic and applicable technical content;
- 21st-Century Skills: The effective use of academic and technical skills (e.g., research, problem-solving, systems thinking);
- Readiness Behaviors: The acquisition of readiness behaviors such as goal-setting, persistence and resourcefulness;

- College and Career Survival Skills: The acquisition of knowledge and skills needed to navigate successfully within the world of higher education and world of work.

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

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

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

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

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

Ohio's Timeline for the New Educational System		
Subject Area	Adoption Date	Implementation
English language arts	June 2010	2013-2014
Mathematics	June 2010	2013-2014
Science	June 2010	2013-2014
Social Studies	June 2010	2013-2104
Fine Arts	June 2012	2013-2014
Model Curricula aligned to Core Standards	March 2011	2013-2014
World Languages	June 2012	2013-2014
Financial Literacy*	June 2012	2013-2014

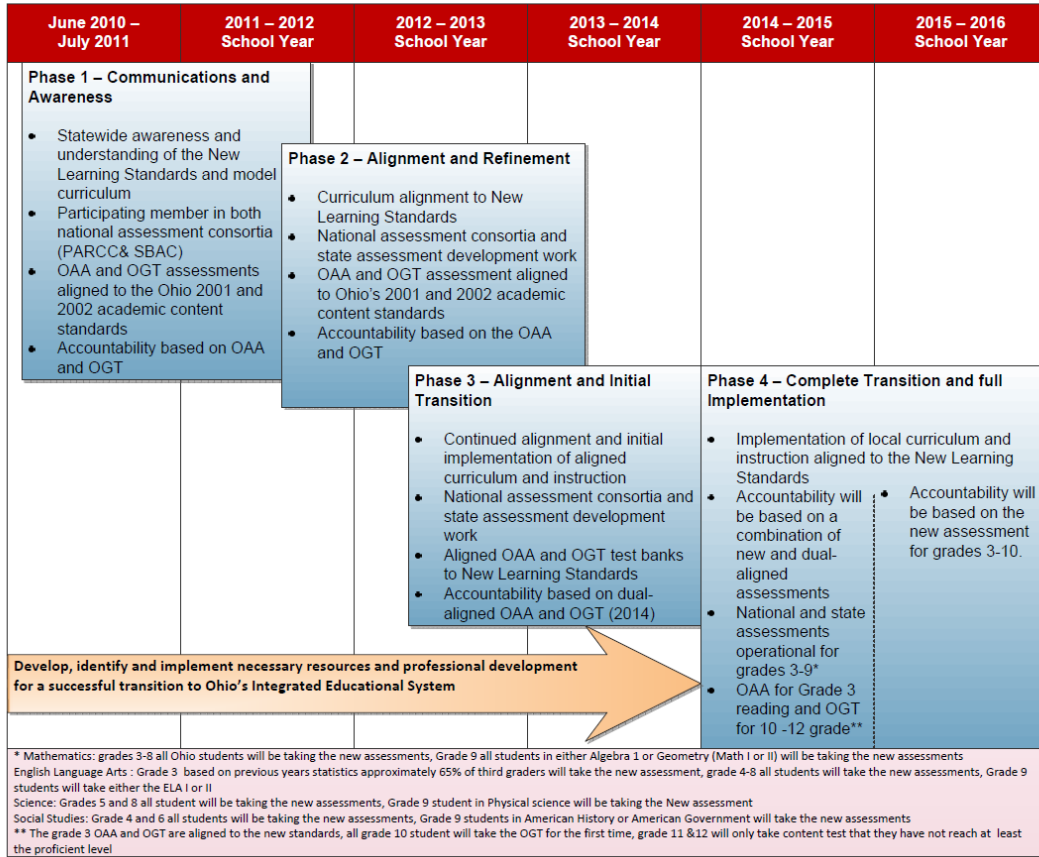
*Note: New Standards development

Ohio also is expanding its Early Learning Standards for birth-to-Kindergarten entry to include all domains of school readiness, including language and literacy, cognition (mathematics, social studies and science), approaches to learning, social-emotional development, and physical well-being and health. The standards-revision work will include infant-toddler standards and preK standards that are fully aligned with the K-12 CCSS.

Transparency is vitally important in a transition process. Internal and external stakeholders need to know

when and what changes will occur from year-to-year to prepare themselves for full transition and implementation. ODE created and disseminated a timeline that communicates the transition in four phases, as illustrated below:

Ohio's Transition Timeline



The four phases include:

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

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

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

Alignment Between Current and New Standards

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

ODE has used these analyses to inform the transition to the new standards. ODE has incorporated the crosswalks and comparative analyses documents into state-offered professional development and has posted the comparative analyses and crosswalk documents by subject area on the ODE website at the following

link: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699>.

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

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

- Alignment of the 2001 Ohio Content Standards to the American Diploma Project (ADP) standards for mathematics and ELA;
- Alignment of Ohio Board of Regents expectations for college-readiness with the 2001 Ohio Content Standards and the ADP standards for mathematics and ELA; and
- Development of course standards and assessments for Algebra I and Algebra II by a consortium of states. Ohio was the lead procurement state for this project, which has helped inform the development of the current consortia for the CCSS-aligned assessments.

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

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

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

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

Accessibility for All Students

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

Toward these goals, Ohio is working on the following:

English Language Learners(ELL)

Ohio students represent more than 110 native or home languages, including Spanish, Somali, Arabic, Japanese, German, Russian, Vietnamese, Ukrainian, Korean, Serbo-Croatian, Albanian and Lao. In November 2006, ODE developed English Language Proficiency Standards to serve as a resource for teachers and school staff who work with English language learners in Kindergarten through Grade 12. In addition, Ohio also created the Ohio Test of English Language Acquisition (OTELA) was developed to

measure the level of English proficiency of the English language learner. Ohio's 2006 English Language Proficiency Standards and the OTELA has served the students and schools well for what was intended at the time; however, the target has changed with Ohio's adoption and transition to the Common Core State Standards and ODE is providing support to staff who work with English language learners in this transition.

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

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

- **English Language Proficiency Assessment:** Once the new English language proficiency standards have been approved, the next step is to develop a common English language proficiency assessment. The consortium has begun the search for development funds. Ohio is fully committed to the development of the standards and a new assessment to replace the OTELA. Through this commitment, Ohio is affirming its support of its many English learners to take the next step in preparation for college and careers.
- **Professional Development and Resources:** Ohio is currently providing regional professional development to all teachers (e.g., content area, grade level, ELL, SWD, and gifted) as they transition to the common core standards. The professional development is providing all teachers what is needed first, which is a deep understanding of the content and level of rigor of the CCSS. The regional professional development will continue to be targeted, but will also be differentiated to provide teachers working with diverse learners, such as English language learners, professional development and support that meets their specific needs. The professional development will include training on the new LEP standards, instructional design, approaches to learning, and integration of technology within instruction.

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

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

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

- **Early Learning Support:** Additional support for early childhood educators working with English language learners exists through the RTTT-Early Learning Challenge Grant. The grant provides for the creation of an English Language Learner Advisory Group that consists of state experts in early childhood education and in ELL education. National experts on ELL will also be available to

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

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

Students With Disabilities

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

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

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

The Ohio Academic Content Standards-Extended (OACS-E) are designed to assist teachers in providing access to the general education curriculum for students with significant cognitive disabilities. Students receiving instruction based on the grade band Extensions total approximately

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

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

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

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

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

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

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

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

The Ohio Department of Education modified its website to omit dated efforts (e.g., modified

assessments) related to students with disabilities and provided updated information on the alternate assessment.

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

Public Outreach and Dissemination

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

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

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

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

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

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

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

- **Educators (Teachers, Principals, Administrators):** ODE has an array of resources and

communications vehicles targeted to Ohio educators. These range from presentations made by the State Superintendent of Public Instruction and other ODE staff, to the dissemination of weekly communications on the progress of educational efforts and reforms in Ohio. This group also is segmented in support of targeted communications. For instance, the Office of Early Learning and School Readiness is notifying its state-funded preschool programs about the new standards through direct information sessions, ODE's website, webinars and SST regional personnel. In addition, the office is providing information and resources to the Ohio Child Care Resource and Referral Network, the Ohio Head Start Association and other early childhood networks to provide awareness about the new standards.

- **Parents:** ODE has presented to the Ohio Parent-Teacher Association, is developing “quick read” cards that provide brief, clear explanations of both the Common Core and new assessments and is redesigning its website for increased accessibility.
- **Business Leaders and Associations:** A statewide speaking tour is underway by the State Superintendent. He is addressing civic clubs and local chambers of commerce to discuss the college- and career-readiness agenda. The meetings will take place between January and April 2012. Regional roundtables are being organized by the Ohio Grantmakers Forum, in collaboration with ODE, to bring together business, foundation and civic leaders to discuss the need for college- and career-readiness.
- **Institutions of Higher Education:** Higher education is participating actively in the development and implementation of the standards and curricula, and also serves with ODE on the development teams for the PARCC assessment consortia.
- **Legislators, Policymakers and Opinion Leaders:** On Feb. 15, ODE partnered with the Fordham Institute for a Common Core Conference, with more than 400 educators and stakeholders and another 100 online participants. They learned about the coming curriculum and assessment reforms...
- **Media:** ODE communication staff meets with news media editorial boards and maintains open lines of communication.

Professional Development and Supports for Teachers and Administrators

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

- **Targeted Professional Development:** ODE has trained 147 regional educational personnel and 100 state-level content-specific experts in ELA, mathematics, science and social studies as regional content facilitators (RCF) to provide regional targeted professional development statewide for educators to support them in their transition to the new standards (Common Core and state revised) and model curricula. The targeted professional development opportunities offered this year and over the next three years include in-depth study of the content in the standards, innovative instructional practices for all learners, curriculum revision, online assessment training and support for formative and performance-based assessments. The first sessions, held from October to December 2011, reached more than 1,700 participants. Sessions resumed in January.
- **District-Level Professional Development:** A successful transition to the new standards is dependent upon not only state-level professional development, but also district-level professional development. To assist districts in their transition, Ohio has created a district-level transition

timeline (Attachment 12) which provides guidance and support regarding transition activities that should be taking place each year.

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

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

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

- **Professional Development-Related Assessment:** Recently, Ohio became a governing member of the PARCC assessment consortia. Through the consortia, Ohio will have an opportunity to have state representatives trained at the national level to facilitate statewide professional development sessions statewide on the implementation of the Common Core standards and the PARCC assessment.
- **Professional Development around Students with Disabilities:** The Office for Exceptional Children also funds the Ohio Center for Autism and Low Incidence (OCALI) to implement a coordinated regional system of high-quality professional development (HQPD) and technical assistance on CCSS for students with disabilities. During the 2011-2012 school year, OCALI will identify the professional development needs for increased academic achievement for children with disabilities within the 16 SST regions and begin systematic training to the SSTs, which will coordinate and deliver training within local school districts.
- **Early Childhood Professional Development:** Content standards professional development modules currently offered through Early Childhood Quality Network (ECQnet) specifically address English language learners, children with disabilities and at-risk populations. Professional development is provided statewide by regional SSTs and Child Care Resource & Referral Agencies to early childhood educators in school districts, community child care, family child care providers and Head Start programs as needed. ODE's Formative Instructional Practices professional development supports implementation of Ohio's Content Standards PreK to Grade 12 currently in development. Recently, Ohio was awarded the Race to the Top Early Learning Challenge Grant, which includes a provision to expand the Formative Instructional Practices Modules for teachers' birth-Kindergarten entry.

As part of the transition to college- and career-ready standards, ODE's Office of Early Learning and School Readiness has conducted overview trainings on the new preK content standards and accompanying Model Curriculum in English language arts, mathematics, science and social studies for regional professional development staff at the Ohio Child Care Resource and Referral Agency. ODE designed and delivered the pilot standardized professional development *PreK Standards: Format, Structure and Implications for Implementation* to 50 preschool, preschool special education and

Head Start teachers in Columbus City Schools , and revised the professional development, based on comments from these teachers.

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

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

High-Quality Instructional Materials and Resources

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

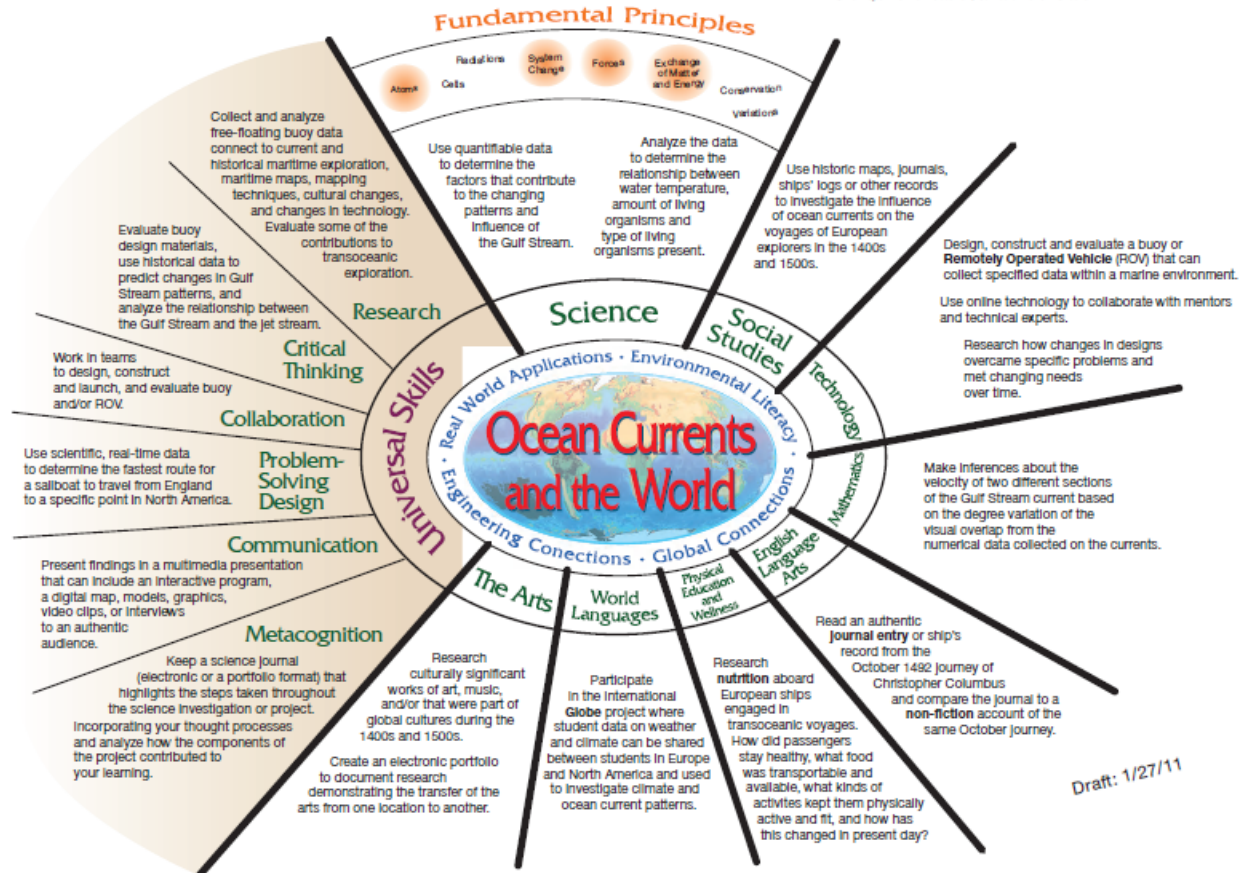
- **Model Curricula:** Ohio has developed model curricula aligned to the Common Core and state revised standards which provide more in-depth information on the content and skills within the standards, instructional strategies and resources, as well as ways to evaluate student progress toward meeting standards. In total, 774 model curricula units have been developed for Grades K-12 in English language arts and mathematics and PreK-12 in science and social studies. Every model curricula unit contains strategies and resources for educators who support students with disabilities, students identified as gifted and English language learners. The model curricula also include resources that connect Universal Design for Learning to the CCSS. Additional model curricula also are in development for preK English language arts and mathematics and will be available in spring 2012. The model curricula will continue to be populated with instructional strategies and resources for all learners including students with disabilities, English language learners and students identified as gifted.
- **Webcasts:** Ohio has developed instructional webcasts on the revised standards and model curricula and supports the regional professional development and training opportunities for all educators.
- **Emphasizing Interdisciplinary Connections:** Ohio is particularly focused on supporting interdisciplinary connections as part of content delivery. These connections encourage students to synthesize knowledge and skills, and demonstrate their understanding by considering methodologies or insights from multiple disciplines to solve problems. Ohio has developed the "Eye of Integration" as a tool that facilitates this approach by integrating concepts and skills across content areas and applications. Its purpose is to encourage depth, rigor and relevancy in Ohio classrooms. A sample is shown below. The tool includes a topic, essential question or big idea, incorporates universal skills or 21st-Century Skills, and includes content-area specific integration. Explanations of the Eye of Integration by content area are available on the ODE

website. Additional efforts are taking place to develop the Eye of Integration into an interactive tool.

Science Eye of Integration

7th Grade Interdisciplinary Experience

Ohio Department of Education, Curriculum and Instruction



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

Statewide Resources and Support

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

Access to College-level or Accelerated Courses

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

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

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

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

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

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

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

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

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

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

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

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

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

- Scores of a 3 or higher will provide credit at any PIOHE in Ohio and must count toward graduation and general education requirements when the course to which the AP credit is applied fulfills a requirement at the receiving institution.
 - Institutions should strongly advise students when a score of a 4 is needed for success in a second course in a highly dependent sequence of courses in a STEM area.
 - A score of a 3 or higher on an AP exam in a foreign language will provide credit for at least the first year of the foreign language at any PIOHE.
 - Credits earned via AP exams are transferable within PIOHE in Ohio, according to the state's transfer policy.
- **Career-Technical and Higher Education Integration:** Ohio's Carl D. Perkins Plan calls for all high school career-technical programs to convert to programs of study that include the following:
 - Ohio's core graduation requirements (based on the CCSS by 2014);
 - Seamless technical curriculum that connects secondary and postsecondary coursework; and
 - Opportunity for credit articulation between secondary schools and institutions of higher education (IHE).

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

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

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

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

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

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

Integration of Standards into Teacher and Principal Preparation Programs

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

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

Leveraging Existing Assessments and Planned New Approaches

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

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

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

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

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

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

- Performance-based Assessment:** Through RttT funding, Ohio is continuing the Ohio Performance Assessment Pilot Project (OPAPP) by adding additional cohorts of schools to pilot these performance assessments in the four subjects of ELA, mathematics, science and social studies. The OPAPP project utilizes a “task dyad” system comprised of two types of tasks. The first is a “learning task,” which is a longer performance task that incorporates multiple learning objectives and allows the student the opportunity to learn. This is followed by a shorter “assessment task,” which is aligned to an aspect of the learning task. We expect this work to support the work of the PARCC consortium assessment model with the “learning task,” supporting the diagnostic and mid-year components of PARCC, which are not part of the summative score. The “assessment task” will be aligned to the performance-based task component, which is part of the summative score in the PARCC model. This work allows Ohio teachers in the pilot program to have experience in all phases of performance assessment including development, implementation and scoring of the performance assessment items.
- Formative Assessment:** Formative assessment is a continuous instructional process used by teachers as part of a balanced assessment system to obtain evidence of student understanding. The evidence provides feedback to teachers and students, enabling informed decision-making, constructive changes to instruction and learning that deepens student knowledge and understanding. The Formative Assessment Middle School (FAMS) was piloted in the fall of 2011. Teachers will receive a deep understanding of how to effectively use and develop strong formative assessment strategies aligned to the newly adopted CCSS in English language arts and mathematics. During the pilot project, portfolios of formative assessment strategies and practices will be developed and made available on the Instructional Improvement System.

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

Other Activities in the Transition Plan

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

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

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

More information about the High School-Higher Education Alignment Project can be found at the following link:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1887&ContentID=112628>

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

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

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

Grade 3: All students will take the PARCC assessment for mathematics, Students who are identified as ready for grade four on the reading OAA taken in the fall will take the PARCC assessment for English language arts. The OAA reading test is required for the Third Grade Reading Guarantee.

Grade 4: All students will take the PARCC assessment for mathematics and English language arts and Ohio developed test for social studies.

Grade 5: All students will take the PARCC assessment for mathematics and English language arts and Ohio developed test for science.

Grade 6: All students will take the PARCC assessment for mathematics and English language arts and Ohio developed test for social studies.

Grade 7: All students will take the PARCC assessment for mathematics and English language arts.

Grade 8: All students will take the PARCC assessment for mathematics and English language arts and Ohio developed test for science.

Grade 9: All students will take the appropriate PARCC 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:

Grades 3-10: All students will take the appropriate grade level tests or end of course exams developed by the PARCC assessment for mathematics and English language arts, and developed by Ohio for science and social studies.

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

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

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

Option A

- ☒ 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.

Option B

- ☐ 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:
- 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
 - include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

COLLEGE AND CAREER READINESS FOR ALL

The objective of Ohio's K-12 education system is college- and career-readiness for all students. To reach this ambitious objective, Ohio 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. Through the implementation of new, rigorous assessments, as outlined in Principle 1, of Ohio's ESEA Flexibility Request approved May 29, 2012, Ohio is well positioned to adopt a new accountability system that will provide both formative and summative data, accurately measure the performance of LEAs, schools, administrators, teachers and students and ensure that an appropriate system of supports, rewards and consequences is implemented.

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

Ohio's new accountability, support and differentiated recognition system 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 Revised 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 proposal has 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 will continue 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 2011-12 data, and published the first year of A-F measures based on 2012-2013 data in August of 2013. In 2012-13, grades were generated for nine individual measures.

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

Public feedback was gathered 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 following the release of the 2013 report cards, ODE continued to meet with stakeholders to gather additional feedback about the new unified system.

The following table summarizes the proposed 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

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, Lowest 20% subgroup, and High School;
 - 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 rewards and recognition within the accountability system for meeting, or consequences for failure to meet the AMOs;
 - Ohio's K-3 Literacy 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: College Admission Tests, 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 creates 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 are based on statutory requirements, State Board of Education implementation decisions, and business rules.

Description of Components and Changes to Ohio's Accountability System

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; and Prepared for Success.

Table 1 outlines which measures were graded in 2013 and which will be added in 2014.

Table 1

Performance Measures	Aug. 2013	Aug. 2014		
Achievement Component	-	-		
Performance Index	Graded	Graded		
Performance Indicators	Graded	Graded		
Progress Component	-	-		
Value-Added: Overall	Graded	Graded		
Value-Added: Gifted	Graded	Graded		
Value-Added: Students with Disabilities	Graded	Graded		
Value-Added: Lowest 20% in Achievement	Graded	Graded		
Value-Added: High School	-	-		
Graduation Rate Component	-	-		
Graduation Rate (4-year)	Graded	Graded		
Graduation Rate (5-year)	Graded	Graded		
Gap Closing Component	-	-		
AMOs	Graded	Graded		
K-3 Literacy Component	-	-		
K-3 Literacy Improvement	-	Graded		
Prepared for Success Component	-	-		
College Admission Test (Participation Rate and Non-Remediation Score)	-	Reported		
Dual Enrollment Credits	-	Reported		
Industry Credentials	-	Reported		
Honors Diplomas Awarded	-	Reported		
AP Participation & Score	-	Reported		
IB Participation & Score	-	Reported		
College & Career Ready Assessment	-	Reported		

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. LEAs and schools earn points based on how well each student performs on all tested subjects in Grades 3-8 and the Grade 10 OGTs. All tests have five performance levels – advanced, accelerated, proficient, basic and limited. The percentage of students scoring at each performance level is calculated and then multiplied by the point value assigned to that performance level (Advanced=1.2; Accelerated=1.1; Proficient=1.0; Basic=0.6; Limited=0.3). 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”, will be 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 will receive 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 2 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 2 includes the criteria for the Performance Index conversion to letter grades. Table 2 also indicates, based on 2013 data, the number and percentage of traditional public school districts, traditional public schools, and community schools receiving each letter grade.

Table 2: Performance Index Letter Grade Criteria and Letter Grade Designations Results from 2013 Data

Performance Index Letter Grade	Performance Index Percentage	Districts Based on 2013 Data*		Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
		Count	Percentage	Count	Percentage
A	108 to 120 (90% - 100%)	27	4.4	216	6.6
B	96 to 107 (80% - 89.9%)	436	71.5	1781	54.1
C	84 to 95 (70% - 79.9%)	128	21.0	726	22.0
D	72 to 83 (60% - 69.9%)	19	3.1	520	15.8
F	<72 (<60%)	0	0	50	1.5
Total		610	100	3293	100

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

The Performance Indicators measure is based on Ohio's previous Indicators measure. The Performance Indicators show 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 24 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 needs to have 80 percent of their students reach "proficient" or better in order to "meet" an indicator. This change signals that more students are expected to be at least proficient. Table 3 includes the new criteria for the Performance Indicators conversion to letter grades. Table 3 also indicates, based on 2013 data, the number and percentage of traditional public school districts, and traditional public schools, including community schools receiving each letter grade.

Table 3: Performance Indicator Letter Grade Criteria and Letter Grade Designations Results from 2013 Data

Performance Indicators Letter Grade	Performance Indicators Percentage	Districts Based on 2013 Data*		Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
		Count	Percentage	Count	Percentage
A	90% - 100%	320	52.5	1550	47.3
B	80% - 89.9%	114	18.7	310	9.5

C	70% - 79.9%	81	13.3	252	7.7
D	50% - 69.9%	48	7.9	295	9.0
F	<50%	46	7.6	868	26.5
Total		609	100	3275	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, the State Board of Education adopted a resolution identifying the student performance data and level of service data that will be included in the new indicator. The indicator, as described by that resolution, will include the following components:

Level of Services Provided to Gifted Students

- The number and percentage of students identified as being gifted in any of the seven types.
- The percentage of students identified as being gifted who are receiving services.
- The percentage of students receiving services as a percentage of the total student population.

Performance of Gifted Students-Reading

- The percentage of students who are identified as being superior cognitive gifted or gifted in reading whose scores fall into each of the five performance levels on the reading OAA or OGT.

Performance of Gifted Students-Mathematics

- The percentage of students who are identified as being superior cognitive gifted or gifted in mathematics whose scores fall into each of the five performance levels on the mathematics OAA or OGT

For 2012-13 and 2013-14, LEAs and schools will have 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. It is calculated only for schools with students in any Grades 4-8. Ohio, using the SAS® at EVAAS® model, computes for these schools and LEAs a Value-Added measure in English language arts and mathematics, as well as a composite of the two subjects. Ohio will retain the SAS® at EVAAS® model for its Value-Added measure in its new accountability system. These LEAs and schools will be assigned a letter grade that represents a composite of up to three years of Value-Added scores. (For more information, see [Technical Documentation](#)) Ohio periodically resets a “base year” that provides a basis for determining statewide improvement and sets a benchmark for all

LEAs. The Value-Added composite uses (up to) the three most recent years of gain scores (since the last base year). Thus, with a base year of 2010, a composite score in 2013 was computed (when data were available) from the gains made in 2011, 2012, and 2013. The advantage of this methodology 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. With the advent 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 the base year will be reset, which means that in 2015, there will only be one year of Value-Added computation that determines the composite.

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 4a shows the relationship between Growth Index values and resulting letter grades.

Table 4a: Ohio's Overall Value-Added Measure Grade Distribution by Traditional Public School Districts and Traditional Public Schools including Community Schools Based on 2013 Data.

Value-Added (All Students)	Value-Added (All Students)	Districts Based on 2013 Data*		Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
Letter Grade	Percentage	Count	Percentage	Count	Percentage
A	$\geq +2$	281	46.1	1023	40.0
B	$\geq +1$ and $< +2$	52	8.5	240	9.4
C	≥ -1 and $< +1$	84	13.8	476	18.6
D	≥ -2 and < -1	52	8.5	208	8.1
F	< -2	141	23.1	611	23.9
Total		610	100	2558	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 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
- High School Students (will begin on August 2016 Report Card)

Tables 4b through 4d show the number and percentage of traditional public school districts and traditional public schools, including community schools receiving each letter grade based on 2013 data.

Table 4b: Ohio's New Progress Component Distribution for Students with Disabilities by Traditional Public School Districts, Traditional Public Schools and Community Schools Based on 2012 Data.

Value-Added (Students with Disabilities)	Value-Added (Students with Disabilities)	Districts Based on 2013 Data*		Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
Letter Grade	Percentage	Count	Percentage	Count	Percentage
A	$\geq +2$	97	16.3	312	14.3
B	$\geq +1$ and $< +2$	105	17.6	394	18.0
C	≥ -1 and $< +1$	255	42.9	954	43.6
D	≥ -2 and < -1	59	9.9	280	12.8
F	< -2	79	13.3	247	11.3
Total		595	100	2187	100

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

Table 4c: Ohio's New Progress Component Distribution for Gifted Students by Traditional Public School Districts and Traditional Public Schools, including Community Schools Based on 2013 Data.

Value-Added (Gifted Students)	Value-Added (Gifted Students)	Districts Based on 2013 Data*		Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
Letter Grade	Percentage	Count	Percentage	Count	Percentage
A	$\geq +2$	62	11.1	164	9.9
B	$\geq +1$ and $< +2$	77	13.8	266	16.0
C	≥ -1 and $< +1$	270	48.3	788	47.5
D	≥ -2 and < -1	98	17.5	272	16.4
F	< -2	52	9.3	170	10.2
Total		559	100	1660	100

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

Table 4d: Ohio's New Progress Component Distribution for Gifted Students by Traditional Public School Districts and Traditional Public Schools, including Community Schools Based on 2013 Data.

Value-Added (Lowest 20% in Achievement) Letter Grade	Value-Added (Lowest 20% in Achievement) Percentage	Districts Based on 2013 Data*		Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
		Count	Percentage	Count	Percentage
A	≥ +2	87	14.6	298	12.7
B	≥ +1 and < +2	97	16.3	426	18.1
C	≥ -1 and < +1	296	49.7	1153	48.9
D	≥ -2 and < -1	76	12.8	304	12.9
F	< -2	39	6.6	174	7.4
Total		595	100	2355	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 will receive its own letter grade rating.

Table 5: Four-Year Graduation Rate Performance Data for Traditional School Districts and Traditional Public Schools, including Community Schools Based on 2013 Data.

Four-Year Graduation Rate Letter Grade	Four-Year Graduation Rate Percentage	Districts Based on 2013 Data*		Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
		Count	Percentage	Count	Percentage
A	93% - 100%	294	48.3	327	41.3
B	89% - 92.9%	157	25.8	169	21.4
C	84% - 88.9%	92	15.1	102	12.9
D	79% - 83.9%	40	6.6	59	7.5
F	<79%	26	4.3	134	16.9
Total		609	100	791	100

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

Table 6: Five-Year Graduation Rate Performance Data for Traditional School Districts and Traditional Public Schools, including Community Schools Based on 2013 Data.

Five-Year Graduation Rate Letter Grade	Five-Year Graduation Rate Percentage	Districts Based on 2013 Data*		Traditional Public Schools (Both Traditional Schools and Community Schools) Based on 2013 Data*	
A	95% - 100%	216	35.4	239	30.3
B	90% - 94.9%	237	38.9	267	33.8
C	85% - 89.9%	98	16.1	119	15.1
D	80% - 84.9%	35	5.7	54	6.8
F	<80%	24	3.9	110	13.9
Total		610	100	789	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 2012-13 Report Cards represents data from the Class of 2012. Similarly, the Five-Year rate is lagged and the data reported in 2012-13 comes from the Class of 2011.

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 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 7 below.

Table 7: Gap Closure Component Distribution for Traditional School Districts, Traditional Public Schools and Community Schools Based on 2013 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	601	18.5
B	80% - 89.9%	183	30.0	524	16.1
C	70% - 79.9%	112	18.4	340	10.5
D	60% - 69.9%	96	15.7	310	9.5
F	60%	191	31.3	1474	45.4
Total		610	100	3249	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 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 Component.

This component will measure 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 are still under discussion with the State Board of Education. 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 will use 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. This component will not appear on the Report Card until August 2014. The State Board of Education will determine how this component will be calculated and establish the grade ranges by December 31, 2013. Since the component is not adopted and Ohio has not yet collected diagnostic assessment data, grade simulations are not available at this time.

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 (*participation rate and percent receiving non-remediation score*)
- Dual Enrollment Credits (*percent earning at least three credits*)
- Industry Credentials (*percent of students with a 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. The ungraded measures will be reported on the 2013-14 Report Card.

Additional Reported Measures:

Rankings Based on Academic and Fiscal Performance: Ohio will publish a list of LEAs ranked by Performance Index Score and fiscal performance based on 2012-13 data. The top 10 percent of schools ranked by student performance and fiscal performance will be publically recognized and rewarded.

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.

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 will continue 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, will be included on school or district specific report cards on the web application.

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”, will be 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 –

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 2F of this application. Ohio maintains its three levels of progressively intensive supports (Low, Medium and High) and adds a fourth level of support (Independent) for all other LEAs. 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.

Implementation Plan

All components of this waiver including *Reward* schools, *Focus* Schools, *Alert* Schools, and *Priority* Schools were implemented

beginning 2012-13.

Table 8: Implementation Plan

Proposed Accountability, Support or Intervention	2012-13	2013-14	2014-15	2015-16
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	
Report a graded measure for high school Value-Added				X

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

Option A <input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the	Option B <input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of	Option C <input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but
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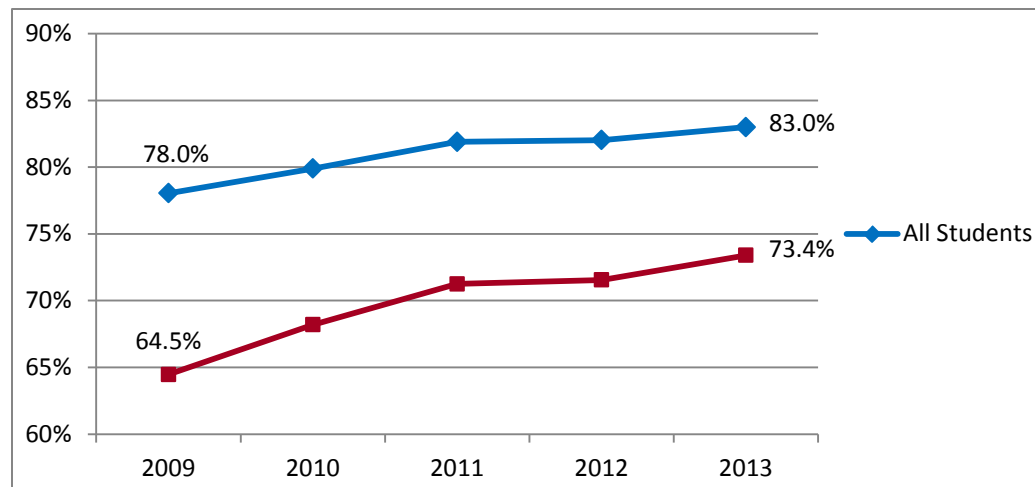
<p>percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>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>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 <input type="checkbox"/> in Reading/language arts and Mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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VISUALIZING OHIO'S READING AND MATHEMATICS ACHIEVEMENT GAPS

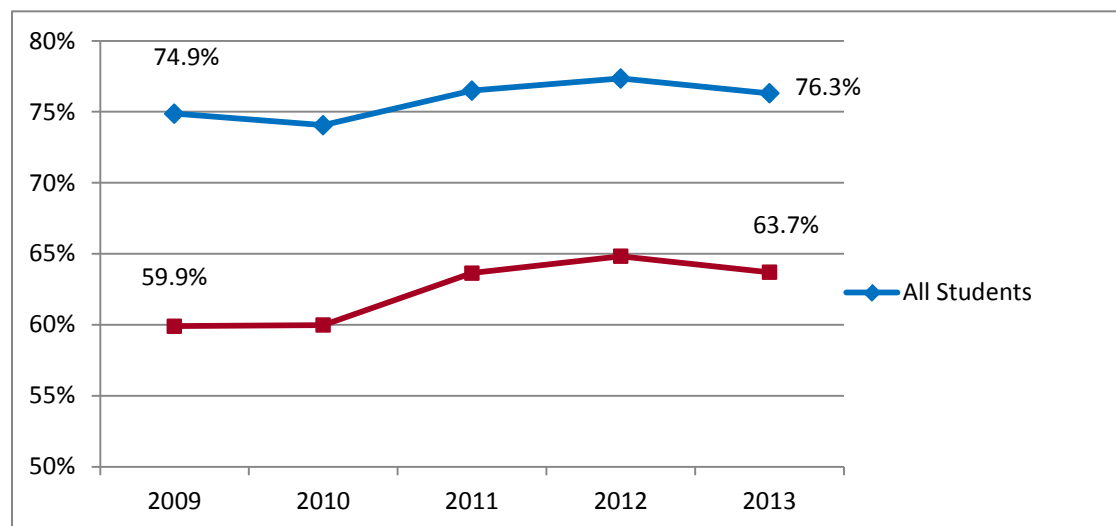
Economically Disadvantaged

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 13.5 percentage points in 2009 to 9.6 percentage points in 2013. During this same period, the Economically Disadvantaged gap in mathematics performance *decreased* from 15.0 percentage points to 12.6 percentage points. Although both gaps have decreased, they remain too large.

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



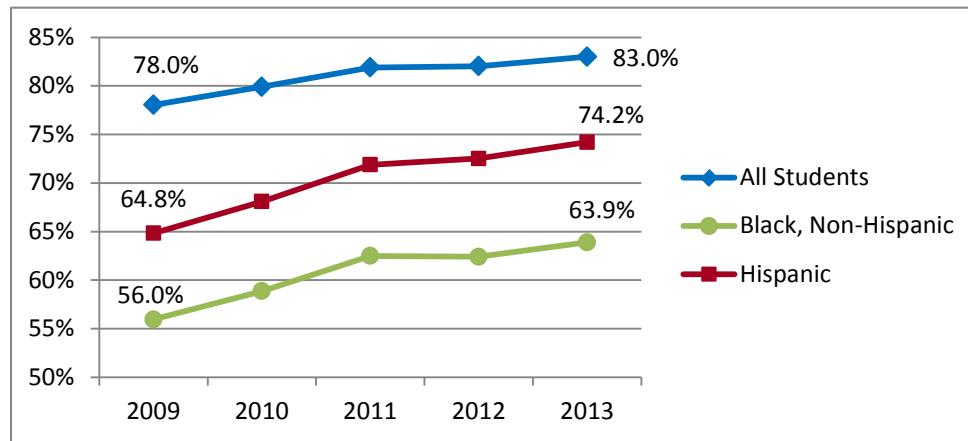
Graphic 2: Ohio's Percent Proficient and Above on Mathematics OAA and OGT by Economic Disadvantage Status



Race/Ethnicity

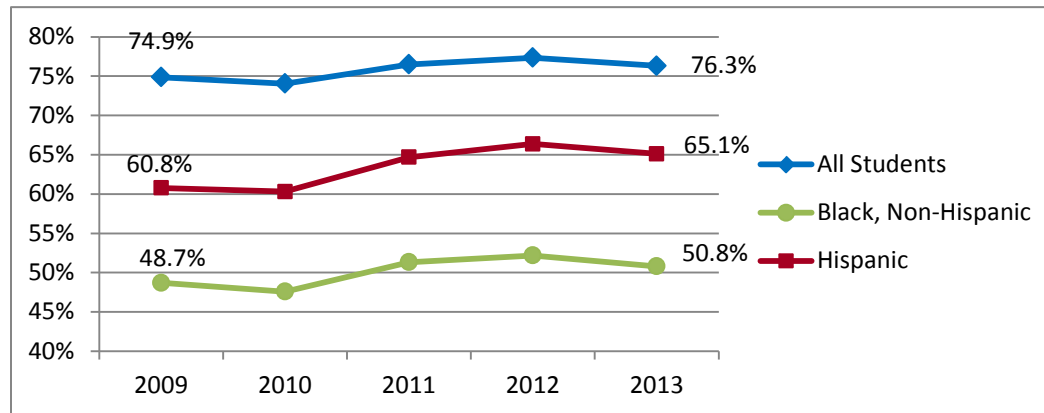
Ohio's data on the racial gaps in the OAA and OGT reading performance tell a similar story. The *All Students*/Black non-Hispanic gap on Ohio's reading assessments has decreased in the past five years, from 22.0 percentage points in 2009 to 19.1 percentage points in 2013. Likewise, the *All Students*/Hispanic Reading gap has decreased from 13.2 percentage points in 2009 to 8.8 percentage points in 2013. These decreases in the gaps are certainly a step in the right direction; however, Ohio needs to significantly increase the rate of change.

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



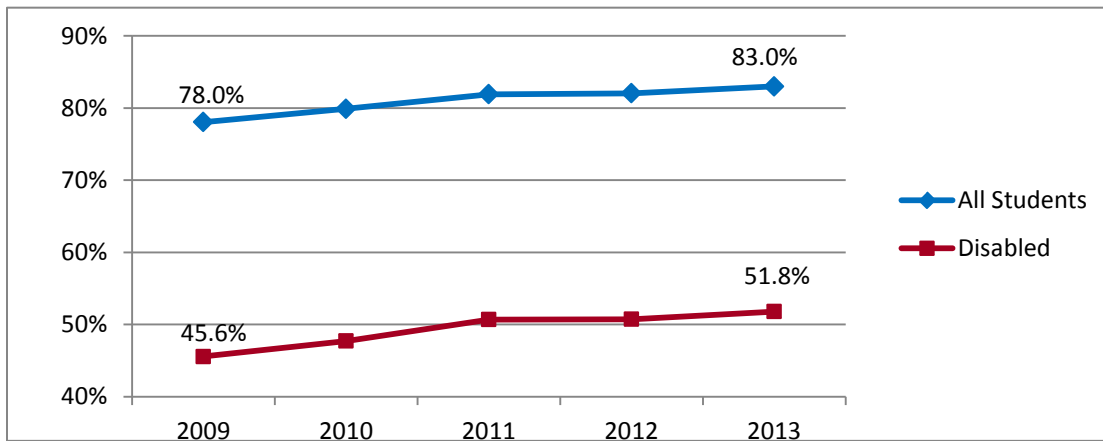
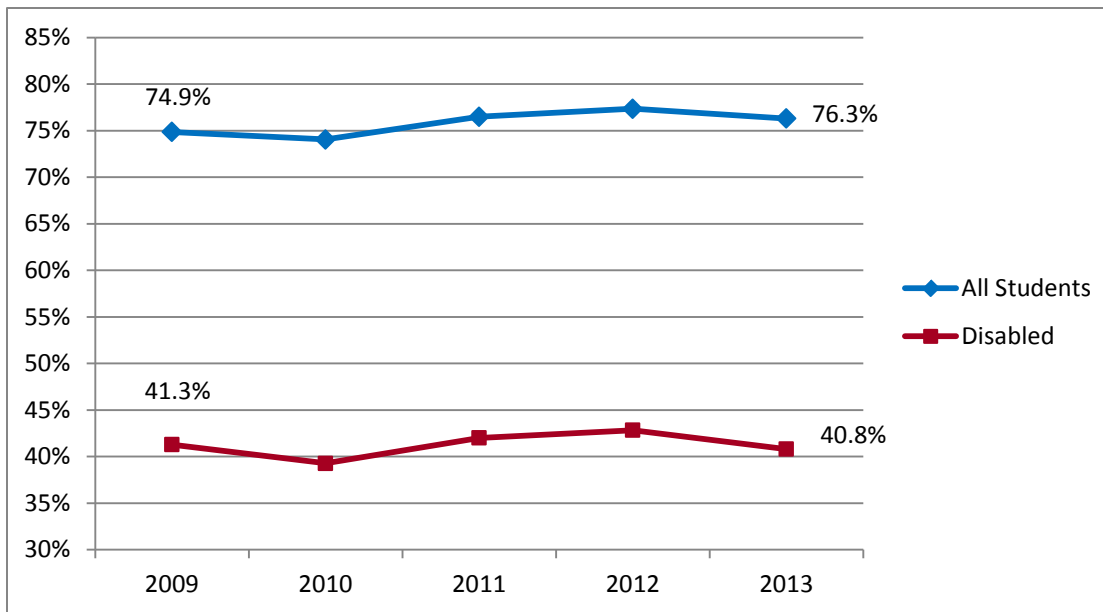
Between 2009 and 2013, performance on Ohio's mathematics assessments improved for the *All Students* subgroup, the Black, non-Hispanic subgroup and the Hispanic subgroup. Although the gaps for these subgroups decreased slightly during this time period, like with reading, the rate of gap closure is not sufficient.

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



Students with Disabilities

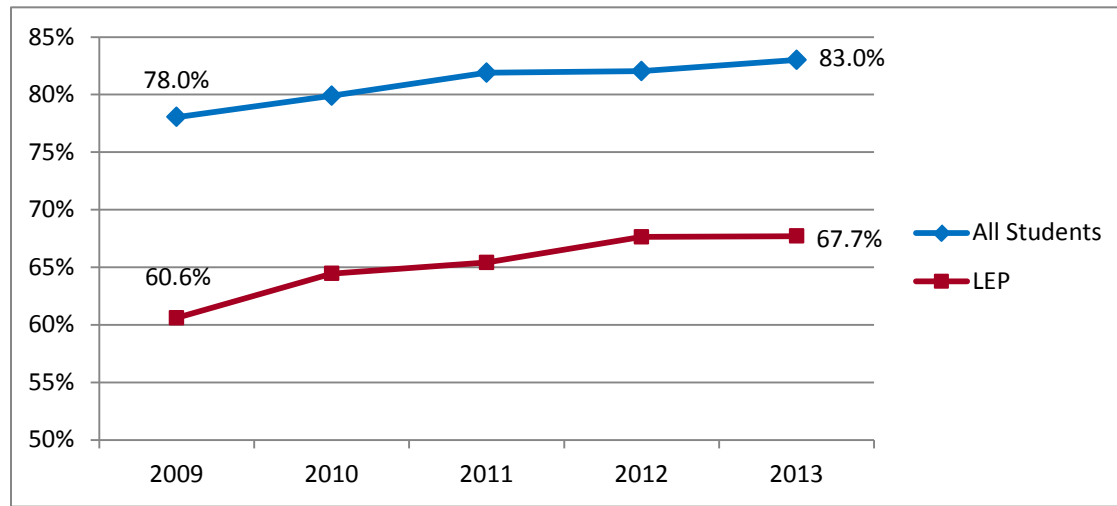
Ohio's disability gap has decreased just slightly in reading, but *increased* in mathematics since 2009. In reading, the disability gap decreased from 32.4 percentage points in 2009 to 31.2 percentage points in 2013. In mathematics, during the same time period, the disability gap increased from 33.6 percentage points to 35.5 percentage points. This is obviously unacceptable.

Graphic 5: Ohio's Percent Proficient and Above on Reading OAA and OGT by Disability Status**Graphic 6: Ohio's Percent At Least Proficient on Mathematics OAA and OGT by Disability Status**

English Language Learners

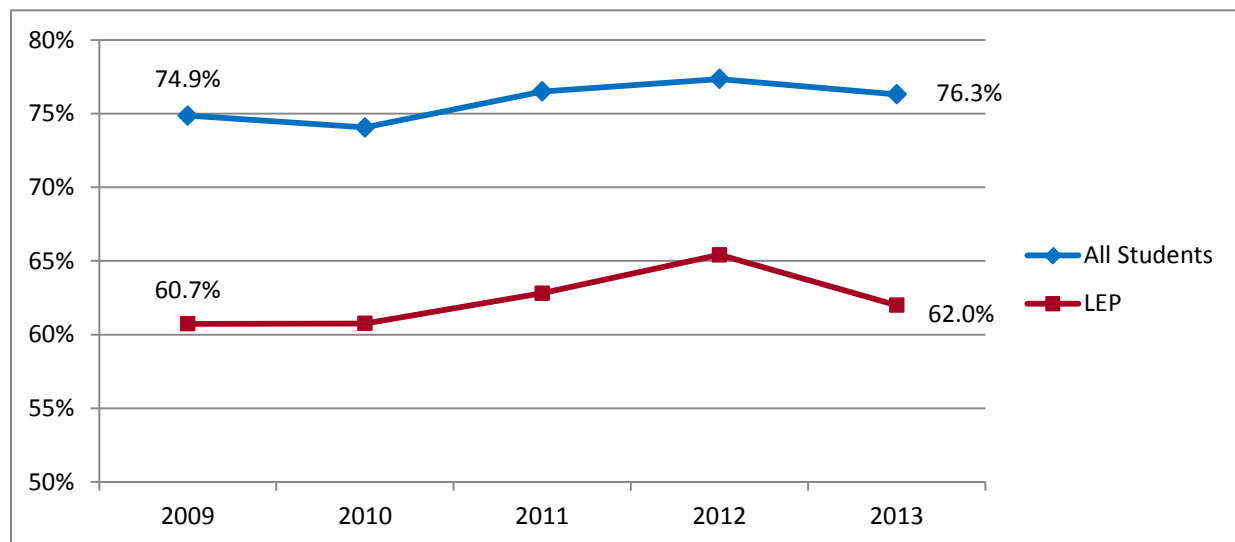
Over the last five years, Ohio's English Language Learner (ELL) students have shown progress on Ohio's reading assessments, increasing their proficiency rates from 60.6 percent in 2009 to 67.7 percent in 2013. In addition, the gap between Ohio's *All Students* and ELL subgroups has decreased. Between 2009 and 2013, the gap between the *All Students* subgroup and the ELL subgroup decreased from 17.4 percentage points to 15.3 percentage points. While there has been significant progress, the gap still is too large.

Graphic 7: 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 progress on Ohio's mathematics assessments, although the rate of change is slightly slower than that seen on the reading assessments. In 2009, 60.7 percent of Ohio's ELL students scored at least proficient on their mathematics assessment, while 62.0 percent did so in 2013. 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 14.2 percentage points to 14.3 percentage points due to larger gains being made by the *All Students* group. These data indicate that there still is work to do.

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



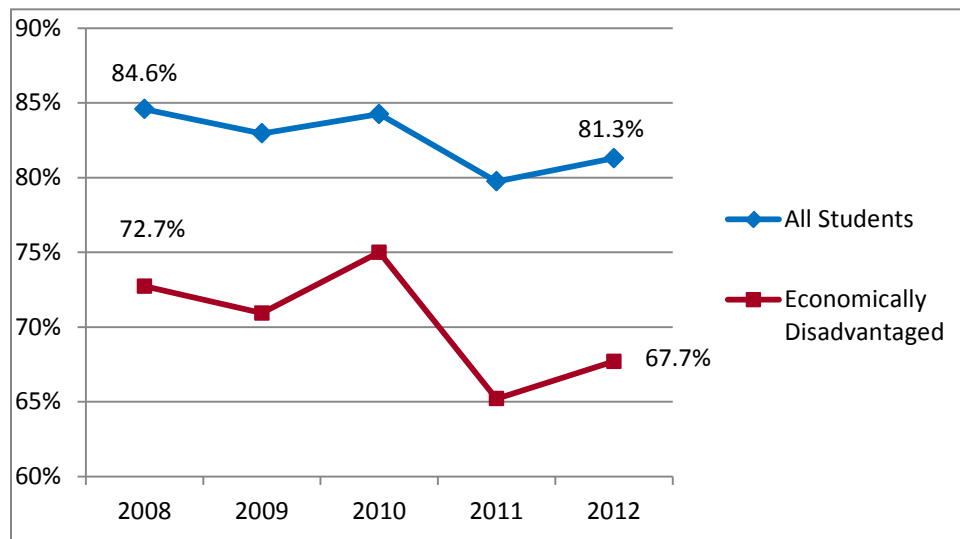
VISUALIZING OHIO'S GRADUATION RATE GAPS

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 2012, the most recent year for which data are available, the gap closed slightly to 13.6%.

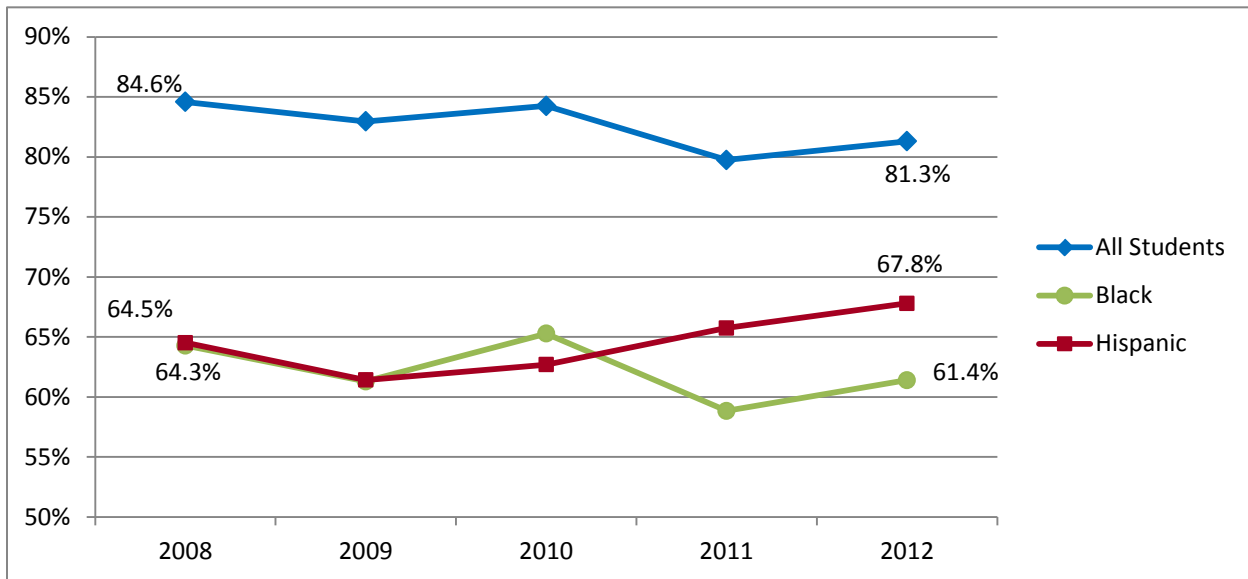
Graphic 9: Ohio’s Graduation Rate by Economic Disadvantage Status.



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

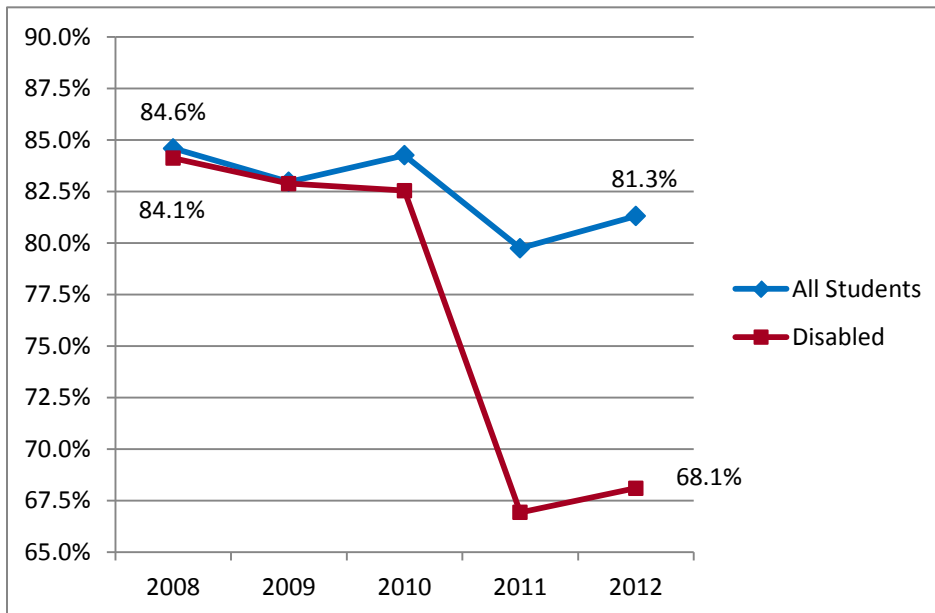
Even before the move to the new calculation, the graduation rate gaps between Ohio's *All Students* group and Ohio's Black and Hispanic subgroups were increasing. In 2010, the Black subgroup gap had grown to 19 percentage points and the Hispanic subgroup gap was 21.6 percentage points. In 2012, the *All Students*-Black gap widened even more to 19.9 percentage points while the gap between the *All Students* and Hispanic subgroup *decreased* to 13.5 percentage points. Despite the decrease in the *All Students*-Hispanic gap, both rates of graduation are unacceptable.

Graphic 10: 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 13.2 points; more than a 775 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 11: Ohio's Graduation Rate by Disability Status.

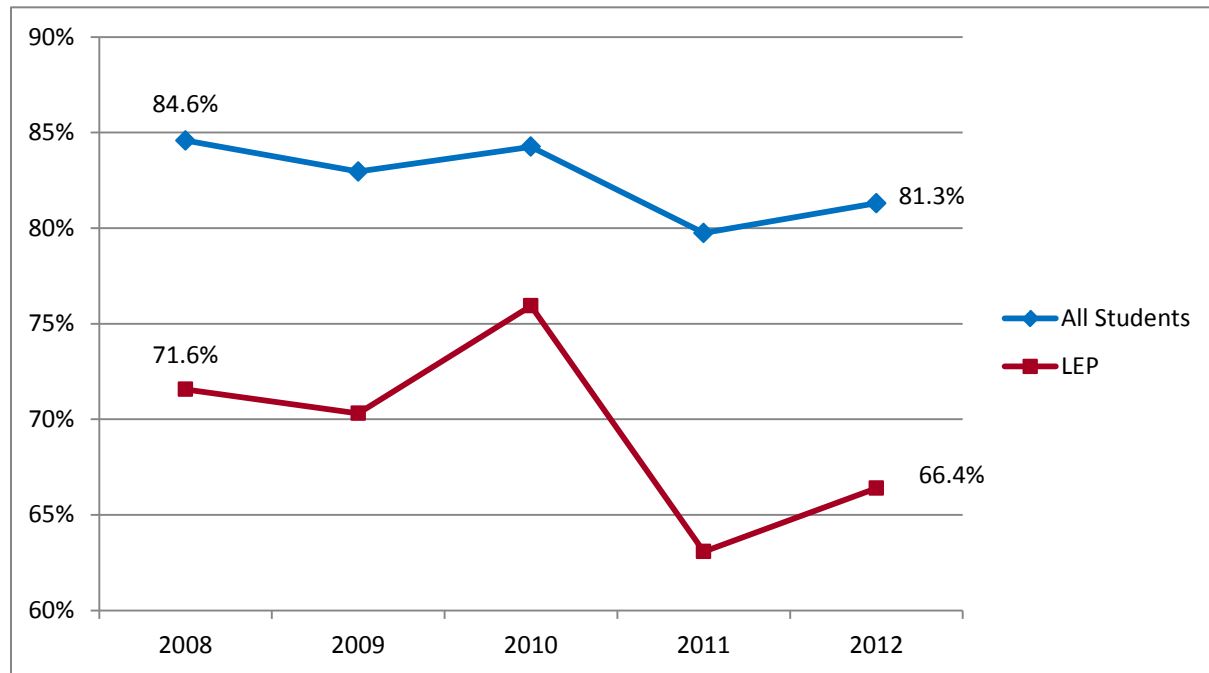
Note: In 2011, Ohio began using the four-year adjusted cohort graduation rate. Prior to that, the state used a

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 almost 15 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 12: 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 2011-2012 graduating class. The Estimated Cohort Graduation Rate methodology calculates the rate by dividing the number of 2012 “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 2012 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 9: Comparison of Graduation Rate Gaps Using Estimated Cohort and Adjusted Cohort Calculations

	2011-12 Estimated Cohort Graduation Rate		2011-12 Four-Year Adjusted-Cohort Graduation Rate	
	Rate	Gap	Rate	Gap
All Students	84.4%	---	81.3%	---
Disadvantaged	74.2%	10.2%	67.7%	13.6%
Black, Non-Hispanic	64.5%	19.9%	61.4%	19.9%
Hispanic	73.6%	10.8%	67.8%	13.5%
Disabled	82.4%	2.0%	68.1%	13.2%
LEP/ELL	71.2%	13.2%	66.4%	14.9%

OHIO'S GAP CLOSURE COMPONENT

Ohio's reading and mathematics achievement gaps are not closing fast enough and in some case 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

The process for computing the state-level AMO targets over the next six years 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 10, Column 3). This forms the baseline for further computations;
- Divide that percentage by 2 (Table 10, Column 4);
- Determine the 2017-18 goal by adding the number in Column 4 to the percentage proficient in 2010-2011 (Table 10, Column 2);
- Compute annual incremental increases in performance targets by dividing the number in Column 4 by 6 in Table 10.

The baseline data and computed AMOs in reading and mathematics for each of the next six academic years are shown in Table 10. 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 10: AMO Goals – Option C*

Baseline					AMO Goals**					
Subject	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%	86.4%	87.9%	89.4%	90.9%
Mathematics	76.5	23.5%	11.8%	2.0%	78.5%	80.5%	82.5%	84.5%	86.5%	88.5%

*Note: These AMOs 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 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 Local Report Card, Ohio will increase the target incrementally to reach the ultimate goal of 90 percent by the 2018-19 school year.

Table 11: Graduation Rate Goals

Baseline				Graduation Goals						
2010-2011*	Goal	Difference	Not Proficient Reduction/7	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
73.6%	90%	16.4%	2.3%	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%	87.4%

*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.

Test Participation

Test participation on state assessments remains a priority in the revised system. All LEAs and schools continue to be 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.

First, 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”.

Dropout Recovery AMO demotions

Ohio’s new Dropout Recovery school report cards also utilizes 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.

In the example in Table 12, 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 12: 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
2013 Reading AMO = 83.4%				84.95% 86.67 + 74.17 + 94 = 254.84 254.84/300 = 84.95%
All Students	92.40%	100 Points	520/600 = 86.67	
Amer. Indian/Alaskan Native	NC	<30 students		
Asian/Pacific Islander	94.00%	100 Points		
Black, non-Hispanic	78.50%	75 Points		
Hispanic	NC	<30 students		
Multi-Racial	NC	<30 students		
White, non-Hispanic	95.20%	100 Points		
Economically Disadvantaged	82.00%	85 Points		
Students with Disabilities (IEP)	70.20%	60 Points		
Limited English Proficient (LEP)	NC	<30 students		
Total Points Earned Reading		520		
2013 Mathematics AMO = 78.5%				
All Students	91.60%	100 Points	445/600 = 74.17	
Amer. Indian/Alaskan Native	NC	<30 students		
Asian/Pacific Islander	96.30%	100 Points		
Black, non-Hispanic	77.20%	80 Points		
Hispanic	NC	<30 students		
Multi-Racial	NC	<30 students		
White, non-Hispanic	78.20%	95 Points		
Economically Disadvantaged	72.10%	45 Points		
Students with Disabilities (IEP)	65.40%	25 Points		
Limited English Proficient (LEP)	NC	<30 students		
Total Points Earned Math		445		
2013 Graduation AMO = 75.9%				
All Students	92.60%	100 Points	470/500 = 94.00	
Amer. Indian/Alaskan Native	NC	<30 students		
Asian/Pacific Islander	NC	<30 students		
Black, non-Hispanic	79.60%	100 Points		
Hispanic	NC	<30 students		
Multi-Racial	NC	<30 students		
White, non-Hispanic	94.80%	100 Points		
Economically Disadvantaged	75.40%	95 Points		
Students with Disabilities (IEP)	68.90%	75 Points		
Limited English Proficient (LEP)	NC	<30 students		
Total Points Earned Graduation		470		
Preliminary Letter Grade = “B”				
Final letter grade demoted to "C" due to low Participation				

Table 13 displays the distribution of the Gap Closure grades based on 2013 data.

Table 13: Gap Closure Component Distribution for Traditional School Districts and Traditional Public Schools, including and Community Schools Based on 2013 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	601	18.5
B	80% - 89.9%	183	30.0	524	16.1
C	70% - 79.9%	112	18.4	340	10.5
D	60% - 69.9%	96	15.7	310	9.5
F	60%	191	31.3	1474	45.4
	Total	610	100	3249	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. The State Board of Education recognizes LEAs and schools for achieving its highest ratings (387 LEAs and 1,818 schools in 2011-2012). LEAs and schools that make significant progress and move up to a higher designation also are recognized by the State Board of Education (176 LEAs and 747 schools in 2011-2012). The State Board of Education recognizes LEAs and schools that achieve above-expected growth in student achievement as measured by Value-Added (216 LEAs and 756 schools in 2011-2012). High schools that gain 10 points or more on the Performance Index score over two years also are recognized by the State Board of Education (5 high schools in 2011-2012). State recognitions include certificates for display in school buildings, banners for LEAs or schools, recognition from individual State Board of Education members and the State Superintendent, and recognition at statewide events.

Schools of Promise

In addition to the recognitions based on the accountability system, Ohio has recognized *Schools of Promise* for more than a decade. The State Superintendent’s *Schools of Promise* program recognizes schools demonstrating high achievement in reading and mathematics for all groups of students, despite the fact that 40 percent or more of these students come from low-income backgrounds. Students in these schools met or exceeded the state standard of 75 percent passage in both reading and mathematics in all tested grades for the 2011-2012 school year. Not only did the *All Students* group achieve this 75 percent state standard, so did Economically Disadvantaged and all racial/ethnic subgroups. In addition, the school must have met AYP for all student groups and achieved a graduation rate (high schools only) of at least 85 percent. The 164 *Schools of Promise* identified in 2011-2012 outperformed schools statewide when comparing the number of indicators met in the state accountability system. Ohio’s proposed *Reward* schools recognition system included within this waiver request builds upon, and is aligned with, the *Schools of Promise* and Ohio’s current accountability-based recognition programs.

Ohio’s Proposed Rewards and Recognitions System

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

Ohio’s Schools of Honor

Ohio’s proposed *High Performing Schools of Honor* methodology will build upon Ohio’s *Schools of Promise* program by identifying Title I and Title I-eligible schools that have a higher level of achievement than *Schools of Promise* and also have sustained that level of achievement for five years. Schools identified as *Schools of Promise* now will have a higher award for which to strive. (See Table 14 below for a comparison of *Schools of Promise* and *High Performing Schools of Honor*.) *High Performing Schools of Honor* are Title I and Title I-eligible, schools with 40 percent or more of students eligible for free and reduced-price meals, and score in the top 10 percent of schools for a combined reading and mathematics proficiency with no subgroup performance below the state standard (75% in 2011-2012 and 2012-2013 and 80% in 2013-2014. *High*

Performing Schools of Honor schools also must have at least a C on the overall Value-Added measure in the most recent year (must have met or exceeded the 2011-12 Value-Added measure) and have a Gap Closing measure grade of A and at least an Overall Grade of B. Until the Achievement and Gap Closing measures and Overall composite grades are implemented in Ohio's accountability system, the 2011-2012 *High Performing Schools of Honor* must have been rated Effective or higher and made AYP. While *Schools of Promise* criteria only consider ethnic and economic subgroups, the criteria for identifying *High Performing Schools of Honor Reward* schools includes performance of students with disabilities and English language learners. In addition to the above criteria, high schools identified as *High Performing Schools of Honor* also must meet or exceed the state-prescribed benchmark of a 90 percent graduation rate (5 percentage points higher than the criteria for *Schools of Promise*). These schools are truly remarkable and are examples of how all students are able to succeed when provided with a high-quality education. The schools identified by Ohio's selected methodology will represent an elite group that will have sustained the highest levels of student achievement despite the negative and pervasive impacts of poverty.

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

In 2011-12, Ohio implemented the identification of *Reward* schools based on Local Report Card rating. *Reward* schools must have met AYP and had a rating of Effective or higher on the Local Report Card. With an increased cadre of schools recognized for high performance and high progress, Ohio will have much to celebrate and an invaluable resource in *Reward* schools as model sites that show the way to improvement for other schools.

Table 14 below is a list of Rewards and Recognitions.

Recognition	Poverty Level of School	Title 1 Status	Tested Grade Levels	Student Achievement All Students	Student Achievement For Subgroups	Student Subgroups Included	Graduation Rate For All Students	Value-Added For All Students	Local Report Card Grade
Schools of Promise*	40% +	NA	3 - 8, 10 - 11	75% proficient in most recent tested year (reading and mathematics in each tested grade)	75% Proficient or better (reading and mathematics in each tested grade) Applies to subgroups with 5 or more students	ED, Race	85%	Meets or Exceeds Value-Added Measure	NA
High Performing Schools of Honor Reward Schools	40% +	Title 1 and Title 1 eligible	3 - 8, 10	90% or better average proficiency over a five year period (reading and mathematics combined proficiency in all tested grades)	80% Proficient or better (reading and mathematics combined proficiency in all tested grades for most recent year) Applies to subgroups with 30 or more students 2011-2012 and 2012-2013 only, 75% Proficient or better	ED, Race, SWD, ELL	> = 90% combined five-year grad rate	School must have an A, B, or C for overall Value-Added <i>2011-2012 only, meets or Exceeds Value-Added Measure in most recent year</i>	School must have an A for gap Closing and overall grade must be A or B <i>2011-12 only, Must be rated Effective or higher and made AYP</i>

Recognition	Poverty Level of School	Title 1 Status	Tested Grade Levels	Student Achievement All Students	Student Achievement For Subgroups	Student Subgroups Included	Graduation Rate For All Students	Value-Added For All Students	Local Report Card Grade
High Progress Schools of Honor Reward Schools	40% +	Title 1 and Title 1 eligible	3 - 8, 10	Highest gains in reading and mathematics combined proficiency in all tested grades across a five-year period (Schools with 30 or more students each of the five years)	NA	NA	Highest gains in graduation rate over five years	School must have an A, B, or C for all value-added measures <i>2011-2012 only, meets or Exceeds Value-Added Measure in most recent year</i>	School must have A, B, or C grade for Gap Closing; and overall grade must be no lower than C <i>2011-12 only, Must be rated Effective or higher, and made AYP</i>

***Future selection criteria for Ohio's Schools of Promise will be modified to reflect Ohio's new accountability system.**

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

Please see Attachment 9.

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

Recognitions and Rewards

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

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

Exemplars

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

2.D PRIORITY SCHOOLS

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

OHIO’S METHODOLOGY FOR IDENTIFYING PRIORITY SCHOOLS

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

Step 1: Determining the Pool and Calculating the Percentages

Ohio’s pool² of schools receiving Title I funding in FY2011 is 2,297 schools. Five percent of 2,297 is 114.85; when rounded, this equates to at least 115 schools that must be identified as priority.

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

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

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

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

Identifying Ohio’s Persistently Lowest Achieving Schools

Based on the SIG methodology, the SEA identified the lowest achieving 5 percent in each category of schools – Title 1-served schools (Tier I) and Title 1-eligible secondary schools (Tier 2).

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

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

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

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

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

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

Step 3: Identify schools using SIG funds to implement a school intervention model

A list of Tier I and Tier II schools receiving SIG funds to implement a school intervention model was established.

Cohort 1 (FY2009 SIG Application) – 35 Tier I/Tier II schools received SIG funds

Cohort 2 (FY2010 SIG Application) – 45 Tier I/Tier II schools received SIG funds

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

Table 15: Priority School Summary

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

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

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

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

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

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

Priority Schools

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

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

Support for all Priority Schools

- All *Priority* schools will be required to attend technical assistance on a quarterly basis each year conducted by the Office of School Turnaround.
- All *Priority* schools will receive a Diagnostic Review during the first year of identification as a *Priority* school. Each school will develop a work plan using the data analysis and root causes from the review for implementing the recommendations from the Diagnostic Review. After the plan is implemented a follow up will be conducted quarterly or at regular intervals with a minimum of three times annually to assess improvement in identified areas.
- Individual technical assistance will be provided as needed to all *Priority* schools by either Transformation Specialists from the Office of School Turnaround or State System of Support team. The goal is to drive the chosen turnaround principles and strategies of the school and LEA plans to accelerate improvements in instruction and student achievement.
- *Priority* schools will review and integrate innovation models and CCSSO's sponsored Next Generation principles into the selected intervention model to accelerate student achievement. Ohio is currently using the following innovation models: Avid, New Tech, STEM, Early College, International Studies (Asia Society) and other proven models.
- Transformation Specialists from the Office of School Turnaround will provide weekly site visits for funded *Priority* schools and prepare reports following each visit. In addition, they provide coaching and assist with job-embedded professional development, data analysis and assistance around all components of the selected intervention model.
- The State System of Support team in Ohio will provide individual technical assistance for non-funded *Priority* schools.
- Ohio will identify model partnership zones in each region from the currently funded FY9, FY10, and FY11 schools to demonstrate the success of a more strategic approach to turnaround. Each region will partner with Innovation Zones to embed and continue innovation strategies in the turnaround work.
- *Priority* schools will be provided a list of approved external providers to assist with the implementation of

turnaround principles.

Monitoring Priority Schools

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

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

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

Table 16: 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

	<p>ineffective</p> <ul style="list-style-type: none"> • 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 17: 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
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2.D.iii.b Describe the steps that Ohio will take to ensure meaningful consequences for priority schools that do not make progress after full implementation of intervention.

At the end of the three year implementation period, each *Priority* school failing to meet AMOs or to implement the selected intervention model components with fidelity (as indicated by the monitoring tool) will be placed on probationary status. The probationary status will require each school to select and implement one of the following

interventions: change the current intervention model; implement the restart model; or close the school and redistribute the students to a higher performing school. Providing for a two year probationary status allows the school a full five years to turnaround with fidelity.

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

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

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

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

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

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

Ohio's timeline includes the following assumptions:

- Ohio has already begun to implement meaningful interventions in many of its existing *Priority* schools. Ohio has 85 schools that have been awarded SIG grants since the 2010-2011 school year:
 - 34 of these schools (Cohort 1) have been implementing either the turnaround or transformation model since 2010-2011.
 - Six schools are Tier 3 and have been implementing their school improvement strategies since 2010-2011.
 - 45 additional schools (Cohort 2) began implementing the turnaround or transformation model (one school is implementing the restart model) during the 2011-2012 school year.
- All Ohio's SIG-funded schools will be designated as *Priority* schools.
- Ohio will integrate and align the additional 77 schools that will qualify as *Priority* schools and be eligible for SIG funding through the competitive grant process.
 - Each of these schools will be eligible to compete for SIG funding if available.
 - Ohio will identify these schools based on the data from the 2011-2012 Local Report Card released in September, 2012.
 - These schools will be notified in September of their status as *Priority* schools and all school principals and LEAs will be required to attend an orientation technical assistance session during the fall of 2012. The purpose of the technical assistance session is to introduce the turnaround principles and process in order for the schools and LEAs to select one of five intervention models required for implementation.
 - After the technical assistance in the fall of 2012, individual assistance will be provided to all LEAs and schools as needed to ensure understanding of the requirements for implementation of the turnaround principles.
 - Leadership will be provided by the transformation specialists in the Office of School Turnaround with assistance from Ohio's State System of Support.

- Following a year of training (September 2012 – June 2013), the State System of Support Team will guide the schools and LEAs as they plan to implement the turnaround strategies of the selected intervention model.
- In March 2013, ODE will provide technical assistance to eligible schools and open the funding application period. Applications (which must include a plan to implement the meaningful interventions) will be due on or about May 1, 2013.
- By July 1, 2013, schools will be notified if funds have been awarded and whether their plans to implement the turnaround principles are approved.
- Non-funded *Priority* schools will be required to identify the final intervention model in turnaround principles for implementation (including Ohio's Intervention and Improvement Model) by September 1, 2013.
- Each non-funded school will receive assistance from the State System of Support Team with oversight and support from the Office of School Turnaround transformation specialists during the three year implementation period.
- Transformation Specialists from the Office of School Turnaround will continue to support and monitor the funded *Priority* schools.
- In September and October 2013, Ohio will provide orientation to school principals and LEA designees. If all the schools in a LEA are not awarded SIG funds (1003(g)), SIG-awarded schools may distribute some funds to other identified *Priority* schools within the LEA consistent with waiver area 10 which allows SIG funds to be used in non-funded SIG schools.

Table 18: SIG Cohorts Served 2011-12 to 2014-15

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

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

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

Schools may exit the *Priority* school status by improving their proficiency and graduation rates such that

they are no longer identified in the bottom 5 percent of combined reading and mathematics proficiency, or less than 60 percent graduation rate over time, using the *Priority* school methodology included in this submission.

The Gap Closure component will be used to evaluate the performance of all subgroups against the AMO goals. Therefore, these measures have been included in the exit criteria for *Priority* schools. In addition to improving proficiency and graduation rates as describe above, these schools will also need to earn and maintain, for two consecutive years, a letter grade of C or higher on the Gap Closure component. While operationalizing the new A-F 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 to exit priority and focus status 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).

Simulation data indicate 93.5% of schools identified on the Priority list would receive a grade less than C. In order to exit the Focus school list, simulation data indicate 0% of schools identified as Priority would need to increase one letter grade (D to C) in the first year and maintain or increase it in the second year. 93.5% of schools would need to increase two letter grades (F to C) in the first year and maintain or increase it in the second year to meet that requirement.

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 FY2011 is 2,297 schools. Ten percent of 2,297 is 229.7; when rounded, this equates to 230 schools that must be identified as *Focus* schools.

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

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

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

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

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

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

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

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

To obtain a measure of current graduation rate performance, Ohio used the most recent graduation rate

data available³ (2009-2010). The school subgroup performance was then compared against the *All Students* state subgroup data. School subgroups were then rank-ordered within the subgroup, based on the calculated subgroup gap.

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

Table 19: 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*	2.7%	NC*	0.0%
Asian/Pacific Islander	33.7%	2.7%	NC*	0.0%
Black, non-Hispanic	36.7%	2.7%	34.7%	0.0%
Students with Disabilities	49.1%	2.7%	24.9%	0.0%
Economically Disadvantaged	25.4%	2.7%	27.1%	0.0%
Hispanic	28.4%	2.7%	44.8%	0.0%
English Language Learners	35.0%	2.7%	NC*	0.0%
Multiracial	22.4%	2.7%	NC*	0.0%
White, non-Hispanic	21.0%	2.7%	34.3%	0.0%

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

To be identified as a *Focus* school, a school must have at least one subgroup 1) with a calculated school-to-state graduation gap at the 85th* percentile or greater⁴, and 2) identified as not making enough progress compared to the state.ⁱ

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

Table 20 – Focus School Summary

³The 2009-2010 graduation data used in the analysis was based on Ohio's Estimated Cohort Graduation Rate (calculated by dividing the number of graduates by the number of graduates plus the number of dropouts). The new, federally mandated Four-Year Adjusted-Cohort Graduation Rate will be used to identify focus schools once three years of graduation rate data is available using this methodology (e.g. 2012-2013 Local Report Card).

⁴ The 85th percentile for proficiency and graduation was calculated based on all schools, regardless of Title I status. Dropout recovery schools were excluded from the percentile analysis and focus school selection process. This type of school pertains mainly to community schools that serve over-age, under-credited students who have dropped out of high school.

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

The category of Alert Schools will continue to be monitored and served in the 2013-2014 school year. The required interventions are listed under the Alert Schools column located in Table 25: Ohio's System of Differentiated Intervention and Supports For LEAs, Identified Focus Schools and Alert 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 process is a systemic and systematic process to focus LEAs and schools on identifying improvement areas based upon student data. The process creates a framework for vertical and horizontal collaboration to empower LEA and school teams through the continuous improvement process. Through a unified regional infrastructure, LEAs and their schools are provided with high-quality training and support targeted to address the achievement of students for whom schools struggle to meet learning needs. The Ohio Improvement Process has been a requirement for LEAs in High and Medium Support. As such, LEAs are familiar with the Ohio Improvement Process which will shorten the time necessary for their *Focus* Schools to fully understand and implement the process during the first semester of the 2012 – 2013 school year.

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

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

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

Within the Ohio Improvement Process, the Teacher Based Teams will be responsible for making instructional strategy decisions based on a variety of data sources. A tiered system of support is expected within the Teacher Based Team work to meet the needs of all student subgroups, most notably, Students with Disabilities and English Language Learners as well as for students that are gifted. For students with disabilities, the Individual Education Plan will be the cornerstone for instructional decision making as it applies to each IDEA identified student. Formative Assessment data tied to IEP goals and based in the 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. (RTI) This approach will assist educators in providing appropriate levels of intervention. Our English Language Learners are assessed each year using the Ohio Test for English Language Acquisition. That data in addition to formative assessment data for the ELL student will be used to choose from a variety of educational approaches, based on best theory and practices that meet the needs of a Focus School's ELL population. Ohio LEAs can choose from the following models: bilingual education, immersion approach, pull-out English as a Second Language Classes, In –class or inclusion instruction, individual tutoring. Ohio offers statewide conferences, regional-level workshops as well as LEA-level training for administrators and teachers to develop and update staff. Sheltered Instruction Observation Protocol has been used to train regular education teachers who work with ELL students in their classrooms. Teacher based Team progress will be monitored by the State System of Support through the monthly Building Leadership team meetings using the Ohio Implementation Rubric, formative assessment data of students, benchmarking student growth and achievement.

State Support Team monitoring will selectively check the school's implementation of LEA-selected improvement initiatives targeted at raising student achievement of students who are furthest behind. For example, if a LEA improvement plan requires schools to improve the performance of students with disabilities' performance on state assessments, the regional State Support Team would look for evidence of the Building Leadership Team using student data to design instruction that meets the identified needs of students' Individualized Education Plans. The State Support Team, in collaboration with the SEA's Office for Exceptional Children (OEC), will look for collaborative efforts between the general education and special education teachers. This could be demonstrated by collaboration during Teacher-Based Teams and in the classroom. The State Support Team and the OEC will monitor the results of the implementation which will result in increased student achievement for students with disabilities. Table 25 in section 2.F. illustrates Ohio's system of differentiated interventions and supports for LEAs and Identified Focus schools.

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

- An LEA may institute quarterly short-cycle assessments to provide additional data to assess the effectiveness of the instructional practices. Then school district leadership team and the teacher teams will analyze the data and adjust classroom strategies to meet the needs of all learners. Professional development requirements are identified and school leaders and teachers work together studying what works in classrooms. The intervention provides a place and time for teacher growth and improvement for both teachers and students. Title I instructional coaches who work with teachers and students are a key component of the professional development and team discussion. The intervention would be appropriate for elementary, middle and high schools.
- An LEA may implement a tiered system of support focused on system-level strategies derived from district-level team progress monitoring. The intensity of supports is based on data from the LEA and schools and other required diagnostic tools, screenings, and progress monitoring. All data sources drive the instructional decision-making throughout the process. The system of support is monitored by incorporating technology as an instructional tool and part of a data collection system.
- An LEA provides school-based services to address the social, emotional, and health needs identified from the attendance, discipline, and other non-academic data. The *Focus* School analyzes their data and jointly with the parents and community addresses the developmental needs of their students. In addition, a goal is added to the school improvement plan which identifies intervention strategies that are monitored quarterly progress. School improvement teams will

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

- A *Focus* School will receive a School Improvement Diagnostic Review to provide a “deep-dive” analysis into the following practices: Alignment with Standards, Instructional Practice, System of Leadership, Data-Driven Decisions, Environment and Climate, and professional Development. The school leadership team will refine and refocus the school improvement plan to reflect the result of the diagnostic review report. The analysis and report allows the school team to go deeper into the improvement work in a specific area. The State Support Team and the LEA central office will assist the school team as they implement research based practices and the identified professional development. Progress will be monitored and strategies revised the school implements the focused action steps. This approach will assist educators on analysis and how to go deeper into the work so achievement is accelerated with the goal of exiting *Focus* school status. The intervention would be appropriate for elementary, middle and high schools.
- A *Focus* School (elementary, middle, or high school), in the LEA may contract with one or more external provider(s) to add support and capacity to the school and LEA in implementing the selected interventions (see section 2G for an example of providers). Potential programs and partners listed in 2G could provide professional development or technical assistance to the school. Assistance can be provided by community organizations or another school or district that has demonstrated success in serving the *Focus* school population.

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

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

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

The Gap Closure Component measures evaluate the performance of all subgroups against the AMO goals. Therefore, these measures have been included in the exit criteria for *Focus* schools. In addition to not being identified using the *Focus* school methodology, the school will also need to earn and maintain for two consecutive years a letter grade of C or higher on the Gap Closure Component. While operationalizing the new A-F 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 to exit priority and focus status 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).

Simulation data indicate 100% of schools identified on the Focus list would receive a grade less than C. In order to exit the Priority school list, simulation data indicate 0.8% of schools identified as Priority would need to increase one letter grade (D to C) in the first year and maintain or increase it in the second year. 99% of schools would need to increase two letter grades (F to C) in the first year and maintain or increase it in the second year to meet that requirement.

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

TABLE 21: 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)

FOR THE 2011-2012 SCHOOL YEAR:

Total # of Reward Schools: 90

Total # of Priority Schools: 156

Total # of Focus Schools: 234

Total # of Title I schools in the State: 2,259

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 18

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

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

THE OHIO MODEL OF DIFFERENTIATED RECOGNITIONS, SUPPORTS AND INTERVENTIONS

Accountability for student achievement under NCLB has been the key driver of focused educational change in Ohio. After 10 years of NCLB implementation and four 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 four years of lessons learned, the updated proposed Ohio Model of Differentiated Recognitions, Supports and Interventions will help Ohio accelerate support and better target resources, technical assistance and interventions to the LEAs and schools that need the most assistance.

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

Ohio’s new Differentiated Recognitions, Supports and Interventions Model will be based on Ohio’s new accountability system. Rather than basing Differentiated Accountability status on AYP alone, Ohio has chosen to use multiple measures within its accountability system to determine the support status of an LEA. In coordination with the phased-in implementation of the Accountability system, a Combined Percentile Ranking (CPR), which is illustrated in Graphic 13, will be computed using the components of the new A-F Accountability system. For 2012-13, percentile rankings will be created for each of the four applicable measures and then combined into an overall CPR for all LEAs. Each of these components will count for one-fourth of the total CPR. Once the CPR is calculated, the LEA will be assigned a support level. This process will be repeated in 2013-14, with a support level determined by the CPR. In 2014-15, the CPR will be replaced by the Composite letter grading system of the Report Card. Letter grades will be scored by numeric value, to be determined by the State Board of Education, which will be used to rank the LEAs. All LEAs with an overall grade of *A* will be assigned to Independent Support status.

Initially, the lowest five percent of LEAs as determined by the CPR will be identified for High Support. The next 6 to 15 percent of LEAs will be assigned to Medium Support. Low Support will be assigned to LEAs in the 16 to 35 percentile of schools. The highest 65 percent of LEAs will be assigned to Independent Support status. The assignment of LEAs to Support status levels is displayed in Table 22. This procedure for ranking LEAs will be conducted for community (Charter) schools and traditional public school LEAs separately. In this way, the lowest 35 percent of both traditional public LEAs and community schools will receive differentiated levels of intervention and supports. The assignment of community schools to Support status levels is displayed in Table 23. All LEAs with an overall grade of *A* will be assigned to Independent Support status. Attachment 1 is a list of LEAs that are assigned to each category.

Graphic 13: Combined Percentile Rankings Methodology

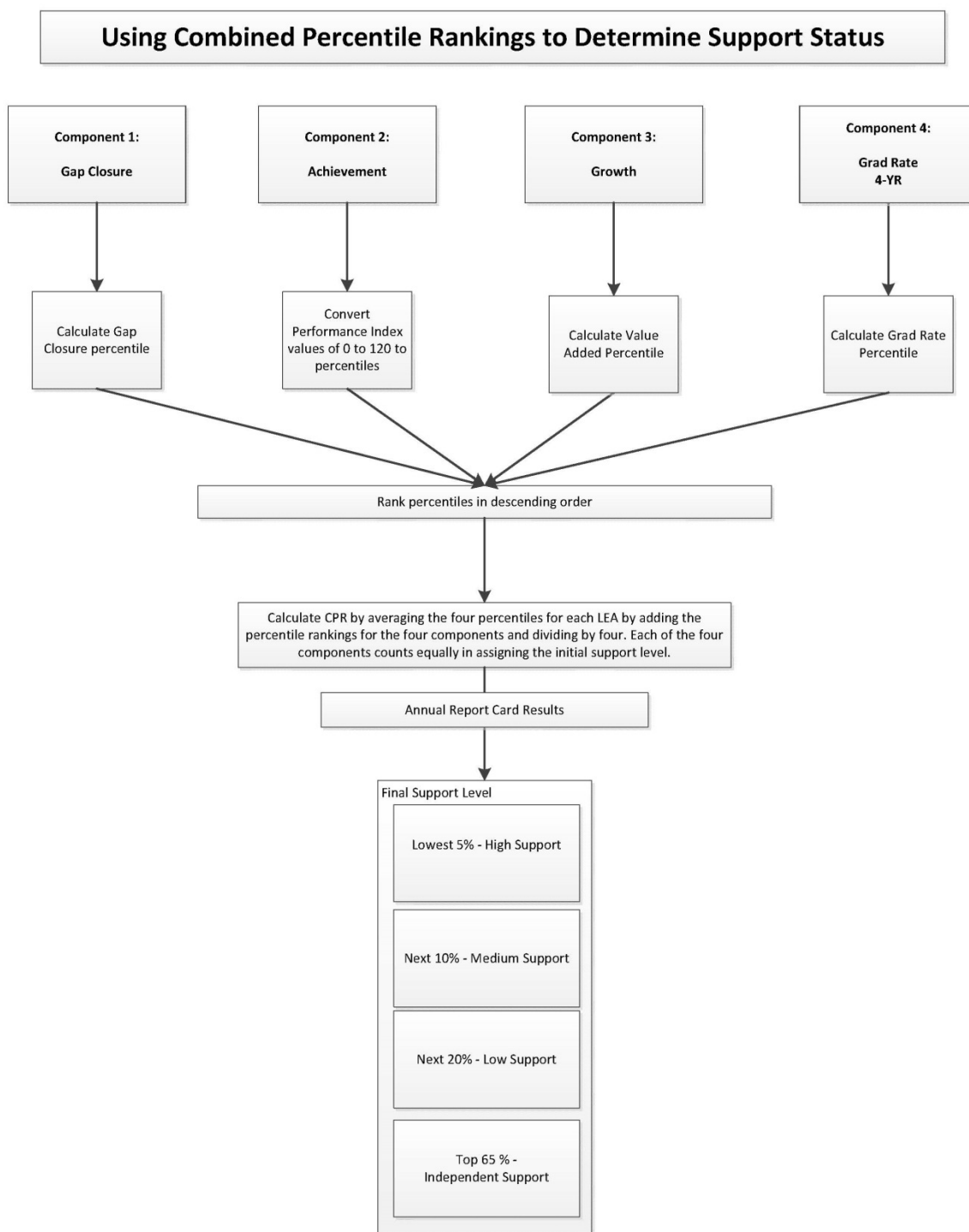


Table 22: Traditional Public School District Designation in Differentiated System of Accountability, Supports and Interventions (for 2012-13 and 2013-14)

Percent of Districts Based on CPR (Number of Districts)	Final Support Status	Number of Districts Moved Due to Local Report Card (LRC) Overall Grade Adjustment	Number of Districts in Status
Top 65% (386 Districts)	Independent	386	386 Total Districts Independent Support
Next 20% (128 Districts)	Low	128	128 Total Districts Low Support
Next 10% (64 Districts)	Medium	64	64 Total Districts Medium Support
Lowest 5% (31 Districts)	High	31	31 Total Districts High Support

Table 23: Community School Designation in Differentiated System of Accountability, Supports and Interventions

Percent of Community Schools Based on CPR (Number of Community Schools)	Final Support Status	Number of Community Schools Moved Due to Local Report Card (LRC) Overall Grade Adjustment	Number of Community Schools in Status
Top 65% (147 Community Schools)	Independent	147	147 Total Community Schools in Independent Support
Next 20% (48 Community Schools)	Low	48	48 Total Community Schools in Low Support
Next 10% (24 Community Schools)	Medium	24	24 Total Community Schools in Medium Support
Lowest 5% (12 Community Schools)	High	12	12 Total Community Schools in High Support

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

Table 24: Number of Focus and Priority Schools

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

2.F.i LEVELS OF INTERVENTION AND SUPPORT

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

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

Ohio provides a selection of tools and interventions to support LEAs that are assigned to Low, Medium and High Intervention Supports status. These tools include: the Decision Framework; the School Improvement Diagnostic Review; a Needs Assessment; the Ohio Leadership Advisory Council (OLAC) Team Leadership Self Assessments; and the OIP implementation rubric. Each of these tools may be used to inform their improvement plans. Ohio's interventions are outlined in Table 25.

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

Independent Support Status

LEAs in Independent Support status will be granted the highest level of freedom and minimum amount of oversight from the SEA. In this way, these highest-achieving LEAs will be incentivized by having the highest level of freedom for self-direction and innovation. Ongoing continuous improvement and improving student achievement is expected of LEAs as a result of their local control and freedom to implement innovation.

Low Intervention Support Status

LEAs designated as Low Intervention Support status must use Ohio's Decision Framework, and the School Improvement Diagnostic Review self-assessment (beginning in 2013) to complete an LEA and school-level Needs Assessments to develop one focused plan for the LEA. They must institute and fully implement data-driven goals including professional development for teachers. Each school, including schools not identified as *Priority* or *Focus* schools and which are not meeting AMOs, must also develop an improvement plan addressing what strategies the school will implement to meet AMOs in the immediate future. The SEA will monitor the LEA's plans and ensure that the LEA is monitoring the improvement plans of its schools, including those schools not identified as *Priority* and *Focus* schools that are Title I and not meeting AMOs.

The SEA will ensure the LEA plans making progress towards implementing the OIP, including the LEA's progress toward meeting Ohio's AMOs identified in this flexibility request (see section 2B). LEAs with *Priority* and *Focus* Schools will be given preference for the Diagnostic Review.

Medium Intervention Support Status

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

High Intervention Support Status

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

Table 25: Ohio’s System of Differentiated Interventions and Supports for LEAs, Identified Focus Schools and Alert Schools

Interventions and Supports	Low Support LEA	Medium Support LEA	High Support District	Focus School (Regardless of LEA support status)	Alert School
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

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

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

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

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

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

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

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

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

Strategies for Diverse Learners: To ensure that all students, including students with disabilities, students identified as gifted and English Language Learners are able to access the Common Core standards and

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

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

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

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

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
 - iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

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

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

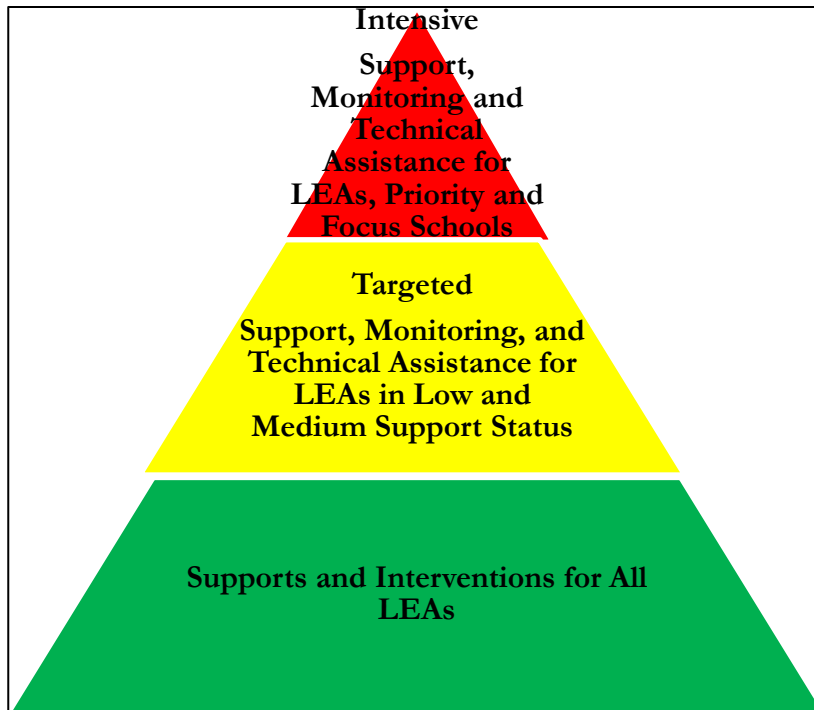
The SEA has realigned itself to better support Ohio’s lowest-achieving schools. In July 2011, Ohio reorganized with the following objectives in mind: 1) align the SEA structure with full implementation of RttT; 2) fulfill current and new state and federal statutory duties; and 3) deliver support in the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

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

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

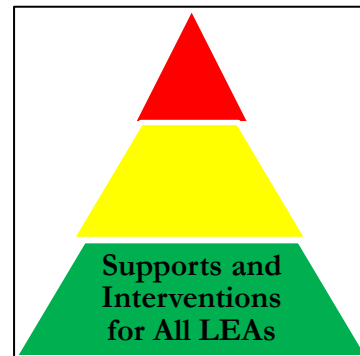
schools.

Graphic 14: Differentiated Supports and Interventions



Supports and Interventions for All LEAs

- Based on the experience and data in implementing the OIP over the past three years, Ohio has elected to allow a number of supports previously reserved for Medium Support LEAs and has made them available to LEAs in Low Support and even LEAs in the Independent Support status. This has been done to better support schools and help prevent them from progressing to higher levels of support need. The decision to increase support for all LEAs was made to accelerate progress toward higher student achievement levels. Ohio Improvement Process (OIP): The Ohio Improvement Process is a systemic and systematic process to focus LEAs and schools on identifying improvement areas based upon student data. The process creates a framework for vertical and horizontal collaboration to empower LEA and school teams through the continuous improvement process. Through a unified regional infrastructure, LEAs and their schools are provided with high-quality training and support to meet their focused goals for improvement. State and Federal funds support the initiative.
- Ohio's Value-Added system (LEA Value-Added Specialist):** Value-Added professional development tools are available without cost to Ohio K-12 public educators through Battelle for Kids. They are designed to build expertise in Ohio around: what is Value-Added analysis; how to access, navigate and interpret diagnostic reports; how Value-Added fits into the context of accountability; and how to utilize Value-Added information for school improvement.
- Ohio Leadership Advisory Council (OLAC):** Through a partnership with the Buckeye Association for School Administrators (BASA), Ohio has developed a comprehensive set of tools designed to develop shared leadership and build the capacity of future leaders aligned to the OIP.



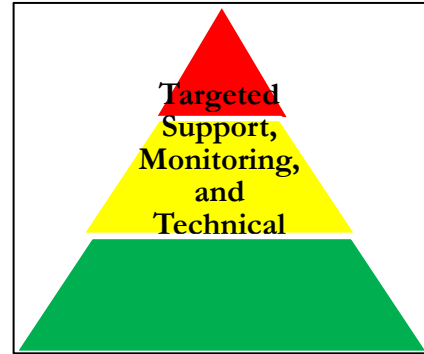
The tools include multiple conferences annually and a “living” website that offers a wealth of professional development opportunities to LEAs at no cost. The professional development is focused on the implementation of the OIP through the research-based leadership framework. The program is federally funded.

- **Ohio STEM Learning Network (OSLN):** This network is a subsidiary of Battelle Memorial Institute and sponsors seven “STEM Hubs” located throughout the state. These “Hubs” offer professional development to LEAs that are interested in infusing STEM principles into their schools. Hubs host regional networking opportunities to pair STEM demonstration sites with prospective STEM LEAs. Race to the Top and private foundation funds support this initiative.
- **Ohio Teacher Evaluation Framework (OTES):** Over the past decade, Ohio has made important education policy advances in its K-12 system, with a focus on standards and accountability. The State Board of Education has adopted standards for teachers, principals, superintendents, school business officials and treasurers, as well as professional development standards. In 2009, HB 1 directed the Ohio Educator Standards Board to recommend model evaluation systems for teachers and principals. The OTES was created in response to this mandate. H.B 153 mandates that the local board of education of each school district, in consultation with its teachers, adopt a standards-based teacher evaluation policy that conforms to the framework for the evaluation of teachers developed under ORC Section 3319.112. In addition, Ohio’s RttT LEAs will implement teacher and principal evaluation systems that are aligned to the state model which was mandated by Ohio law. On Nov. 15, 2011, the State Board of Education (SBOE) adopted the OTES Framework.
- **Ohio Principal Evaluation Framework (OPES):** The Ohio Principal Evaluation System (OPES) is a standards-based integrated model designed to foster the professional growth of principals in knowledge, skills and practice. The framework provides tools for assessing and monitoring leadership performance, including both formative assessment and summative evaluation. Model components are: 1) Goal-Setting and Professional Growth Plan; 2) Communication and Professionalism; 3) Skills and Knowledge; and 4) Measures of Student Academic Growth. The model incorporates a performance rating rubric to determine an overall principal effectiveness rating. The State Board of Education adopted the OPES framework in 2009.
- **Academic Content Standards:** Ohio’s Academic Content Standards describe the knowledge and skills that students should attain, often called the “what” of “what students should know and be able to do.” They indicate the ways of thinking, working, communicating, reasoning and investigating, and important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. Each standard has benchmarks that are the specific components of the knowledge or skill identified by an academic content, performance or operational standard. Grade-level indicators are what students should know and be able to do by the end of each grade level and serve as checkpoints to monitor progress toward the benchmarks.
- **Adoption of 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-ready policies continue to gain ground, and to keep college- and career-readiness on the radar screen of state leaders in a time of competing education priorities and tight budgets.
- **New Tools for Data Analysis and Instructional Improvement:** Ohio proposes to streamline and consolidate the electronic tools available to LEAs for data analysis, instructional improvement and planning to ensure a cohesive and comprehensive system that reduces administrative burden and realizes efficiencies.
 - Data Tools Consolidation Project – This project will allow the state to streamline and integrate the multitude of data analysis tools provided by the state thereby eliminating duplication and provide a single Web portal for access.

- Instructional Improvement System (IIS) – This project will implement an IIS that provides participating LEAs with a cohesive system that includes the following components: standards and curriculum, curriculum customization for differentiated instruction, interim assessments and data-analysis capabilities.
- Single Application – This project will streamline and consolidate the various planning tools/applications that LEAs are currently required to submit into a cohesive system that minimizes duplicate data entry and submission.

2.G. ii. Targeted Support, Monitoring, and Technical Assistance for LEAs (Alert Schools)

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



The Ohio Improvement Process Implementation Review

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

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

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

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

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

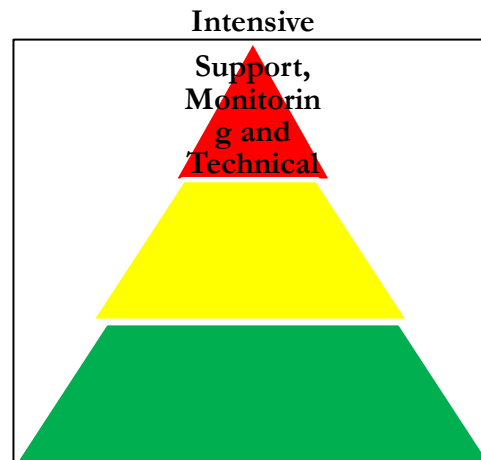
SEA Supports for Students With Disabilities: Across the state of Ohio, ODE supports SWDs through a variety of state initiatives which includes, but not limited to, a statewide system of support (SSoS), Ohio Center for Autism and Low Incidence (OCALI), and Ohio Leadership Advisory Council (OLAC) to help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

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

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

Office of School Turnaround: The Office of School Turnaround provides support and monitoring oversight for identified persistently low-achieving schools known as *Priority* schools. This team works to build the capacity of school leaders and teacher teams to engage in inclusive, continuous and targeted improvement to raise student achievement that is sustainable. Thirteen identified Transformation Specialists work in the field to provide monitoring oversight, policy guidance, support and resources to 85 identified SIG or *Priority* buildings in Tier I, II, and III. Each specialist is responsible for supporting and monitoring the implementation of one of four intervention models and other identified school improvement strategies. Transformation

Specialists are assigned up to seven schools and conduct weekly site visits to document the progress of the school toward increasing student achievement and to document fidelity of the implementation of each of the components of the selected intervention model. The state utilizes four different monitoring protocols to focus on different aspects during each monitoring visit. In addition, the monitoring visits are used to identify best practices and to document challenges encountered in each building. This information is used



to plan and conduct technical assistance focused upon the individual needs of each school.

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

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

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

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

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

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

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

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

Office of Strategic Initiatives: The Office of Strategic Initiatives focuses on achievement and graduation rate gaps among Black, Hispanic, economically disadvantaged students, and Students with Disabilities.

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

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

Expand Learning Time: Ohio will no longer mandate NCLB school choice and supplemental educational services (SES) as currently required under NCLB. Supports and interventions will instead include: expanded learning time and opportunities for all struggling students, which may include other supports through strategic partnerships; professional development that is job-embedded, sustained and connected to educators needs and other supports and interventions in this section and 2.F. Eliminate the requirement of the 20% LEA set-aside of 1116 (b) (10) funds, previously used to provide supplemental education services and transportation, and require LEAs to direct these funds to their *Priority* and *Focus* schools. Additionally, for the 2012-13 school year, LEAs are required to direct these funds to *Alert* schools and other low performing Title I schools not already identified as *Priority* or *Focus* schools. Continuing in the 2013-2014 school year, LEAs will continue 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.

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

Additional Interventions for Persistently Low Achieving LEAs

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

Academic Distress Commission: Currently, Ohio law also authorizes the State Superintendent to create

an Academic Distress Commission for districts that continue to be persistently low-achieving. Ohio has 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.

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

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

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Guidelines in Place and Evidence of Adoption

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

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

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

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

students.

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

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

Legislative Basis for Ohio’s Evaluation Efforts

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

- Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall *adopt a standards-based teacher evaluation policy* that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code...
 - The board shall conduct an *evaluation of each teacher employed by the board at least once each school year*, except ... If the board has entered into a limited contract or extended limited contract with the teacher ... the board shall *evaluate the teacher at least twice in any school year* in which the board may wish to declare its intention not to re-employ the teacher...The board may elect, by adoption of a resolution, to evaluate each teacher who received a rating of accomplished on the teacher’s most recent evaluation conducted under this section *once every two school years*...
 - The board shall include in its evaluation policy procedures for *using the evaluation results for retention and promotion decisions and for removal* of poorly performing teachers. Seniority shall not be the basis for a decision to retain a teacher, except when making a decision between teachers who have comparable evaluations.
- Not later than Dec. 31, 2011, the state board of education shall develop a *standards-based state framework* for the evaluation of teachers. The framework shall establish an evaluation system that does the following:
 - Provides for *multiple evaluation factors*, including student academic growth which shall account for fifty percent of each evaluation
 - Is *aligned with the standards* for teachers ...
 - Requires *observation* of the teacher being evaluated...
 - Identifies measures of student academic growth for *grade levels and subjects for which the value-added progress dimension ... does not apply*
 - Implements a classroom-level, *value-added program* ...
 - Provides for *professional development* to accelerate and continue teacher growth and provide support to poorly performing teachers
 - Provides for the allocation of *financial resources to support professional development*
- The state board also shall
 - Develop specific standards and criteria that distinguish between the following levels of performance for teachers and principals for the purpose of assigning ratings on the evaluations...*Accomplished, Proficient, Developing, Ineffective*.
 - *Consult* with experts, teachers and principals employed in public schools, and representatives of stakeholder groups in developing the standards and criteria.

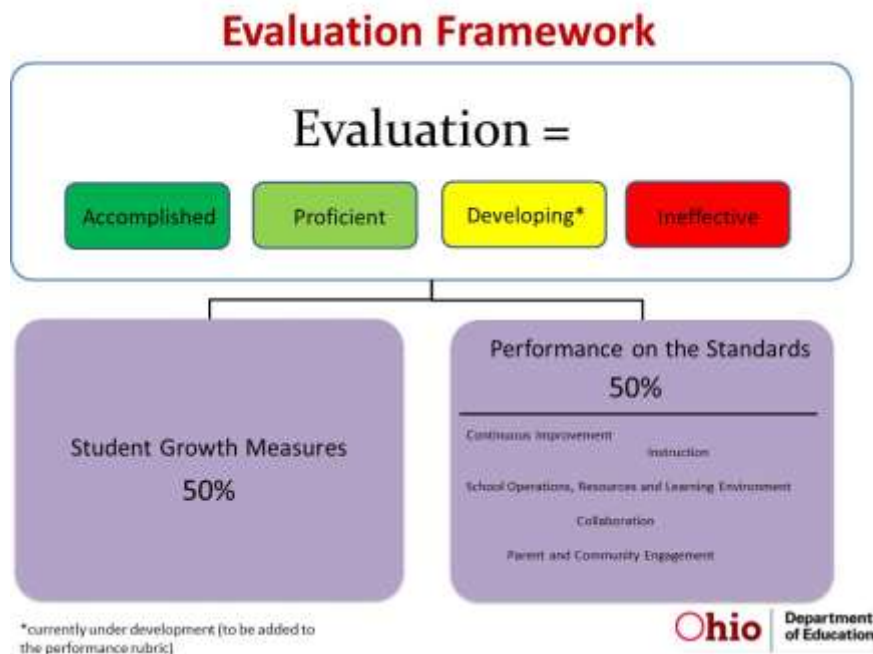
- The department shall
 - Serve as a clearinghouse of *promising evaluation procedures and evaluation models* that districts may use
 - Provide *technical assistance to districts* in creating evaluation policies.
- The procedures for the *evaluation of principals* shall be based on principles comparable to the teacher evaluation policy adopted by the board ... but shall be tailored to the duties and responsibilities of principals and the environment in which principals work.

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

Ohio Principal Evaluation System

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

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



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

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

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

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

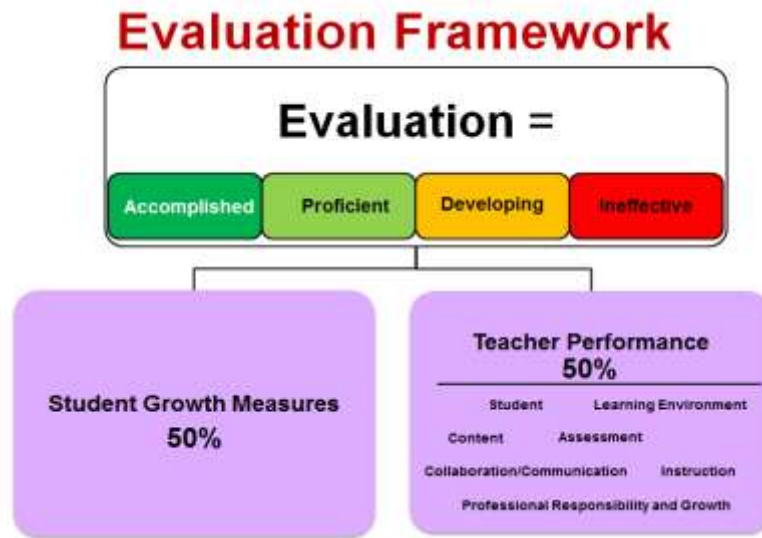
Ohio Teacher Evaluation System

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

- ***Use for Continual Improvement:*** Teachers with above-expected levels of student growth (see the "Evaluation Matrix" under "Multiple Valid Measures," below) will develop a Professional Growth Plan and may choose their credentialed evaluators for the evaluation cycle. Teachers with expected levels of student growth will develop a Professional Growth Plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle. Teachers with below-expected levels of student growth will develop an Improvement Plan with their credentialed evaluator. The local board of education also will provide for the allocation of

financial resources to support professional development in areas of reinforcement and refinement of teacher skills. The school district administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

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



Multiple Valid Measures: There are two fundamental measures in OTES, with multiple measures within each. The first is the assessment of teacher performance based on the seven Ohio Standards for the Teaching Profession. The rubric drives a numeric designation (1-4) for each teacher. The rubric was developed, piloted and revised in consultation with stakeholders and external experts to strengthen validity. The standards were developed using an evidence-based approach. Teacher performance comprises 50 percent of the evaluation. Student growth measures form the other 50 percent. Growth is either “below,” “expected” or “above.” Growth measures are computed using the state’s Value-Added data measurement protocol when available. The teacher’s performance rating will be combined with the results of student growth measures to produce a summative evaluation rating, as depicted in the matrix below:

Evaluation Matrix

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

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

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

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

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.

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.

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.

Plan to Develop Remaining Guidelines and Next Steps

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

Rubric Alignment Tool

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

Student Growth Measures

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

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

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

The use of a growth model supports teachers in core and non-core content areas and grade levels including PreK-2, English language acquisition, music and physical education, as well as those teachers working with gifted students and students with disabilities.

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

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

For the purposes of the student growth component, principal evaluations will be comparable to student

growth measures for teachers and will include building-level Value-Added scores. State guidance for the principal student growth component is currently under development and will be reviewed by the state Student Growth Measures Advisory Committee, comprised of preK-12 and higher education representatives with expertise in the area of assessment. The final guidance for 2012-13, which is a pilot year for most LEAs, is expected to be released in early August, 2012.

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

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

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

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

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

A	Teacher Value-Added	<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 math, 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
B	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
C	LEA-Determined Measures	<ul style="list-style-type: none"> • MAY use: LEA decision (Teacher Groups A & B) <ul style="list-style-type: none"> ○ 0-40% if used in combination with Type One or Two measures • MUST use (Teacher Group 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 (SLOs) process for using measures that are specific to relevant subject matter. Measures for SLOs must be district-approved and may include: <ul style="list-style-type: none"> • District-approved, locally developed assessments • Pre/Post 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 • Building or District-based SLOs ○ Teacher Group A (with Value-Added) may also use Vendor assessments as a LEA-determined measure if using both

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

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

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

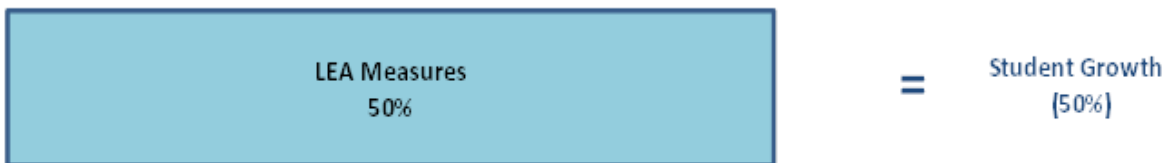
A: Teacher-level Value-Added data available



B: Approved Vendor Assessment data available



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



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

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

Perhaps most importantly, through partnerships with nonprofit organizations such as Battelle for Kids,

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

Implementation Timeline

Year	Key Milestones
2011-2012	<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 RtT 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 and OTES fully implemented • LEAs begin to report effectiveness ratings of teachers and principals to ODE • Teacher-level Value-added reports available to 100 percent of teachers with Value-Added data • LEAs with qualifying evaluation systems may use both HQT and effectiveness ratings to determine equitable distribution of teachers
2014-2015	<ul style="list-style-type: none"> • All LEAs use effectiveness ratings to determine equitable distribution of teachers • Effectiveness ratings replace HQT on Ohio Local Report Card

Stakeholder Involvement

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

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

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

Remaining Guidelines Submitted Fall 2012

Over the past several months, Ohio has solidified its plan in these two areas and has made great progress.

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 that 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 will be 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 will be 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. 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 have been 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 and will soon also include science in grades 5 and 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 the Common Core and revised Ohio 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 are taking 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 is currently field-testing and will implement 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. Unlike the state assessment value-added metric, there will be no minimum FTE for the inclusion of students into the student growth data used in educator evaluations. 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 three categories of “above”, “expected”, or “below” from a five-level rating system as noted in the chart below.

5-level rating	Translated 3-level rating*
Most Effective (5)	Above
Above Average (4)	Expected
Average (3)	
Approaching Average (2)	
Least Effective (1)	Below

The EVAAS 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. Similar to the accountability system, the middle three levels represent expected growth. These five levels are uploaded into the electronic management system that Ohio will use 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 which would be converted into the three-level system. 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. Based on statistical methodology, it is necessary for student growth measures to first be categorized into five-levels so that the performance on student growth measures will be differentiated before converting the student growth measures results into the Ohio SBO- adopted framework which utilizes three levels of student growth.

The ODE is focused on providing statewide support for the consistency and comparability of all student

growth measures in evaluation systems as they are implemented. For teachers with no value added data, 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 is in the process of posting a second RFQ to elicit more vendor assessments 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 will be submitted to ODE by September 30 and will then be evaluated and annotated by ODE staff working with national experts provided by a partnership with the Reform Support network. The examples will then be shared statewide. It is our intention to pursue RttT and/or other sources of funding to conduct an extensive evaluation of SLO implementation. In June 2012, we added the SLO Template and SLO Template Checklist (Attachment 30) to the website for LEAs to begin using. The ODE will continue 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 now finalized and being prepared for posting on the ODE website. The guidance includes discussion and examples regarding the following criteria:

Alignment to Standards:

Is the Learning Objective clearly reflected in the assessment measure?

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.

Stretch:

Will all students be able to demonstrate growth on this assessment?

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.

Validity and Reliability:

Is the assessment measure a valid and reliable tool for the intended purpose?

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 will be completed by January 1, 2013. These resources provide information on selection of assessments and necessary rigor and were intended to be provided to the LEAs through web posting no later than September 2012..

Dissemination of these resources was slightly delayed because of the overwhelming response to the initial draft and the amount of suggestions and feedback received from a variety of stakeholders. The template for scoring SLOs will serve as an initial version that has been simplified and we expect to make updates to this and other resources as the practitioners in the field begin to fully implement the use of student growth measures for evaluation.

Further support will be provided through regional training offered through a recently approved RttT amendment. Training will be 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 will be 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 is finalizing a research plan that that will evaluate and examine the “implementation of student growth measures”. This formative and summative report will address 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 will be 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. 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. Given the breadth of principals' work, no single measure can provide a holistic picture of principal practice. Therefore, within the local measures there are options for direct measures of student growth such as aggregate ratings of teacher student growth scores, student attendance and graduation rates and indirect measures of student growth, such as school climate, teacher retention, teacher knowledge, relationships with students' parents and the broader community. 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.

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

SYSTEMS

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

Reviewing and Approving LEA Evaluation and Support Systems

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

Ensuring Involvement of LEA Teachers and Principals

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

Ensuring Measures are Valid

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

In 2008-2009, Ohio piloted the OPES in 19 LEAs. Since that time it has undergone annual revisions and modifications based on field back 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. The 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 began piloting the Ohio Teacher Evaluation Model with 138 LEAs and over 600 participants (teachers, principals, district personnel, OEA, and ESCs). Through the year-long pilot, feedback from the participants has influenced the further refinement of the evaluation system. An external evaluator of the project, MGT of America, has provided and continues to provide information from the pilot schools to answer the following research questions:

1. Implementation: the Contractor will critically examine the ongoing implementation of the pilot in the selected schools to identify successes and areas in need of improvement. This includes sub-questions such as:
 - a. To what extent were teachers, administrators and union leaders involved in the design and implementation?
 - b. What is the fidelity in relation to the project plan?
 - c. To what extent were comprehensive communication plans developed and successfully utilized?
 - d. What were the best practices of the most effective implementers?
2. Impact on Teacher Effectiveness and Behavior: the Contractor will report the pilot program's impact on effectiveness and behavior as measured by student achievement and value-added measures. This includes changes in individual instructional practices and levels of embedded change within LEAs. This includes sub-question such as:
 - a. What 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 is working with National Institute for Excellence in Teaching (NIET) to develop training for evaluators of teachers and the online credentialing system that accompanies each training. The trainings are based on Ohio's Performance Rubrics, providing a consistent benchmark of practice to gather, sort and assign evidence collected to the appropriate columns within the rubrics.

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

Ensuring LEAs Implement and Meet Timelines (See “Implementation Timeline” Section 3A.)

ODE staff will develop a process for LEAs to submit documentation of the implementation date of their new evaluation systems prior to the July 1, 2013, HB 153 deadline. In addition, a process will be put in place to demonstrate alignment of locally developed rubrics to the OTES and OPES models. LEAs will report ratings through the eTPES. Once this documentation process is fully implemented, ODE will develop a process for random auditing to ensure fidelity to the requirements.

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

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

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

Timelines

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

Providing Guidance and Technical Assistance

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

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

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

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

Pilot Phase Feedback

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

Reporting Effectiveness Ratings

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

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

Using Effectiveness Ratings to Inform Decisions

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

- In 2012-2013 and 2013-2014, LEAs with qualifying evaluation systems in place will be provided the opportunity to use both HQT and Effective/Highly Effective Teacher data to inform equitable distribution of their educators. LEAs will be exempted from the requirements associated with HQT, including developing improvement plans and restrictions on the use of Title I and Title II funds. This change provides greater flexibility for ODE and the LEA while eliminating burdensome restrictions and reporting requirements. In addition, the use of Highly Effective Teacher data supports more effective instruction while ensuring equity.
- In 2014-2015, all LEAs will use effectiveness ratings in place of HQT to make equitable

distribution decisions. At that time, HQT data will be replaced on the Local Report Card by effectiveness ratings for both teachers and principals, and for the number of teachers employed by the LEA that hold senior- and lead-teacher licenses (Attachment 10).

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



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

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

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

For example, schools that have high performance on the new accountability system, and also have a high number of teachers rated ineffective and developing, should examine data to determine the cause of the discrepancy. Likewise, schools that have low performance yet a high number of teachers rated proficient and accomplished should also examine their data. Are the reasons for the discrepancies readily identifiable? Are there training and/or implementation issues with the new evaluation systems? Similarly, both OPES and OTES evaluators will be trained and supported to examine their effectiveness ratings across districts

and schools to identify and analyze reasons for discrepancies between the 50 percent score that comprises the student growth component and the 50 percent score that comprises the performance component.

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

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. Over time, ODE's intention is to establish a review cycle for auditing so that all 900-plus LEAs are reviewed every three or four years for fidelity to the framework. However, at this time we are in the process of proposing the next state biennium budget request and until a line item is officially approved the ODE cannot commit to a regular cycle of auditing.

In the short term, the OERC will begin to collect 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 60 LEAs will be fully implementing OTEs in 2012-13. The majority will implement 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 developing 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 will be released in late Fall 2012.