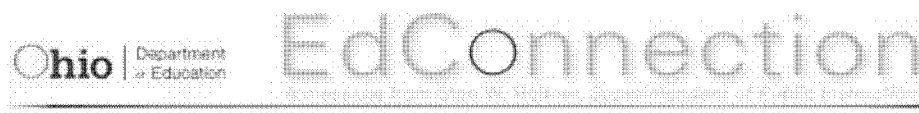


Appendix A:

Required Attachments

Attachment 1: Notice to LEAs



Jan. 9, 2012

Good morning:

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

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Stan Heffner".

Stan W. Heffner

Attachment 2: Comments on Request Received from LEAs

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

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

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

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

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

1. Gifted Community

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

2. ELL Learners

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

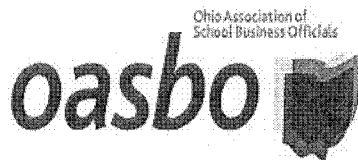
3. 21st Century

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

4. Charter Schools

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

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



December 29, 2011

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

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

Dear Governor Kasich and Superintendent Heffner:

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

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

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

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

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

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

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

We pledge our assistance in this effort.

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

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

Very truly yours,

(b)(6)

R. Kirk Hamilton, Executive Director
Buckeye Association of

David Varda, Executive Director
Ohio Association of

(b)(6)

Julie Davis, Executive Director
Ohio Association of
Elementary School Administrators

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

(b)(6)

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

Richard C. Lewis, Executive Director
Ohio School Boards Association



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

February 23, 2012

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

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

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

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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Debe Terhar".

Debe Terhar
President
State Board of Education of Ohio



OHIO EDUCATION ASSOCIATION

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

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

February 13, 2012

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

Dear Stan:

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

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

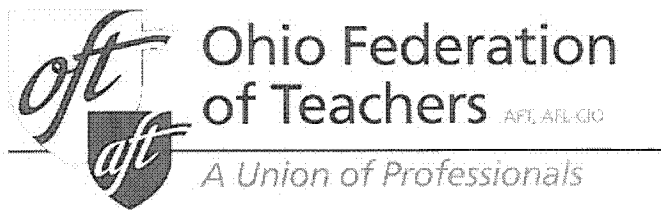
We support many of the Ohio's reform initiatives, particularly the transition to college readiness standards and data-informed teaching practices, the improvement-oriented approach to teacher and principal evaluation, and the new accountability systems and report cards that are designed to inform continuous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

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

Sincerely,

Patricia Frost-Brooks
President





February 16, 2012

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

Dear Superintendent Heffner:

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

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

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

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

Sincerely,

Sue Taylor, President
Ohio Federation of Teachers

Cc: Michael Sawyers



**Department
of Education**

Ohio Committee of Practitioners

February 17, 2012

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

Dear Superintendent Heffner,

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

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

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Scott Hummel".

Scott Hummel
Chair

A handwritten signature in cursive script, appearing to read "Terri McIntee Larenas".

Terri McIntee Larenas
Vice-Chair

Ohio Coalition for the Education of Children with Disabilities

Executive Office

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

Statewide Multicultural Office

Marbella Caceres, Multicultural Coordinator
Marion, Ohio 43302
Fax: (740) 383-6421
E-mail: ocecd@ocecd.org
Web: www.ocecd.org



January 9, 2012

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

Cleveland Office
(800) 694-6402

Mid Ohio Latino Office
(877) 821-2931

Northern Office
(800) 461-1928

Northern Ohio Latino Office
(877) 396-9138

North Central Office
(800) 694-6429

Ohio River Valley Office
(800) 428-9316

Southern Office
(800) 694-7903

Southeast Office
(800) 694-6480

Southwest Office
(800) 694-6502

West Central Office
(877) 758-5607

Dear Dr. Heffner,

I am writing regarding the state of Ohio's efforts to request a waiver of certain elements of the federal Elementary and Secondary Education Act, which is often referred to as the No Child Left Behind Act (NCLB).

I understand that certain provisions of this important act are potentially problematic for many states, including Ohio, and that limited waivers of these provisions may be in order. However, it is not at all clear to me or to the Ohio Coalition for the Education of Children with Disabilities (OCECD) what the state of Ohio's waiver request is or how it would impact children with disabilities. This is of serious concern, particularly given the fact that Ohio has demonstrable special education service delivery challenges. For instance, a May 2011 Fordham Institute report (*Shifting Trends in Special Education*) found that Ohio ranked 49th out of 50 states (2008-2009) in the ratio of special education teachers and paraprofessionals (79/1000) to students with disabilities. More importantly, our own state statistics show that the leading reason that over half of Ohio school districts don't meet NCLB performance requirements is the achievement of students with disabilities.

With this in mind, and ever aware that OCECD continues to work productively with your agency and school districts throughout Ohio to advance the educational needs of students with disabilities, *I am respectfully requesting the following: A meeting with you and/or other appropriate ODE leadership staff to review and better understand the state's waiver request and its impact on special education in Ohio. Without this common sense approach, OCECD simply cannot support the state's waiver.*

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Margaret Burley".
Margaret Burley
Executive Director



February 14, 2012

Superintendent Stan Heffner
Ohio Department of Education
25 S. Front Street
Columbus, Ohio 43215

Dear Superintendent Heffner,

The Ohio Afterschool Network is comprised of parents, education professionals, provider organizations, youth development advocates and others working to assure that all of Ohio's children have access to high-quality and affordable afterschool programs.

OAN members are concerned about the proposed expansion of uses for 21st Century Community Learning Center (21st CCLC) funds through the ESEA Waiver's 11th option.

Ohio's current investment of 21st CCLC funds makes it possible for 40,591 children to receive high-quality learning before-school, after-school and during the summer months.¹ Reallocating 21st CCLC funding to support in-school learning will reduce the number of children and youth who can participate in these programs.

Extensive research by Dr. Deborah Vandell and others shows that high-quality afterschool programs improve school attendance, educational aspirations, on-time promotion, homework completion and engagement in learning. Students who participate are more likely to complete their homework, and have reduced absenteeism, dropout rates and discipline issues.² Their parents are also less likely to have work absences.³

Ohio Afterschool Programs provide many examples of increased student achievement linked to high-quality afterschool programs:

- Kent State University's evaluation of Akron After School, which is in all of the district's elementary and half of its middle schools, found that regularly attending students performed

¹ Afterschool in Ohio, Afterschool Alliance -

http://www.afterschoolalliance.org/states_docs/pdfs/2011/Ohio_Fact_Sheet.pdf

² After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It, Harvard Family Research project February 2008 Issues and Opportunities in Out-of-School Time Evaluation,

<http://www.hfrp.org/publications-resources/browse-our-publications/after-school-programs-in-the-21st-century-their-potential-and-what-it-takes-to-achieve-it>

³ Parental After-School Stress Project, The Community, Families & Work Program, Brandeis University -

http://www.brandeis.edu/barnett/research/docs/PASS_Findings.pdf

better than or at least as well as non-participating students on the OAT and other measures of academic performance. The 5th grade math OAT mean score and percent passing was significantly higher than those for students who attended when compared with those who did not attend. These results are noteworthy because the participating students were specifically selected due to academic risk factors.⁴

- Columbus State Community College's ESL Afterschool Communities programs serve Somali, Bantu and Hispanic immigrant and refugee students. In this afterschool program 60% of the participating students increased their OTELA scores, 68% increased their OAA scores and 89% improved their reading levels. This program also helps the parents, many of whom don't speak English, understand and navigate the district's educational system such as translating report cards and teachers' messages.⁵
- The Homeless Family Foundation's Dowd Education Center provides afterschool and summer programming to one of the most vulnerable populations – homeless children and youth elementary through high school. Their extensive evaluation of student progress shows that in 97.4% of children and youth improved their math scores and of that, 43% improved from their pre to post test by 20% or more. In reading, 95.8% improved from pre- to post-test. According to one afterschool educator "so many students progressed in the ability to decode and read words and texts; what the testing didn't show was that so many of the children grew in confidence and love of reading. Part of the summer success was due to more overall time in the program for reading."⁶

Studies show that children and youth without access to summer learning start the school year two months behind where they ended it the previous year. Research done by Ohio State University Professor Dr. Douglas Downey found that "all young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer."⁷

Research also shows that most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains.⁸ This leads researchers to believe that half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. This contributes to the catastrophic epidemic of lower-income youth being less likely to graduate from high school or enter college.⁹ Participation in high-quality summer learning programs can reduce the need for remediation.

⁴ Akron After School and Akron 21ST Century , Kent State University, Bureau of Research Training & Services, College and Graduate School of Education, Health, and Human Services

⁵ Reported by Suzanne Schaeffer, Supervisor, ESL Afterschool Communities, Cols. State Community College, January 2012

⁶ Dowd Education Center Math and Reading Assessment findings 2010-2011 school year, provided by Gale Hacker, Dowd Education Center Director, January 2012

⁷ Downey, D, von Hippel, P., and Broh, B. (2004). Are schools the great equalizer? Cognitive inequality during the summer months and the school year. *American Sociological Review*

⁸ Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66, 227-268

⁹ Alexander, K. Entwisle, D., and Olson, L. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72, 167-180.

Cincinnati's Schools' 5th Quarter program shows creativity in blending Title I, 21st CCLC and other funding to address summer learning loss in the district's lowest performing elementary schools. The 5th Quarter combines summer school and 21st CCLC programming (and funding) to build a seamless experience for 2,500 students. Previous summer school programming only attracted 750 participants, but when combined with wrap-around programming that allowed children to have a full day of learning and fun enrichment provided in partnership with experienced community partners, participation more than tripled. The 21st CCLC partnership leverages significant resources via an extensive network of community-based organizations, including YMCAs, Boys and Girls Clubs, the Urban League, and more.

Afterschool programs provide parents and schools the perfect venue to overcome barriers to participation in their child's education. Research shows that parent involvement in afterschool programs provides the same benefits to children, families, and programs as parent involvement in the regular school day.¹⁰ Afterschool programs present a gateway into the school for many parents who do not otherwise feel connected to their children's school.

Afterschool staff can more easily initiate interactions with parents because they have the ability to meet with parents before or after the workday, and many are community members, students or community-based youth development workers and can be less intimidating to parents. Parents who feel connected to their afterschool program are far more likely to then connect with teachers and staff from the regular day.

OAN's specific concerns are:

- Research shows that pull-out remediation is ineffective. Taking a child out of class to support and advance their learning is counterintuitive. Some researchers find that "at best," pull-out remediation programs "may keep at-risk students from falling further behind their age-mates, but even this effect is limited to the early grades."¹¹ Pulling students out of the regular classroom to receive separate instructional services has negative consequences, particularly the students' loss of esteem by being labeled different, the loss in time and lack of coherence with the regular curriculum, and the lack of communication between teachers.¹²
- Already Ohio is short nearly 250,000 afterschool "slots."¹³ Fewer funds dedicated exclusively to afterschool services will mean fewer programs and openings for children and youth.
- A change in use of funding for organizations and districts that already have 21st CCLC grants will make it challenging to continue to offer planned afterschool services with fewer funds.
- It is not necessary to expand the use of 21st CCLC funds when new Supplemental Educational Services flexibility provides additional Title I funds for in-school services.

¹⁰ Perkins, D. F., et al. (2004). After-school programs parent involvement plan. University Park, PA: Department of Agriculture and Extension Education, The Pennsylvania State University

¹¹ Slavin, R. E. & Madden, N. E. (1989). What works for students at risk: A research synthesis. Educational Leadership

¹² NCREL Critical Issue: Rethinking Learning for Students at Risk

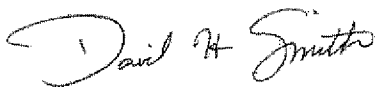
¹³ Report to Ohio Afterschool Network: Afterschool Programming in Ohio - Supply and Demand Estimates, The Strategy Group, 2006 - <http://www.ohioafterschoolnetwork.org/displaycommon.cfm?an=1&subarticlenbr=4>

OAN's recommendations are:

- Limit expansion of uses for 21st CCLC to priority schools.
- ODE needs to develop guidance, supports and accountability for aligning the school day and afterschool so that students experience a seamless learning day with extra support and adult encouragement. Guidance should include successful models of alignment including governance and budgeting.
- OAN needs to participate in the development of the guidance and design of supports to help this new model, if approved, be successful in providing aligned in-school and out-of-school learning experiences.

The Ohio Afterschool Network offers its expertise in afterschool and expanded learning opportunities to the Ohio Department of Education as it considers its options regarding selecting the NCLB waiver and, if selected, assisting ODE in assuring that this new model helps to make good use of scarce resources to help children and youth be successful. We would be happy to meet, answer questions or provide additional information.

Sincerely,



Dave Smith, OAN Chair
Horizon Activities Centers



Lisa Bottoms, OAN Vice Chair
The Cleveland Foundation



Allison Wallace, OAN Policy and Funding Committee Chair
Greater Cleveland Neighborhood Centers Association

Attachment 3: Notice and information provided to the public regarding the request

Opportunity for Ohio to Change NCLB Obligations

USDOE is providing the chance for all states to apply for a waiver from some of the obligations currently under the NCLB Act. The waiver involves 10 areas under NCLB requirements, also known as the federal ESEA.

Ohio plans to take advantage of this opportunity to address current obstacles to real and lasting education reform in our state. Your suggestions can help us improve efficiencies to help raise student achievement while continuing to ensure success for all students.

ODE intends to apply for the ESEA Flexibility in mid February 2012.

Please note that Ohio's application for flexibility under current federal law will not lessen school accountability requirements to ensure academic achievement of all students. For more detailed information about the waiver opportunity, visit ESEA Flexibility.

Please submit your comments and suggestions to eseawaiver@ode.state.oh.us.

Flexibility to Improve Student Academic Achievement and Increase the Quality of Instruction

Ohio may request flexibility through waivers in ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements.

The 10 provisions are:

*The chart is written in a condensed format. It is not intended to be used for a detailed analysis of the flexibility provisions and may not capture all the requirements.

1	Adequately Yearly Progress (AYP) timeline	Ohio would have flexibility in setting annual measurable objectives (AMOs) to use in determining AYP. This would allow Ohio to develop ambitious but achievable goals without a trajectory of 100% student proficiency by 2014, as specified under current law.
2	School Improvement Requirements	An LEA (local education agency) would not have to identify for improvement, corrective action, etc. its Title I schools that fail to make AYP nor be required to use current improvement actions. Also, an LEA would be exempt from administrative and reporting requirements under school improvement section. (For example, since an LEA would no longer have to identify these schools, they would not have to send parent notification letters or set aside Title I funds for public school choice and supplemental educational services (SES).
3	LEA Improvement Requirements	Same as #2 but at the district level.
4	Rural LEAs	LEAs under certain rural school programs would have flexibility to use funds for any authorized purpose regardless of AYP status.
5	School-wide Programs	LEAs may operate a school-wide program in a Title I school that

		does not meet the 40% poverty threshold, if the Ohio Dept. of Education (ODE) has identified the school as a priority (bottom 5%) or focus (bottom 10% of Title I) school and the LEA is implementing interventions consistent with the turnaround principles.
6	School Improvement Funding	ODE may allocate school improvement funds to an LEA in order to serve any priority or focus school. This would allow Ohio to permit LEAs greater flexibility in serving more students while eliminating burdensome restrictions and reporting requirements.
7	Reward Schools	ODE may use funds to provide financial rewards to any reward school.
8	Highly Qualified Teacher (HQT) Improvement Plans	LEAs not meeting HQT targets would not have to develop improvement plans and would have flexibility in using certain federal funds (Title I and Title II). ODE would not have to implement the plans such as entering into agreement with an LEA on the use of funds and providing technical assistance on its plan. ODE will still ensure HQT equity but would eliminate burdensome restrictions and reporting requirements.
9	Transfer of Certain Funds	ODE and LEAs may transfer up to 100% of funds for certain programs among those programs and into Title I, Part A. ODE and LEAs would not have to give notification prior to transferring funds.
10	Use of School Improvement Grant (SIG) Funds to Support Priority Schools	ODE may award school improvement funds to an LEA to implement one of the four improvement models for any priority school.
	Optional Flexibility: Using 21st Century Funds	SEA may permit community learning centers to use 21st century funds to support expanded learning time during the school day in addition to non-school hours.

You can submit your comments and suggestions at eseawaiver@ode.state.oh.us.

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

Title I Committee of Practitioners November 17th & 18th, 2011 Agenda

BASA-8050 N. High St, Columbus, Ohio 43235

*Practitioners advise the Ohio Department of Education regarding Title I, Elementary and Secondary Education Act,
Section 1903*

Thursday, November 17th, 2011

Topic	Time Est.	Lead Person	Methods	Expected Outcomes
Call to order Approval of Minutes Approval of Agenda	3:00 PM- 3:15PM	Scott Hummel, Vice-Chair Dr. Cynthia Lemmerman, Director, Office of Federal Programs	Presentation Discussion Corrections Additions	
Introduction of New Members and Election of officers	3:15 PM- 3:30 PM	Scott Hummel, Vice-Chair		
RttT Updates	3:30 PM- 4:40 PM	Joan Nichols, RttT Communication Director	Presentation Discussion	Discuss with the committee results from the first year of implementation of RttT.
Updates on the Center for Accountability and Continuous Improvement	4:30 PM- 5:00 PM	Adrian Allison, Executive Director, Center for Accountability and Continuous Improvement	Presentation Discussion	Present to the committee information regarding the changes to the center and how the work of the center interacts with other offices with ODE.
ESEA Waivers Introduction	5:00 PM- 6:30 PM	Cynthia Lemmerman, Director, Office of Federal Programs	Presentation Discussion Review	Present to the committee the ESEA Waiver documents and review materials provided by the U.S. Department of Education.
Meeting Adjourn	6:30 PM	Scott Hummel, Vice-Chair		

Friday, November 18th, 2011

Report of the Chair	8:00 AM-8:15 AM	Scott Hummel, Vice-Chair	Discussion	Work out business details
Ohio's Differentiated Accountability System: Year 3	8:15 AM-9:00 AM	Pamela Vanhorn, Director, Office of Ohio Network for Innovation & Improvement	Presentation Discussion	Present to the committee data from the two years of implementation of the Differentiated Accountability system and discuss changes for year three.
SES Effectiveness Report Redesign	9:00 AM-10:00 AM	Debra Shirley, Consultant, Office of Federal Programs Sherry Panizo, Management Analyst Supervisor, Office of Policy & Research	Presentation Discussion	Present to the committee information regarding changes to the SES program and receive feedback on the redesign of the ER.
ESEA Waivers Discussion	10:00 AM-12:00 PM	Cynthia Lemmerman, Director, Office of Federal Programs	Discussion	Continue the discussion on the ESEA Waivers and the impact on Ohio.
Upcoming Issues, Plus & Delta Adjourn	12:00 PM-12:15 PM	Scott Hummel, Vice-Chair	Meeting Review	Discuss the expected outcomes for the Feb 16-17, 2012 meeting

Title I Committee of Practitioners February 16 & 17, 2012 Agenda
BASA-8050 N. High St, Columbus, Ohio 43235

Practitioners advise the Ohio Department of Education regarding Title I, Elementary and Secondary Education Act, Section 1903

Thursday, February 16, 2012

Topic	Time Est.	Lead Person	Methods	Expected Outcomes
Call to order Approval of Minutes Approval of Agenda	3:00 pm- 3:15 pm	Scott Hummel, Chair Dr. Cynthia Lemmerman, Director, Office of Federal Programs	Presentation Discussion Corrections Additions	
School Improvement Grant (SIG) Update	3:30 pm- 4:00 pm	Jeanne Paliotto, Director, Office of Transforming Schools	Presentation Discussion	Present to the committee updates to the School Improvement Grant for FY13
ESEA Flexibility Waiver Discussion	4:00 pm – 7:00 pm	Dr. Cynthia Lemmerman, Director Office of Federal Programs Matt Cohen, Chief Research Officer, Policy & Research	Discussion	Review by the committee of ODE's ESEA Flexibility Waiver draft and provide feedback to be incorporated in the final revisions.
Meeting Adjourn	7:00 pm	Scott Hummel, Chair		

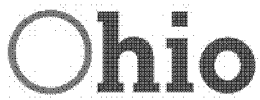
Friday, February 17, 2012

Report of the Chair	8:00 am- 8:15 am	Scott Hummel, Chair	Discussion	
Formative Instructional Practices (FIP) Professional Development	8:15 am- 9:30 am	Virginia Ressa, Consultant, Office of Curriculum and Assessment	Presentation Discussion	Present to committee information on the FIP initiative.
Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES)	9:30 am – 10:30 am	Carol King, Contractor, Office of Educator Equity & Talent	Presentation Discussion	Present to the committee information about OTES and OPES.
Office of Federal Programs Updates	10:30 am- 11:30 am	Lakshmi Nandula, Assistant Director, Office of Federal Programs Elena Sanders, Assistant Director, Office of Federal Programs	Discussion	Present to the committee information gathered from the National Title I Conference and other initiatives within the Office of Federal Programs.
Upcoming Issues, Plus & Delta Adjourn	12:00 pm-12:15 pm	Scott Hummel, Chair	Meeting Review	

Upcoming meeting: June 21 & 22, 2012

Link to access list of Committee of Practitioners:

<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=78079>



Summary of Feedback on ESEA Flexibility Waiver

The Ohio Committee of Practitioners reviewed the draft of Ohio's ESEA Flexibility Waiver during their February 16 & 17, 2012 meeting. Below are highlights of the feedback provided for each principle area and overall feedback on the waiver.

Principle 1:

- How will college remediation statistics be used to evaluate high schools?
 - What benefit will there be for high schools that do well in this area?
 - What consequences will there be for high school that do not do well in this area?
 - How will high schools certify that students won't need remediation?
- What assessments will be used to determine "career" readiness?
- Inconsistencies/confusion regarding bi-lateral agreements (pg. 28 & 29 of draft waiver)

Principle 2:

- Formative summaries for each letter grade in the new accountability system would go a long way in explaining why a school is given its letter grade
 - Analyze the bands between letter grades: A school could be doing well and still receive a B for several years; conversely a school could be slipping and still receive a B
 - Showing percentages and trend lines would be useful to parents, teachers, and the public in understanding if a school is doing better
- More emphasis should be placed on Early Warning, Priority and Focus.
 - What supports/interventions can be in place to help schools before they reach medium or high support?
- While supports are identified throughout principle 2, little is written in terms of resources available to pay for the supports.
- Where do the "lists" required by H.B. 153 fit into this new accountability system?

Principle 3:

- Presentation on Ohio Teacher Evaluation System (OTES) and Ohio Principals Evaluation System (OPES) greatly enhanced the committee's overall understanding of the changes proposed in this section
- Strong alignment with other initiatives currently in Ohio
- Two qualities were observed to be very strong:
 - Consistencies between evaluation and measurable objective
 - Amount of evaluation data available

February 21, 2012

Overall Comments:

- How will changes be communicated to parents, teachers, and the public?
 - How will initiatives outline in the waiver impact LEAs that are not signed up for Race to the Top?
- What is the longitudinal alignment between K-12 Content Standards and college curricula?
- Waiver would benefit from clearly laying out what assessments will be used for students with disabilities (SWD).
 - Are there improvements that could be made to how SWD is included in determining the overall letter grade for a school/LEA?
- Emphasis should be placed on flexibility regarding the “school structure”
 - Innovations in changing and extended the school day could go a long way in improving education for students in Ohio.

February 21, 2012

Attachment 4: Evidence that the State has formally adopted college- and career-ready content standards, consistent with the States standards adoption process

VOTING AGENDA

State Board of Education – March 2011

Ohio School for the Deaf
500 Morse Road, Columbus

Tuesday, March 15, 2011

- . Call to Order – Board President
- . Roll Call – (b)(6)
- . Welcome and Pledge of Allegiance – (b)(6)
- . Approval of Minutes of the February 2011 Meeting Volume 1
- . Report of the Superintendent of Public Instruction
- . Public Participation on Action Items
- . Voting on the Report and Recommendations of the Superintendent of Public Instruction Volumes 2 through 4

VOLUME 2 – CONSENT AGENDA

1. RESOLUTION TO ACCEPT THE VOLUNTARY SURRENDER AND TO ENTER AN ORDER TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL KINDERGARTEN-ELEMENTARY TEACHING LICENSE OF (b)(6)	1
2. RESOLUTION TO ACCEPT THE VOLUNTARY SURRENDER AND TO ENTER AN ORDER TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL EARLY CHILDHOOD TEACHING LICENSE OF (b)(6)	5
3. RESOLUTION OF INTENT TO AMEND RULE 3301-24-14 OF THE ADMINISTRATIVE CODE ENTITLED SUPPLEMENTAL TEACHING LICENSE	7
4. RESOLUTION OF INTENT TO ADOPT PRESCHOOL CONTENT STANDARDS AND THEIR SUCCESSORS IN MATHEMATICS AND ENGLISH LANGUAGE ARTS	13
5. RESOLUTION OF INTENT TO CONSIDER CONFIRMATION OF THE REYNOLDSBURG CITY SCHOOL DISTRICT'S DETERMINATION OF	35

	IMPRACTICAL TRANSPORTATION OF A CERTAIN STUDENT ATTENDING LIBERTY CHRISTIAN ACADEMY, A CHARTERED NON-PUBLIC SCHOOL, LICKING COUNTY	
6.	RESOLUTION OF INTENT TO ADOPT THE DIVERSITY STRATEGY RECOMMENDATIONS SET FORTH IN THE OSU KIRWAN INSTITUTE'S <i>REPORT & RECOMMENDATIONS ON DIVERSITY STRATEGIES FOR SUCCESSFUL SCHOOLS</i> AND TO DIRECT THE DEVELOPMENT OF AN IMPLEMENTATION PLAN	Volume 4 Misc. Res. Page 3

VOLUME 2 – TERRITORY TRANSFERS

7.	RESOLUTION TO REJECT THE RECOMMENDATION OF THE HEARING OFFICER AND TO APPROVE THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE MANSFIELD CITY SCHOOL DISTRICT, RICHLAND COUNTY, TO THE LEXINGTON LOCAL SCHOOL DISTRICT, RICHLAND COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE	1
Item 7 was amended at the board meeting		
8.a.	RESOLUTION TO DENY THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE COLUMBUS CITY SCHOOL DISTRICT, FRANKLIN COUNTY, TO THE WESTERVILLE CITY SCHOOL DISTRICT, FRANKLIN COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE	43
Item 8.a. was denied at the board meeting		
8.b.	RESOLUTION TO APPROVE THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE COLUMBUS CITY SCHOOL DISTRICT, FRANKLIN COUNTY, TO THE WESTERVILLE CITY SCHOOL DISTRICT, FRANKLIN COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE	45
Item 8.b. was denied at the board meeting		
9.	RESOLUTION TO ACCEPT THE RECOMMENDATION OF THE HEARING OFFICER AND TO DENY THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM THE BETHEL LOCAL SCHOOL DISTRICT, MIAMI COUNTY, TO THE MIAMI EAST LOCAL SCHOOL DISTRICT, MIAMI COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE	79
Item 9 was amended at the board meeting		
10.	RESOLUTION TO ACCEPT THE RECOMMENDATION OF THE HEARING OFFICER AND TO APPROVE THE TRANSFER OF SCHOOL DISTRICT TERRITORY FROM	91

THE ALEXANDER LOCAL SCHOOL DISTRICT, ATHENS COUNTY, TO THE ATHENS CITY SCHOOL DISTRICT, ATHENS COUNTY, PURSUANT TO SECTION 3311.24 OF THE OHIO REVISED CODE	
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VOLUME 3 – SCHOOL PERSONNEL

11.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO REVOKE THE THREE-YEAR PUPIL ACTIVITY SUPERVISOR PERMIT AND FIVE-YEAR PROFESSIONAL ELEMENTARY TEACHING LICENSE OF (b)(6)	1
12.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO REVOKE THE FIVE-YEAR PROFESSIONAL ASSISTANT SUPERINTENDENT LICENSE AND FIVE-YEAR PROFESSIONAL ELEMENTARY PRINCIPAL LICENSE OF (b)(6)	19
13.	RESOLUTION TO PERMANENTLY REVOKE THE FIVE-YEAR SCHOOL BUSINESS MANAGER LICENSE OF (b)(6)	31
14.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER AND TO MODIFY THE SANCTIONS RECOMMENDED BY THE HEARING OFFICER TO REVOKE THE FIVE-YEAR PROFESSIONAL EARLY CHILDHOOD TEACHING LICENSE OF (b)(6)	73
Item 14 was amended at the board meeting.		
15.	RESOLUTION TO REVOKE THE FOUR-YEAR EDUCATIONAL AIDE PERMIT OF (b)(6)	87
16.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL HIGH SCHOOL TEACHING LICENSE OF (b)(6)	95
17.	RESOLUTION TO PERMANENTLY REVOKE THE FIVE-YEAR PROFESSIONAL CAREER TECHNICAL TEACHING LICENSE OF (b)(6)	103
18.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO PERMANENTLY REVOKE THE TWO-YEAR ALTERNATIVE INTERVENTION SPECIALIST EDUCATOR LICENSE AND TO PERMANENTLY DENY	123

	THE ONE-YEAR SHORT TERM SUBSTITUTE TEACHING LICENSE APPLICATION OF (b)(6)	
19.	RESOLUTION TO ACCEPT THE REPORT AND RECOMMENDATION OF THE HEARING OFFICER TO PERMANENTLY DENY THE FIVE-YEAR LONG-TERM MULTI-AGE SUBSTITUTE TEACHING LICENSE OF (b)(6)	133

VOLUME 3 - ADMINISTRATIVE RULES

20.	RESOLUTION TO AMEND RULE 3301-11-10 OF THE ADMINISTRATIVE CODE ENTITLED PAYMENT OF SCHOLARSHIP AMOUNTS	1
21.	RESOLUTION TO RESCIND AND ADOPT RULE 3301-24-03 OF THE ADMINISTRATIVE CODE ENTITLED TEACHER EDUCATION PROGRAMS	7
22.	RESOLUTION TO AMEND RULE 3301-39-01, TO RESCIND AND ADOPT RULES 3301-39-02 AND 3301-39-03, AND TO RESCIND RULE 3301-39-04 OF THE ADMINISTRATIVE CODE REGARDING APPROVAL OF NONPUBLIC SCHOOLS	19

PUBLIC HEARING

There will be a public hearing on Monday afternoon, March 14, on the following rules:

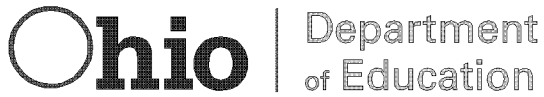
- 1) 3301-44-01 to -08, PSEO
- 2) 3301-92-01, -02, Textbooks and Instructional Materials

VOLUME 4 - MISCELLANEOUS RESOLUTIONS

23.	RESOLUTION TO ADOPT MODEL CURRICULA IN ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES IN ACCORDANCE WITH THE REQUIREMENTS OF REVISED CODE SECTION 3301.079	1
24.	I HEREBY MOVE TO RELOCATE THE STATE BOARD OF EDUCATION'S REGULARLY SCHEDULED ADMINISTRATIVE RULE HEARINGS FROM THE OHIO SCHOOL FOR THE DEAF TO THE OHIO DEPARTMENT OF EDUCATION, COMMENCING WITH THE RULE HEARINGS SCHEDULED FOR APRIL 2011 Item 24 was defeated at the board meeting	5
25.	MOTION REGARDING 2011-2012 STATE BOARD MEETING DATES	7
26.	RESOLUTION TO ACCEPT THE SURRENDER OF AND REVOKE THE CHARTER OF NATURAL LEARNING MONTESSORI ACADEMY	9
27.	RESOLUTION OF INTENT TO AMEND RULES 3301-58-01 AND 3301-58-03 OF THE ADMINISTRATIVE CODE REGARDING THE VALUE-ADDED PROGRESS DIMENSION Item 27 was added at the board meeting	

Attachment 5: Memorandum of Understanding or letter from State network of institutions of higher education (IHEs) certifying that meeting the States' standards corresponds to being college- and career-ready

Not Applicable



John R. Kasich, Governor
Stan W. Heffner, Superintendent of Public Instruction

November 15, 2011

To the Governing Board of the PARCC consortium:

In accordance with the PARCC requirements to affirm our desire to become a Governing State member of the PARCC consortium, enclosed is Ohio's signed Memorandum of Understanding requesting immediate change of our status as a Participating State to become a Governing State.

We look forward to working with the other PARCC states to develop the next generation of assessments in our new governing role.

Sincerely,

A handwritten signature in black ink, appearing to read "Stan Heffner". The signature is stylized with a large "S" and a prominent "H".

Stan W. Heffner
Superintendent of Public Instruction

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS

November 15, 2011

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 15th day of November 2011, (the “November 15, 2011”) by and between the State of Ohio and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state's overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
 - Participate in the management of the assessment development process on behalf of the Consortium;
 - Represent the chief state school officer when necessary in Governing Board meetings and calls;
 - Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

- (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
- (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

- (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
- (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:
 - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
 - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

- 1. Has all requisite power and authority necessary to execute this MOU;
- 2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
- 3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
- 4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
- 5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
- 6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education (“IHE”) or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium’s research-based process to establish common achievement standards on the new assessments that signal students’ preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states’ postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students’ readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: *Stan W. Heffner*

Mailing Address: *25 South Front Street, Mail Stop # 701*

Columbus, OH 43215

Telephone: *614-995-1985*

Fax: *614-728-4781*

E-mail: *stan.heffner@ode.state.oh.us*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of *Ohio* hereby joins the Consortium as a *Governing State*, and agrees to be bound by all of the assurances and commitments associated with the *Governing State* membership classification. Further, the State of *Ohio* agrees to perform the duties and carry out the responsibilities associated with the *Governing State* membership classification.

Signatures required:

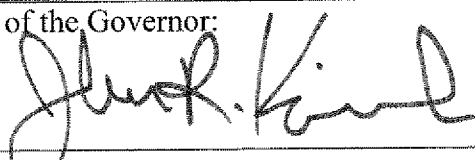
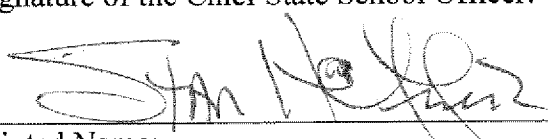

- Each State’s Governor;
- Each State’s chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: 	
Printed Name: John R. Kasich	Date: 11-10-11
Signature of the Chief State School Officer: 	
Printed Name: Stan W. Hefner	Date: 11-15-11
Signature of the State Board of Education President (if applicable): 	
Printed Name: Debe Terhar	Date: 11-15-11

Attachment 7: Evidence that the SEA has submitted high-quality assessments

Not Applicable

Attachment 8: A copy of the statewide proficiency based on assessments administered in 2010-2011

Average Statewide Proficiency on 2010-2011 Assessments, Reading/Language Arts and Mathematics, All Students and Sub-Groups:

Test Grade	Test Subject	Disaggregation	Proficient Percentage	2011 Students Tested
3rd Grade	Mathematics	All Students	82.0%	130,183
3rd Grade	Mathematics	American Indian or Alaskan Native	76.4%	157
3rd Grade	Mathematics	Asian/Pacific Islander	91.9%	2,531
3rd Grade	Mathematics	Black, Non-Hispanic	60.2%	20,367
3rd Grade	Mathematics	Disabled	55.6%	18,515
3rd Grade	Mathematics	Economically Disadvantaged	72.5%	64,132
3rd Grade	Mathematics	Hispanic	72.7%	4,982
3rd Grade	Mathematics	LEP	72.9%	3,906
3rd Grade	Mathematics	Multiracial	79.2%	6,353
3rd Grade	Mathematics	Non-Disabled	86.4%	111,668
3rd Grade	Mathematics	Non-Disadvantaged	91.3%	66,051
3rd Grade	Mathematics	Non-LEP	82.3%	126,277
3rd Grade	Mathematics	White, Non-Hispanic	87.1%	95,793
3rd Grade	Reading	All Students	79.9%	135,242
3rd Grade	Reading	American Indian or Alaskan Native	74.4%	172
3rd Grade	Reading	Asian/Pacific Islander	86.4%	2,613
3rd Grade	Reading	Black, Non-Hispanic	58.5%	21,468
3rd Grade	Reading	Disabled	54.1%	19,277
3rd Grade	Reading	Economically Disadvantaged	69.6%	67,751
3rd Grade	Reading	Hispanic	66.9%	5,304
3rd Grade	Reading	LEP	63.8%	4,108
3rd Grade	Reading	Multiracial	77.1%	6,684
3rd Grade	Reading	Non-Disabled	84.2%	115,965
3rd Grade	Reading	Non-Disadvantaged	90.3%	67,491
3rd Grade	Reading	Non-LEP	80.4%	131,134
3rd Grade	Reading	White, Non-Hispanic	85.3%	99,001
4th Grade	Mathematics	All Students	78.1%	132,922
4th Grade	Mathematics	American Indian or Alaskan Native	78.1%	210
4th Grade	Mathematics	Asian/Pacific Islander	89.9%	2,423

4th Grade	Mathematics	Black, Non-Hispanic	53.1%	20,990
4th Grade	Mathematics	Disabled	47.4%	20,217
4th Grade	Mathematics	Economically Disadvantaged	66.5%	64,350
4th Grade	Mathematics	Hispanic	64.3%	4,812
4th Grade	Mathematics	LEP	64.5%	3,618
4th Grade	Mathematics	Multiracial	74.6%	6,204
4th Grade	Mathematics	Non-Disabled	83.7%	112,705
4th Grade	Mathematics	Non-Disadvantaged	89.1%	68,572
4th Grade	Mathematics	Non-LEP	78.5%	129,304
4th Grade	Mathematics	White, Non-Hispanic	84.1%	98,283
4th Grade	Reading	All Students	83.8%	132,845
4th Grade	Reading	American Indian or Alaskan Native	84.3%	210
4th Grade	Reading	Asian/Pacific Islander	91.4%	2,398
4th Grade	Reading	Black, Non-Hispanic	63.9%	20,965
4th Grade	Reading	Disabled	57.7%	20,227
4th Grade	Reading	Economically Disadvantaged	74.5%	64,318
4th Grade	Reading	Hispanic	74.8%	4,788
4th Grade	Reading	LEP	71.8%	3,615
4th Grade	Reading	Multiracial	81.4%	6,206
4th Grade	Reading	Non-Disabled	88.5%	112,618
4th Grade	Reading	Non-Disadvantaged	92.6%	68,527
4th Grade	Reading	Non-LEP	84.2%	129,230
4th Grade	Reading	White, Non-Hispanic	88.5%	98,278
5th Grade	Mathematics	All Students	66.1%	133,817
5th Grade	Mathematics	American Indian or Alaskan Native	57.1%	184
5th Grade	Mathematics	Asian/Pacific Islander	83.8%	2,467
5th Grade	Mathematics	Black, Non-Hispanic	35.5%	20,999
5th Grade	Mathematics	Disabled	33.5%	20,451
5th Grade	Mathematics	Economically Disadvantaged	50.5%	63,738
5th Grade	Mathematics	Hispanic	51.5%	4,575
5th Grade	Mathematics	LEP	51.5%	3,233
5th Grade	Mathematics	Multiracial	59.9%	5,979
5th Grade	Mathematics	Non-Disabled	72.0%	113,366
5th Grade	Mathematics	Non-Disadvantaged	80.3%	70,079
5th Grade	Mathematics	Non-LEP	66.5%	130,584
5th Grade	Mathematics	White, Non-Hispanic	73.2%	99,613
5th Grade	Reading	All Students	74.1%	133,776

5th Grade	Reading	American Indian or Alaskan Native	66.8%	184
5th Grade	Reading	Asian/Pacific Islander	85.0%	2,442
5th Grade	Reading	Black, Non-Hispanic	49.5%	20,994
5th Grade	Reading	Disabled	41.4%	20,455
5th Grade	Reading	Economically Disadvantaged	61.2%	63,713
5th Grade	Reading	Hispanic	62.4%	4,561
5th Grade	Reading	LEP	57.1%	3,232
5th Grade	Reading	Multiracial	70.6%	5,980
5th Grade	Reading	Non-Disabled	79.9%	113,321
5th Grade	Reading	Non-Disadvantaged	85.8%	70,063
5th Grade	Reading	Non-LEP	74.5%	130,544
5th Grade	Reading	White, Non-Hispanic	79.7%	99,615
6th Grade	Mathematics	All Students	77.5%	132,908
6th Grade	Mathematics	American Indian or Alaskan Native	71.1%	218
6th Grade	Mathematics	Asian/Pacific Islander	90.0%	2,178
6th Grade	Mathematics	Black, Non-Hispanic	54.1%	20,938
6th Grade	Mathematics	Disabled	41.6%	20,301
6th Grade	Mathematics	Economically Disadvantaged	65.1%	61,502
6th Grade	Mathematics	Hispanic	65.6%	4,391
6th Grade	Mathematics	LEP	65.5%	2,902
6th Grade	Mathematics	Multiracial	73.9%	5,602
6th Grade	Mathematics	Non-Disabled	83.9%	112,607
6th Grade	Mathematics	Non-Disadvantaged	88.1%	71,406
6th Grade	Mathematics	Non-LEP	77.7%	130,006
6th Grade	Mathematics	White, Non-Hispanic	82.9%	99,581
6th Grade	Reading	All Students	85.6%	133,101
6th Grade	Reading	American Indian or Alaskan Native	82.6%	219
6th Grade	Reading	Asian/Pacific Islander	93.0%	2,210
6th Grade	Reading	Black, Non-Hispanic	69.5%	20,923
6th Grade	Reading	Disabled	56.1%	20,300
6th Grade	Reading	Economically Disadvantaged	76.6%	61,478
6th Grade	Reading	Hispanic	77.3%	4,385
6th Grade	Reading	LEP	74.0%	2,909
6th Grade	Reading	Multiracial	84.5%	5,618
6th Grade	Reading	Non-Disabled	91.0%	112,801

6th Grade	Reading	Non-Disadvantaged	93.4%	71,623
6th Grade	Reading	Non-LEP	85.9%	130,192
6th Grade	Reading	White, Non-Hispanic	89.3%	99,746
7th Grade	Mathematics	All Students	74.8%	134,006
7th Grade	Mathematics	American Indian or Alaskan Native	68.4%	206
7th Grade	Mathematics	Asian/Pacific Islander	89.2%	2,297
7th Grade	Mathematics	Black, Non-Hispanic	49.5%	21,072
7th Grade	Mathematics	Disabled	36.6%	20,402
7th Grade	Mathematics	Economically Disadvantaged	61.3%	60,224
7th Grade	Mathematics	Hispanic	63.2%	4,369
7th Grade	Mathematics	LEP	60.8%	2,664
7th Grade	Mathematics	Multiracial	69.9%	5,341
7th Grade	Mathematics	Non-Disabled	81.7%	113,604
7th Grade	Mathematics	Non-Disadvantaged	85.8%	73,782
7th Grade	Mathematics	Non-LEP	75.1%	131,342
7th Grade	Mathematics	White, Non-Hispanic	80.5%	100,721
7th Grade	Reading	All Students	77.3%	134,156
7th Grade	Reading	American Indian or Alaskan Native	77.5%	204
7th Grade	Reading	Asian/Pacific Islander	87.3%	2,291
7th Grade	Reading	Black, Non-Hispanic	55.8%	21,088
7th Grade	Reading	Disabled	39.3%	20,419
7th Grade	Reading	Economically Disadvantaged	64.6%	60,239
7th Grade	Reading	Hispanic	67.7%	4,359
7th Grade	Reading	LEP	59.4%	2,651
7th Grade	Reading	Multiracial	75.4%	5,350
7th Grade	Reading	Non-Disabled	84.2%	113,737
7th Grade	Reading	Non-Disadvantaged	87.7%	73,917
7th Grade	Reading	Non-LEP	77.7%	131,505
7th Grade	Reading	White, Non-Hispanic	82.1%	100,864
8th Grade	Mathematics	All Students	74.3%	132,349
8th Grade	Mathematics	American Indian or Alaskan Native	72.7%	194
8th Grade	Mathematics	Asian/Pacific Islander	87.1%	2,081
8th Grade	Mathematics	Black, Non-Hispanic	45.9%	20,307
8th Grade	Mathematics	Disabled	36.8%	19,938
8th Grade	Mathematics	Economically Disadvantaged	59.4%	57,115

8th Grade	Mathematics	Hispanic	61.6%	4,121
8th Grade	Mathematics	LEP	56.6%	2,274
8th Grade	Mathematics	Multiracial	69.8%	4,965
8th Grade	Mathematics	Non-Disabled	80.9%	112,411
8th Grade	Mathematics	Non-Disadvantaged	85.6%	75,234
8th Grade	Mathematics	Non-LEP	74.6%	130,075
8th Grade	Mathematics	White, Non-Hispanic	80.5%	100,681
8th Grade	Reading	All Students	85.1%	132,362
8th Grade	Reading	American Indian or Alaskan Native	83.1%	195
8th Grade	Reading	Asian/Pacific Islander	90.8%	2,044
8th Grade	Reading	Black, Non-Hispanic	69.3%	20,342
8th Grade	Reading	Disabled	51.8%	19,960
8th Grade	Reading	Economically Disadvantaged	75.7%	57,147
8th Grade	Reading	Hispanic	77.3%	4,115
8th Grade	Reading	LEP	67.7%	2,264
8th Grade	Reading	Multiracial	84.4%	4,965
8th Grade	Reading	Non-Disabled	91.1%	112,402
8th Grade	Reading	Non-Disadvantaged	92.3%	75,215
8th Grade	Reading	Non-LEP	85.4%	130,098
8th Grade	Reading	White, Non-Hispanic	88.6%	100,701
10th Grade	Mathematics	All Students	82.6%	139,140
10th Grade	Mathematics	American Indian or Alaskan Native	82.6%	213
10th Grade	Mathematics	Asian/Pacific Islander	91.2%	2,136
10th Grade	Mathematics	Black, Non-Hispanic	60.6%	21,925
10th Grade	Mathematics	Disabled	43.8%	20,684
10th Grade	Mathematics	Economically Disadvantaged	70.6%	54,923
10th Grade	Mathematics	Hispanic	74.3%	3,917
10th Grade	Mathematics	LEP	64.1%	1,942
10th Grade	Mathematics	Multiracial	79.4%	4,592
10th Grade	Mathematics	Non-Disabled	89.3%	118,456
10th Grade	Mathematics	Non-Disadvantaged	90.4%	84,217
10th Grade	Mathematics	Non-LEP	82.8%	137,198
10th Grade	Mathematics	White, Non-Hispanic	87.3%	106,357
10th Grade	Reading	All Students	87.2%	139,192
10th Grade	Reading	American Indian or Alaskan Native	85.6%	215
10th Grade	Reading	Asian/Pacific Islander	90.0%	2,126

10th Grade	Reading	Black, Non-Hispanic	71.1%	21,983
10th Grade	Reading	Disabled	54.7%	20,690
10th Grade	Reading	Economically Disadvantaged	77.8%	54,982
10th Grade	Reading	Hispanic	79.1%	3,910
10th Grade	Reading	LEP	63.5%	1,934
10th Grade	Reading	Multiracial	86.0%	4,599
10th Grade	Reading	Non-Disabled	92.9%	118,502
10th Grade	Reading	Non-Disadvantaged	93.4%	84,210
10th Grade	Reading	Non-LEP	87.6%	137,258
10th Grade	Reading	White, Non-Hispanic	90.9%	106,359
11th Grade	Mathematics	All Students	89.1%	139,686
11th Grade	Mathematics	American Indian or Alaskan Native	86.3%	212
11th Grade	Mathematics	Asian/Pacific Islander	95.3%	2,203
11th Grade	Mathematics	Black, Non-Hispanic	73.2%	21,596
11th Grade	Mathematics	Disabled	57.6%	20,647
11th Grade	Mathematics	Economically Disadvantaged	80.6%	49,860
11th Grade	Mathematics	Hispanic	83.7%	3,698
11th Grade	Mathematics	LEP	75.9%	1,641
11th Grade	Mathematics	Multiracial	86.8%	4,141
11th Grade	Mathematics	Non-Disabled	94.5%	119,039
11th Grade	Mathematics	Non-Disadvantaged	93.8%	89,826
11th Grade	Mathematics	Non-LEP	89.2%	138,045
11th Grade	Mathematics	White, Non-Hispanic	92.4%	107,836
11th Grade	Reading	All Students	92.4%	139,721
11th Grade	Reading	American Indian or Alaskan Native	93.4%	211
11th Grade	Reading	Asian/Pacific Islander	92.6%	2,200
11th Grade	Reading	Black, Non-Hispanic	83.0%	21,626
11th Grade	Reading	Disabled	67.1%	20,671
11th Grade	Reading	Economically Disadvantaged	86.5%	49,869
11th Grade	Reading	Hispanic	87.7%	3,707
11th Grade	Reading	LEP	75.8%	1,643
11th Grade	Reading	Multiracial	91.6%	4,143
11th Grade	Reading	Non-Disabled	96.8%	119,050
11th Grade	Reading	Non-Disadvantaged	95.7%	89,852
11th Grade	Reading	Non-LEP	92.6%	138,078
11th Grade	Reading	White, Non-Hispanic	94.5%	107,834

Attachment 9: Reward, Priority and Focus Schools

Key	
Reward School Criteria: A. Highest-performing school B. High-progress school Priority School Criteria: C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model	Focus School Criteria: F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

District Name	School Name	School NCES ID	Reward Schools	Priority Schools	Focus Schools	1 = Title I Eligible, but not served, 2 = Not Title I Eligible
Youngstown Community School	Youngstown Community School	390001701509	B			
Meadows Choice Community	Meadows Choice Community	390002401529			G	
Hope Academy Cathedral Campus	Hope Academy Cathedral Campus	390002601562			G	
Citizens Academy	Citizens Academy	390003202833	B			
Riverside Academy	Riverside Academy	390004302979			G	
Hope Academy Lincoln Park	Hope Academy Lincoln Park	390005103015			G	
Dayton Leadership Academies-Dayton Liberty Campus	Dayton Leadership Academies-Dayton Liberty Campus	390005703090			G	
Lighthouse Comm & Prof Dev	Lighthouse Comm & Prof Dev	390006603722		C		
Summit Academy-Canton	Summit Academy-Canton	390007103346		C		
Quest Academy Community	Quest Academy Community	390007503368			G	
Electronic Classroom Of Tomorrow	Electronic Classroom Of Tomorrow	390007903420		D1		
East End Comm Heritage School	East End Comm Heritage School	390008903463		E		

Summit Acdy Comm Schl for Alternative Learners of Middletown	Summit Acdy Comm Schl for Alternative Learners of Middletown	390009603913			C	
Summit Academy Middle School-Akron	Summit Academy Middle School-Akron	390009804167			C	
Constellation Schools: Elyria Community Elementary	Constellation Schools: Elyria Community Elementary	390010304054	B			
Summit Academy-Lorain	Summit Academy-Lorain	390010904106			E	
Eagle Academy	Eagle Academy	390012004066				G
Hamilton Cnty Math & Science	Hamilton Cnty Math & Science	390012103912	B			
Sciotoville	Sciotoville	390012303957				G
Alliance Academy of Cincinnati	Alliance Academy of Cincinnati	390013004180				G
Newark Digital Academy	Newark Digital Academy	390013304183			D1	
Hope Academy East Campus	Hope Academy East Campus	390013404184				G
Tomorrow Center	Tomorrow Center	390014504757			E	
Brighten Heights Charter School of Canton	Brighten Heights Charter School of Canton	390017504699			D1	
Ohio Virtual Academy	Ohio Virtual Academy	390018004704			E	
Middletown Fitness & Prep Acad	Middletown Fitness & Prep Acad	390019404718				G
Alternative Education Academy	Alternative Education Academy	390020304727			D1	
Crittenton Community School	Crittenton Community School	390020504729			E	
Mollie Kessler	Mollie Kessler	390020904733			C	
Marcus Garvey Academy	Marcus Garvey Academy	390021004734			C	
Constellation Schools: Puritas Community Elementary	Constellation Schools: Puritas Community Elementary	390021104735	B			
Constellation Schools: Stockyard Community Elementary	Constellation Schools: Stockyard Community Elementary	390021204736				G
Lake Erie Academy	Lake Erie Academy	390021404738				G
Virtual Community School Of Ohio	Virtual Community School Of Ohio	390021704741			E	
Toledo Preparatory Academy	Toledo Preparatory Academy	390021804742			D1	
Miami Valley Academies	Miami Valley Academies	390024104688				G
Pleasant Community Digital	Pleasant Community Digital	390026304803			C	
Cardington Lincoln Local Digital Academy	Cardington Lincoln Local Digital Academy	390026604806			D1	
Lorain High School Digital	Lorain High School Digital	390027304813			D1	
West Central Learning Academy II	West Central Learning Academy II	390027604816			D1	
Pinnacle Academy	Pinnacle Academy	390029904836				G
A+ Arts Academy	A+ Arts Academy	390030504842	B			
Columbus Preparatory Academy	Columbus Preparatory Academy	390030704844	B			
Virtual Schoolhouse, Inc.	Virtual Schoolhouse, Inc.	390031104848			E	

Summit Academy Middle School - Lorain	Summit Academy Middle School - Lorain	390033804875		E	
Summit Academy Middle School - Columbus	Summit Academy Middle School - Columbus	390033904876		E	
Summit Academy Warren Middle & Secondary	Summit Academy Warren Middle & Secondary	390034404881			G
Summit Academy Transition High School Dayton	Summit Academy Transition High School Dayton	390034804885		C	
Summit Academy-Youngstown	Summit Academy-Youngstown	390035004887		E	
Summit Academy Community School - Painesville	Summit Academy Community School - Painesville	390035604893		C	
Maritime Academy of Toledo, The	Maritime Academy of Toledo, The	390042804987			G
Educational Academy at Linden	Educational Academy at Linden	390043304992			G
Midnimo Cross Cultural Community School	Midnimo Cross Cultural Community School	390043504994		C	
Cincinnati Speech & Reading Intervention Center	Cincinnati Speech & Reading Intervention Center	390043604995		C	
Academy of Columbus	Academy of Columbus	390043804997		C	
Westside Academy	Westside Academy	390047405033	B		
V L T Academy	V L T Academy	390047905038		E	
Scholars Preparatory and Career Center for Children	Scholars Preparatory and Career Center for Children	390048705197		E	
Summit Academy Columbus	Summit Academy Columbus	390049205202		E	
Summit Academy Dayton	Summit Academy Dayton	390049305203		E	
Summit Academy Community School-Parma	Summit Academy Community School-Parma	390049705207		C	
Summit Academy Secondary - Youngstown	Summit Academy Secondary - Youngstown	390049805208		C	
Summit Academy Community School-Toledo	Summit Academy Community School-Toledo	390049905209		E	
Summit Academy Community School-Warren	Summit Academy Community School-Warren	390050005210		C	
Summit Academy Cincinnati	Summit Academy Cincinnati	390050105211		C	
Constellation Schools: Lorain Community Middle	Constellation Schools: Lorain Community Middle	390050705217			G
Constellation Schools: Old Brooklyn Community Middle	Constellation Schools: Old Brooklyn Community Middle	390050805218	B		
Mansfield Elective Academy	Mansfield Elective Academy	390052505235		E	
Buckeye OnLine School for Success	Buckeye OnLine School for Success	390053005240			G
Columbus Bilingual Academy	Columbus Bilingual Academy	390053305243		E	
Cleveland Lighthouse Community School	Cleveland Lighthouse Community School	390056905061		C	
Villaview Lighthouse Community School	Villaview Lighthouse Community School	390057205064		C	
Columbus Preparatory and Fitness Academy	Columbus Preparatory and Fitness Academy	390057405066			G
Mt. Healthy Preparatory and Fitness Academy	Mt. Healthy Preparatory and Fitness Academy	390057505067	B		

Academy of Arts and Humanities	Academy of Arts and Humanities	390057805070				G
Youngstown Academy of Excellence	Youngstown Academy of Excellence	390058005072			C	
Cleveland Arts and Social Sciences Academy	Cleveland Arts and Social Sciences Academy	390058405076			C	
Mansfield Preparatory Academy	Mansfield Preparatory Academy	390058705079	B			
Arts and Science Preparatory Academy	Arts and Science Preparatory Academy	390059205184			C	
Lion of Judah Academy	Lion of Judah Academy	390059605087			E	
Elite Academy of the Arts	Elite Academy of the Arts	390059705088			C	
Arts Academy West, The	Arts Academy West, The	390059805089				G
Groveport Community School	Groveport Community School	390064005351				G
Noble Academy-Columbus	Noble Academy-Columbus	390064505319	B			
Noble Academy-Cleveland	Noble Academy-Cleveland	390064605345	B			
Star Academy of Toledo	Star Academy of Toledo	390129805378			C	
Cincinnati Leadership Academy	Cincinnati Leadership Academy	390131205391				G
C.M. Grant Leadership Academy	C.M. Grant Leadership Academy	390131705435			C	
Romig Road Community School	Romig Road Community School	390132705415			E	
Horizon Science Academy Denison Elementary School	Horizon Science Academy Denison Elementary School	390133305491			C	
Cesar Chavez College Preparatory School	Cesar Chavez College Preparatory School	390133505496			C	
Sullivant Avenue Community School	Sullivant Avenue Community School	390134405464			C	
Klepinger Community School	Klepinger Community School	390134705453			C	
Providence Academy for Student Success	Providence Academy for Student Success	390135405507			C	
Bella Academy of Excellence	Bella Academy of Excellence	390137005562			C	
Akron City	Barrett Elementary School	390434800002				G
Akron City	Judith A Resnik Community Learning Center	390434800014				G
Akron City	Barber Community Learning Center	390434800019				G
Akron City	Garfield High School	390434800020				G
Akron City	Hill Community Learning Center	390434800029				G
Akron City	Jennings Community Learning Center	390434800034				G
Akron City	Mason Community Learning Center	390434800044				G
Akron City	McElbright Elementary School	390434800045				G
Akron City	North High School	390434800046				G
Akron City	Perkins Middle School	390434800047				G
Akron City	Pfeiffer Elementary School	390434800048				G
Akron City	Portage Path Community Learning Center	390434800049				G
Akron City	Buchtel High School	390434800051		E		1

Akron City	Rimer Community Learning Center	390434800052				G
Akron City	Robinson Community Learning Center	390434800054				G
Akron City	Seiberling Elementary School	390434800056				G
Akron City	Case Elementary School	390434800058				G
Akron City	Crouse Community Learning Center	390434800105			C	
Akron City	Bridges Learning Center	390434805265			E	
Akron City	Helen Arnold Community Learning Center	390434805372				G
Akron City	Akron Opportunity Center	390434805408			E	
Alliance City	Parkway Elementary School	390434900069				G
Alliance City	Rockhill Elementary School	390434904191				G
Ashland City	Lincoln Elementary School	390435000079	B			
Ashtabula Area City	McKinsey Elementary School	390435100088				G
Barberton City	Johnson Elementary School	390435300108				G
Barberton City	Light Middle School	390435300109				G
Barberton City	Santrock Elementary School	390435300112				G
Barberton City	Portage Elementary School	390435304146				G
Bellefontaine City	Southeastern Elementary School	390435800148	B			
Cambridge City	Cambridge Middle School	390436900224				G
Cambridge City	South Elementary School	390436904198	B			
Campbell City	Campbell Elementary School	390437000234				G
Canton City	Belden Elementary School	390437100238				G
Canton City	Belle Stone Elementary School	390437100239				G
Canton City	Clarendon Elementary School	390437100241				G
Canton City	Grenshaw Middle School	390437100242				G
Canton City	Fairmount Elementary School	390437100244				G
Canton City	Gibbs Elementary School	390437100245				G
Canton City	Harter Elementary School	390437100246	B			1
Canton City	Lehman Middle School	390437100249				G
Canton City	Barbara F Schreiber Elementary School	390437100259				G
Canton City	Worley Elementary School	390437100260				G
Canton City	Youtz Elementary School	390437100261				G
Canton City	Choices Alternative School	390437104202				2
Canton City	Canton City Digital Academy	390437105489			E	1
Chillicothe City	Chillicothe High School	390437400281				G
Cincinnati City	Cheviot Elementary School	390437500304				G

Cincinnati City	George Hays-Jennie Porter Elementary	390437500332		E	
Cincinnati City	Oyler School	390437500357		D1	
Cincinnati City	Pleasant Ridge Montessori School	390437500362		C	
Cincinnati City	Quebec Heights Elementary School	390437500364		C	
Cincinnati City	Roberts Academy: A Paideia Learning Community	390437500366			G
Cincinnati City	Rothenberg Preparatory Academy	390437500371		E	
Cincinnati City	South Avondale Elementary School	390437500379		E	
Cincinnati City	William H Taft Elementary School	390437500381		E	
Cincinnati City	Westwood Elementary School	390437500389			G
Cincinnati City	Virtual High School	390437504213		E	1
Cincinnati City	Western Hills Engineering High School	390437504241		E	1
Cincinnati City	Riverview East Academy	390437504274			G
Cincinnati City	Woodward Career Technical High School	390437504416		E	1
Cincinnati City	James N. Gamble Montessori High School	390437505375	A	E	1
Cincinnati City	Rees E. Price Elementary School	390437505404		C	
Claymont City	Park Elementary School	390437700408			
Cleveland Municipal	Adlai Stevenson School	390437800413		C	
Cleveland Municipal	Andrew J Rickoff	390437800418		C	
Cleveland Municipal	Artemus Ward	390437800421			G
Cleveland Municipal	Bolton	390437800425		C	
Cleveland Municipal	Buckeye-Woodland School	390437800429		C	
Cleveland Municipal	Captain Arthur Roth	390437800431			G
Cleveland Municipal	Case	390437800433		C	
Cleveland Municipal	Carl & Louis Stokes Central Academy	390437800434		E	
Cleveland Municipal	Charles A Mooney School	390437800435			G
Cleveland Municipal	Charles Dickens School	390437800436		C	
Cleveland Municipal	Charles W Eliot School	390437800440		C	
Cleveland Municipal	Clark School	390437800443	B		
Cleveland Municipal	Collinwood High School	390437800444		E	
Cleveland Municipal	Denison	390437800448	B		
Cleveland Municipal	Cleveland School of Arts (Dike Campus)	390437800449	B		
Cleveland Municipal	Memorial School	390437800451			G
Cleveland Municipal	East Clark	390437800453		C	
Cleveland Municipal	East Technical High School	390437800456		E	

Cleveland Municipal	Emile B Desauze Elementary School	390437800457				G
Cleveland Municipal	Fullerton School	390437800462			C	
Cleveland Municipal	George Washington Carver	390437800464			C	
Cleveland Municipal	Giddings	390437800466				G
Cleveland Municipal	Glenville High School	390437800468			E	
Cleveland Municipal	H Barbara Booker Elementary School	390437800469				G
Cleveland Municipal	Harvey Rice Elementary School	390437800474			C	
Cleveland Municipal	Iowa-Maple Elementary School	390437800479			C	
Cleveland Municipal	James Ford Rhodes High School	390437800480				G
Cleveland Municipal	John F Kennedy High School	390437800484			E	
Cleveland Municipal	John Hay Early College High School	390437800485	A			
Cleveland Municipal	Luis Munoz Marin School	390437800495			E	
Cleveland Municipal	Lincoln-West High School	390437800496			E	
Cleveland Municipal	Franklin D. Roosevelt	390437800500			E	
Cleveland Municipal	Marion-Sterling Elementary School	390437800505			E	
Cleveland Municipal	Mary B Martin School	390437800507			E	
Cleveland Municipal	Mary M Bethune	390437800508			E	
Cleveland Municipal	McKinley School	390437800510				G
Cleveland Municipal	Miles School	390437800513			C	
Cleveland Municipal	Miles Park School	390437800514			C	
Cleveland Municipal	Michael R. White	390437800515				G
Cleveland Municipal	Mound Elementary School	390437800518				G
Cleveland Municipal	Nathan Hale School	390437800522			C	
Cleveland Municipal	Oliver H Perry Elementary School	390437800525				G
Cleveland Municipal	Patrick Henry School	390437800527			E	
Cleveland Municipal	Paul L Dunbar Elementary School @ Brooklawn	390437800528				G
Cleveland Municipal	Paul Revere Elementary School	390437800529			E	
Cleveland Municipal	Robert H Jamison School	390437800533			C	
Cleveland Municipal	Scranton School	390437800536				G
Cleveland Municipal	Sunbeam	390437800540				G
Cleveland Municipal	Union Elementary School	390437800543				G
Cleveland Municipal	Wade Park	390437800546				G
Cleveland Municipal	Walton School	390437800547				G
Cleveland Municipal	Waverly Elementary School	390437800550				G

Cleveland Municipal	Joseph M Gallagher School	390437800551				G
Cleveland Municipal	William C Bryant Elementary School	390437800557	B			
Cleveland Municipal	Willow School	390437800561		C		
Cleveland Municipal	Woodland Hills School	390437800563				G
Cleveland Municipal	Hannah Gibbons-Nottingham Elementary School	390437800729		C		
Cleveland Municipal	Law & Municipal Careers @ MLK	390437804259		E		
Cleveland Municipal	John Adams High School	390437805320				G
Cleveland Municipal	Genesis Academy	390437805339		E		
Cleveland Municipal	Euclid Park Elementary School	390437805641		C		
Cleveland Heights-University Heights City	Bellefaire	390437900564		E	1	
Cleveland Heights-University Heights City	Canterbury Elementary School	390437900567				G
Cleveland Heights-University Heights City	Fairfax Elementary School	390437900569				G
Cleveland Heights-University Heights City	Cleveland Heights High School	390437900571			1	
Cleveland Heights-University Heights City	Monticello Middle School	390437900573				G
Cleveland Heights-University Heights City	Oxford Elementary School	390437900576				G
Columbus City School District	Arlington Park Elementary School	390438000583		C		
Columbus City School District	Avalon Elementary School	390438000584				G
Columbus City School District	Avondale Elementary School	390438000585	B			
Columbus City School District	Beatty Park Elementary School	390438000587				G
Columbus City School District	Broadleigh Elementary School	390438000596		C		
Columbus City School District	Buckeye Middle School	390438000598				G
Columbus City School District	Burroughs Elementary School	390438000599				G
Columbus City School District	Champion Middle School	390438000605		E		
Columbus City School District	Watkins Elementary School	390438000607		C		
Columbus City School District	East High School	390438000624				G
Columbus City School District	East Columbus Elementary School	390438000625				G
Columbus City School District	East Linden Elementary School	390438000626				G
Columbus City School District	Fairmoor Elementary School	390438000634				G
Columbus City School District	Fairwood Alternative Elementary School	390438000635		E		
Columbus City School District	Hamilton STEM Academy (K-6)	390438000647				G
Columbus City School District	Heyl Avenue Elementary School	390438000648		E		
Columbus City School District	Highland Elementary School	390438000649				G
Columbus City School District	Hilltonia Middle School	390438000650				G
Columbus City School District	Huy Elementary School	390438000653				G

Columbus City School District	Innis Elementary School	390438000658				G
Columbus City School District	Johnson Park Middle School	390438000660				G
Columbus City School District	Leawood Elementary School	390438000665		C		
Columbus City School District	Lincoln Park Elementary School	390438000668		E		
Columbus City School District	Linden STEM Academy (K-6)	390438000670				G
Columbus City School District	Linden-Mckinley STEM School on Arcadia	390438000672		E		
Columbus City School District	Livingston Elementary School	390438000674		C		
Columbus City School District	Marion-Franklin High School	390438000677				G
Columbus City School District	Columbus Alternative High School	390438000680	A			1
Columbus City School District	Medina Middle School	390438000682				G
Columbus City School District	Mifflin Alternative Middle School	390438000684				G
Columbus City School District	Columbus Africentric Early College Elementary School	390438000685				G
Columbus City School District	Moler Elementary School	390438000686				G
Columbus City School District	Monroe Alternative Middle School	390438000687				G
Columbus City School District	North Linden Elementary School	390438000689				G
Columbus City School District	Northtowne Elementary School	390438000693				G
Columbus City School District	Ohio Avenue Elementary School	390438000696				G
Columbus City School District	Olde Orchard Alt Elementary School @ Old Shady Lane ES	390438000697				G
Columbus City School District	Parkmoor Elementary School	390438000698				G
Columbus City School District	Sherwood Middle School	390438000711				G
Columbus City School District	Siebert Elementary School	390438000712				G
Columbus City School District	South High School	390438000714		E		
Columbus City School District	South Mifflin STEM Academy (K-6)	390438000715		C		
Columbus City School District	Southmoor Middle School	390438000716		E		
Columbus City School District	Southwood Elementary School	390438000717				G
Columbus City School District	Starling Middle School	390438000718				G
Columbus City School District	Sullivant Elementary School	390438000721		C		
Columbus City School District	Trevitt Elementary School	390438000723		C		
Columbus City School District	Wedgewood Middle School	390438000731				G
Columbus City School District	Weinland Park Elementary School	390438000732		E		
Columbus City School District	West High School	390438000733		E		
Columbus City School District	West Broad Elementary School	390438000734				G
Columbus City School District	Westmoor Middle School	390438000737				G

Columbus City School District	Windsor STEM Academy (K-6)	390438000740		C	
Columbus City School District	Woodward Park Middle School	390438000743		G	
Columbus City School District	COLUMBUS GLOBAL ACADEMY	390438002557		E	
Columbus City School District	Forest Park Elementary School	390438004316		G	
Columbus City School District	Oakmont Elementary School	390438004319		G	
Columbus City School District	Alum Crest High School	390438004430		E	1
Columbus City School District	Lindbergh Elementary School	390438004431		G	
Columbus City School District	Valley Forge Elementary School	390438004433		G	
Columbus City School District	Liberty Elementary School	390438004434		G	
Columbus City School District	Woodcrest Elementary School	390438004520		G	
Cuyahoga Falls City	Preston Elementary School	390438300768		G	
Dayton City	Belle Haven PreK-8 School	390438400776		G	
Dayton City	Belmont High School	390438400778		E	1
Dayton City	Louise Troy PreK-8 School	390438400780		C	
Dayton City	Thurgood Marshall High School	390438400782		E	1
Dayton City	Rosa Parks PreK-8 School	390438400783		C	
Dayton City	Dunbar High School	390438400785		E	1
Dayton City	Edison PreK-8 School	390438400787		C	
Dayton City	Fairview PreK-8 School	390438400789		E	
Dayton City	River's Edge Montessori PreK-8 School @ Franklin	390438400791		G	
Dayton City	Westwood PreK-8 School	390438400800		E	
Dayton City	Meadowdale PreK-8 School	390438400812		G	
Dayton City	Meadowdale High School	390438400813		E	1
Dayton City	Patterson/Kennedy PreK-8 School	390438400816		G	
Dayton City	E. J. Brown PreK-8 School	390438400826		E	
Dayton City	Kiser PreK-8 School	390438400828		C	
Dayton City	Wogaman PreK-8 School	390438400832		C	
Dayton City	World of Wonder PreK-8 School	390438402915		G	
Dayton City	Longfellow Alternative School	390438404294		C	1
Dayton City	Kemp PreK-8 School	390438404300		G	
Dayton City	Cleveland PreK-8 School	390438405350		G	
Dayton City	Ruskin PreK-8 School	390438405480		G	
East Cleveland City School District	Caledonia Elementary School	390439000861		G	
East Cleveland City School District	Chambers Elementary School	390439000862		G	

East Cleveland City School District	Mayfair Elementary School	390439000865		C		
East Cleveland City School District	Shaw High School	390439000866		E		
East Cleveland City School District	Superior Elementary School	390439000867			G	
East Liverpool City	East Liverpool High School	390439100870			G	1
East Liverpool City	East Liverpool Junior High	390439100872			G	
East Liverpool City	Westgate Middle School	390439100875			G	
East Palestine City	East Palestine Elementary School	390439200876	B			
Elyria City Schools	Eastern Heights Middle School	390439400889			G	1
Elyria City Schools	Franklin Elementary School	390439400896			G	
Euclid City	Euclid High School	390439500909			G	1
Euclid City	Forest Park Middle School	390439500911			G	1
Euclid City	Roosevelt Elementary School	390439500918			G	
Euclid City	Upson Elementary School	390439500920			G	
Euclid City	Memorial Park Elementary School	390439505276			G	
Garfield Heights City Schools	Maple Leaf Intermediate Elementary School	390440400580			G	
Garfield Heights City Schools	Garfield Heights Middle School	390440400995			G	
Geneva Area City	Geneva Middle School	390440504215			G	
Girard City School District	Girard Sr High School	390440601005	A			1
Girard City School District	Prospect Elementary School	390440601007	A			
Winton Woods City	Winton Woods Intermediate School	390440800588			G	
Winton Woods City	Winton Woods Middle School	390440801021			G	
Lakewood City	Emerson Elementary School	390441901128			G	
Lakewood City	Hayes Elementary School	390441905376			G	
Lakewood City	Harrison Elementary School	390441905437			G	
Lancaster City	Medill Elementary School	390442001133			G	
Lancaster City	Tallmadge Elementary School	390442001138			G	
Lima City	Lima North Middle School	390442201158			G	
Lima City	Lima South Middle School	390442201160			G	
Lima City	Lima West Middle School	390442201162			G	
Lima City	Independence Elementary School	390442205280			G	
Lima City	Liberty Elementary School	390442205281			G	
Lima City	Progressive Academy	390442205330		E		1
Logan-Hocking Local	Union Furnace Elementary School	390442401178	A			
Logan-Hocking Local	Hocking Hills Elementary School	390442405283	B			
London City	London Middle School	390442501183			G	

Lorain City	Hawthorne Elementary School	390442601191				G	
Lorain City	Larkmoor Elementary School	390442601194				G	
Lorain City	Whittier Middle School	390442601204				G	
Lorain City	Frank Jacinto Elementary	390442605106				G	
Lorain City	General Johnnie Wilson Middle School	390442605107				G	
Lorain City	Longfellow Middle School	390442605108				G	
Lorain City	Garfield Elementary School	390442605109				G	
Lorain City	Palm Elementary School	390442605286				G	
Lorain City	Toni Wofford Morrison ES	390442605374				G	
Lorain City	Helen Steiner Rice ES	390442605439				G	
Lorain City	Academic Enrichment Academy	390442605452		E			
Mansfield City	Mansfield Middle School	390442901219				G	
Mansfield City	Sherman Elementary School	390442901225	B				
Mansfield City	Alternative School	390442901325		E			1
Maple Heights City	Maple Heights High School	390443001233				G	1
Maple Heights City	Dunham Elementary School	390443005354	B				
Marion City	Ulysses S. Grant Middle School	390443305287				G	1
Marion City	William McKinley Elementary School	390443305288				G	
Massillon City	Franklin Elementary School	390443501279	B				
Miamisburg City	Mound Elementary School	390443901315				G	
Middletown City	Amanda Elementary School	390444001317				G	
Middletown City	Miller Ridge Elementary School	390444001334				G	
Middletown City	Highview Elementary School	390444005308				G	
Middletown City	Rosa Parks Elementary School	390444005331				G	
Mt Healthy City	South Elementary School	390444101345				G	
Mt Healthy City	Mt Healthy High School	390444101346				G	1
Mt Healthy City	North Elementary School	390444101347				G	
New Lexington City	New Lexington Middle School	390444701395				G	
North Olmsted City	Butternut Elementary School	390445201427	A				
North Olmsted City	Forest Elementary School	390445201430	A				
Norwood City	Norwood Middle School	390445701462				G	1
Oberlin City Schools	Langston Middle School	390445901472				G	1
Piqua City	Bennett Intermediate Elementary School	390446401521				G	
Piqua City	Springcreek Primary Elementary School	390446401528	B				1
Princeton City	Woodlawn Elementary School	390446701559	B				

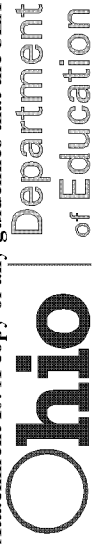
Ravenna City	Willyard Elementary School	390446801567				G	
St Bernard-Elmwood Place City	Elmwood Place Elementary School	390447101579	B				
Shaker Heights City	Shaker Hts Middle School	390447501608				G	
Sheffield-Sheffield Lake City	Forestlawn Elementary School	390447601620				G	
Sheffield-Sheffield Lake City	Tennyson Elementary School	390447601623				G	
South-Western City	Finland Middle School	390448001659				G	1
South-Western City	Prairie Norton Elementary School	390448001672				G	
South-Western City	Richard Avenue Elementary School	390448001673				G	
South-Western City	Stiles Elementary School	390448001676				G	
Springfield City	Keifer Alternative Center	390448100117		E			
Springfield City	Fulton Elementary School	390448101684				G	
Springfield City	Hayward Middle School	390448101686				G	
Springfield City	Kenton Elementary School	390448101689				G	
Springfield City	Kenwood Elementary	390448101690				G	
Springfield City	Lagonda Elementary School	390448101691				G	
Springfield City	Lincoln Elementary School	390448101692		C			
Springfield City	Roosevelt Middle School	390448101697				G	
Springfield City	Schaefer Middle School	390448101698				G	
Springfield City	Snyder Park Elementary School	390448101700				G	
Springfield City	Springfield High School	390448101701				G	
Springfield City	Warder Park-Wayne Elementary School	390448101703				G	
Steubenville City	Pugliese Elementary West	390448201704	A				
Steubenville City	East Garfield Elementary School	390448201710	B				
Steubenville City	Wells Academy	390448204283	A				
Toledo City	Grove Patterson Academy Elementary School	390449000426	B				1
Toledo City	Birmingham Elementary School	390449001772				G	
Toledo City	Bowsher High School	390449001773				G	1
Toledo City	Byrnedale Middle School	390449001775				G	1
Toledo City	Rosa Parks Elementary School	390449001777				G	
Toledo City	Garfield Elementary School	390449001789				G	
Toledo City	Glendale-Feilbach Elementary School	390449001791				G	1
Toledo City	Leverette Middle School	390449001795				G	
Toledo City	Samuel M. Jones at Gunckel Park Middle School	390449001800		C			
Toledo City	Keyser Elementary School	390449001801				G	

Toledo City	Lagrange Elementary School	390449001804				G	
Toledo City	Marshall Elementary School	390449001810				G	
Toledo City	Navarre Elementary School	390449001816				G	
Toledo City	Oakdale Elementary School	390449001818				G	
Toledo City	Old Orchard Elementary School	390449001819	B				
Toledo City	Pickett Elementary School	390449001823			E		
Toledo City	Reynolds Elementary School	390449001826				G	
Toledo City	Riverside Elementary School	390449001827				G	
Toledo City	Robinson Middle School	390449001828			E		
Toledo City	Sherman Elementary School	390449001832				G	
Toledo City	Walbridge Elementary School	390449001839				G	
Toledo City	Woodward High School	390449001844			C		1
Toledo City	Toledo Technology Academy High School	390449004560	A				1
Toledo City	Allied Health Academy	390449005361			E		1
Toledo City	Westfield Elementary School	390449005472				G	
Toledo City	Glenwood Elementary School	390449005482			E		
Toledo City	Spring Elementary School	390449005548			C		
Urbana City	Local Intermediate Elementary School	390449401870				G	
Wapakoneta City	Cridersville Elementary School	390449801901				G	
Warren City	Warren G Harding High School	390449901922				G	1
Warren City	Willard Avenue K-8 School	390449905413				G	
Warren City	Jefferson K-8 School	390449905417				G	
Warren City	McGuffey K-8 School	390449905430				G	
Warrensville Heights City	Warrensville Heights Middle School	390450001931			C		
Wellsville Local	Daw Middle School	390450301943				G	
Westerville City	Annehurst Elementary School	390450401948	B				
West Carrollton City	C F Holliday Elementary School	390450501964				G	
Whitehall City	Kae Avenue Elementary School	390450701980				G	
Wilmington City	Denver Place Elementary School	390451102015	B				
Wilmington City	Roy E Holmes Elementary School	390451102017				G	
Worthington City	Colonial Hills Elementary School	390451302035				G	
Xenia Community City	Simon Kenton Elementary School	390451502054				G	
Xenia Community City	Xenia High School	390451502059				G	1
Youngstown City Schools	Chaney High School	390451602063			E		1
Youngstown City Schools	P. Ross Berry Middle School	390451602066				G	

Youngstown City Schools	Harding Elementary School	390451602069				G	
Youngstown City Schools	M.L. King	390451602080				G	
Youngstown City Schools	East High School	390451602082			E		1
Youngstown City Schools	University Project Learning Center	390451604568			E		1
Rossford Exempted Village	Rossford Junior High School	390456004309		B			
Perry Local	Perry Elementary School	390457802341		B			
Federal Hocking Local	Federal Hocking Middle School	390459104244				G	1
Trimble Local	Trimble Elementary School	390459202385		B			
Trimble Local	Trimble Middle School	390459202386				G	
Shadyside Local	Jefferson Ave Elementary School	390460002400		A			
Lakota Local	Endeavor Elementary School	390461105343				G	
New Miami Local	New Miami High School	390461302447		B			1
Blanchester Local	Putman Elementary School	390463802538		A			
Crestview Local	Crestview Middle School	390464302554				G	
Southern Local	Southern Local Jr/Sr High School	390464402559			E		1
Ridgewood Local	Ridgewood High School	390464702565				G	1
River View Local	Warsaw Elementary School	390464802573		A			
Groveport Madison Local	Sedalia Elementary	390469702732				G	
Reynoldsburg City	Hannah J Ashton Middle School	390470002741		B			
Conotton Valley Union Local	Conotton Valley Jr/Sr High School	390475402916				G	1
Lynchburg-Clay Local	Lynchburg-Clay Elementary School	390476303584		B			
Dawson-Bryant Local	Dawson-Bryant Middle School	390479203041				G	
Rock Hill Local	Rock Hill Sr High School	390479404631				G	1
South Point Local	South Point High School	390479503055				G	1
Licking Heights Local	Licking Heights North	390480005322		B			
Riverside Local	Riverside Elementary School	390480903108		B			
Washington Local	Jackman Elementary School	390482303160				G	
Washington Local	Wernert Elementary School	390482303169		B			
Boardman Local	Robinwood Lane Elementary School	390483003199		A			
Jackson-Milton Local	Jackson-Milton Middle School	390483204637		B			1
Southern Local	Southern Elementary School	390485304640		B			
Switzerland of Ohio Local	Beallsville Elementary School	390486503324				G	
Trotwood-Madison City	Trotwood-Madison Middle School	390486903354				G	
Trotwood-Madison City	Westbrooke Village Elementary	390486905389				G	
Northridge Local	Grafton Kennedy Elementary School	390487303378				G	

Northridge Local	Esther Dennis Middle School	390487303381	B			
Valley View Local	Farmersville Elementary School	390487403383				G
Huber Heights City	Kitty Hawk Elementary School	390487504382				G
Morgan Local	Morgan High School	390487703401				G
Morgan Local	South Elementary School	390487704646				G
Twin Valley Community Local	Twin Valley South Elementary School	390490003212	B			
Eastern Local	Eastern Middle School	390491204653	B			
Scioto Valley Local	Jasper Elementary School	390491303501	B			
Scioto Valley Local	Piketon Jr/Sr High School	390491303503				G 1
Waverly City	Waverly Junior High School	390491403505	B			1
Western Local	Western Elementary School	390491503510				G
National Trail Local	National Trail Elementary School	390492703545	B			
Madison Local	Madison Junior High School	390494503597				G 1
Madison Local	Madison South Elementary School	390494503599				G
Madison Local	Wooster Heights Elementary School	390494503603	B			
Zane Trace Local	Zane Trace Middle School	390495403629				G 1
Lakota Local	Lakota Central Elementary School	390495603633				G
Green Local	Green High School	390496103648			E	1
Bettsville Local	Bettsville High School	390496903674	A			1
Hopewell-Loudon Local	Hopewell-Loudon Local High School	390497003676				G 2
Louisville City	Louisville Elementary School	390498703725	B			
Plain Local	Ransom H Barr Elementary School	390499303766	B			
Maplewood Local	Maplewood Middle School	390502103878	B			
Maplewood Local	Maplewood Elementary School	390502103879	A			
LaBrae Local	LaBrae Middle School	390502403887	B			
Southeast Local	Holmesville Elementary School	390505803997	A			
Edon-Northwest Local	Edon Elementary School	390506204011	A			
North Baltimore Local	North Baltimore Middle School	390507004173				G 1
Adams County/Ohio Valley Local	West Union Elementary School	390619004113	B			
Findlay City	Washington Elementary School	391000000952	B			
Sidney City	Central Elementary School	391000301632				G
Leetonia Exempted Village	Leetonia Middle School	391000702218				G
Miami Trace Local	Miami Trace Middle School	391001002696	B			1
Painesville City Local	Elm Street Elementary School	391001501489				G
Painesville City Local	Maple Elementary School	391001501490				G

Marietta City	Washington Elementary School	391001901252				G	
Van Wert City	Van Wert High School	391002301888				G	2
Van Wert City	S.F. Goedde	391002305365				G	1
Kenton City	Hardin Central Elementary School	391002501090	B				
Wooster City	Cornerstone Elementary School	391003200641	B				
Wooster City	Melrose Elementary School	391003202030	A				
Total # of Schools			82	162	283		



Four-Tiered Teacher Licensure Structure

Resident Educator License / Alternative Resident Educator License – 4 yr nonrenewable (may be extended on a case by case basis)

Resident Educator License Requirements	Alternative Resident Educator License Requirements
<ul style="list-style-type: none"> Bachelors degree, an approved program of teacher preparation, pass examinations prescribed by State Board of Education, and 12 semester hours of reading coursework for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses, OR Bachelors degree, GPA of 2.5 or higher, pass an examination in the subject area to be taught, successfully complete the summer training institute operated by Teach For America, and be assigned to teach in Ohio as a participant in the Teach For America program 	<ul style="list-style-type: none"> Bachelors degree Major in the subject to be taught or extensive work experience Completion of an Intensive Pedagogical Training Institute (IPTI) Content area examination This license will also be issued for career-technical workforce development areas utilizing existing processes for licensing these teachers

Professional Educator License – 5 yr renewable

Requirements
<ul style="list-style-type: none"> Bachelors degree (except career-technical workforce development) Successfully complete the Ohio Resident Educator Program Alternative License holders successfully complete additional requirements to obtain Professional license

Senior Professional Educator License - 5 yr renewable

A + B +C		
A	B	C
Degree Requirement	Experience	Demonstration of Practice at the Accomplished/Distinguished Level:
<ul style="list-style-type: none"> Masters degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which at least five years are under a professional/permanent license/certificate 	<ul style="list-style-type: none"> Successful completion of the Master Teacher Portfolio

Lead Professional Educator License - 5 yr renewable

A + B +C		
A	B	C
Degree Requirement	Experience	Demonstration of Practice at the Distinguished Level:
<ul style="list-style-type: none"> Masters degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which at least five years are under a professional/permanent license/certificate or a Senior Professional Educator License 	<ul style="list-style-type: none"> Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio, OR Hold active National Board Certification (NBPTS)

Ohio HB 153 Excerpted Sections

3319.02

(D)(1) Each board shall adopt procedures for the evaluation of all assistant superintendents, principals, assistant principals, and other administrators and shall evaluate such employees in accordance with those procedures. The procedures for the evaluation of principals shall be based on principles comparable to the teacher evaluation policy adopted by the board under section 3319.111 of the Revised Code, but shall be tailored to the duties and responsibilities of principals and the environment in which principals work.

3319.111 Evaluating teachers on limited contracts.

(A) Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code. The policy shall become operative at the expiration of any collective bargaining agreement covering teachers employed by the board that is in effect on the effective date of this section and shall be included in any renewal or extension of such an agreement.

(B) When using measures of student academic growth as a component of a teacher's evaluation, those measures shall include the value-added progress dimension prescribed by section 3302.021 of the Revised Code. For teachers of grade levels and subjects for which the value-added progress dimension is not applicable, the board shall administer assessments on the list developed under division (B)(2) of section 3319.112 of the Revised Code.

(C)(1) The board shall conduct an evaluation of each teacher employed by the board at least once each school year, except as provided in divisions (C)(2) and (3) of this section. The evaluation shall be completed by the first day of April and the teacher shall receive a written report of the results of the evaluation by the tenth day of April.

(2) If the board has entered into a limited contract or extended limited contract with the teacher pursuant to section 3319.11 of the Revised Code, the board shall evaluate the teacher at least twice in any school year in which the board may wish to declare its intention not to re-employ the teacher pursuant to division (B), (C)(3), (D), or (E) of that section

. One evaluation shall be conducted and completed not later than the fifteenth day of January and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the twenty-fifth day of January. One evaluation shall be conducted and completed between the tenth day of February and the first day of April and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the tenth day of April.

(3) The board may elect, by adoption of a resolution, to evaluate each teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section once every two school years. In that case, the biennial evaluation shall be completed by the first day of April of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of April of that school year.

(D) Each evaluation conducted pursuant to this section shall be conducted by one or more of the following:

(1) A person who is under contract with the board pursuant to section 3319.01 or 3319.02 of the Revised Code and holds a license designated for being a superintendent, assistant superintendent, or principal issued under section 3319.22 of the Revised Code;

(2) A person who is under contract with the board pursuant to section 3319.02 of the Revised Code and holds a license designated for being a vocational director or a supervisor in any educational area issued under section 3319.22 of the Revised Code;

(3) A person designated to conduct evaluations under an agreement providing for peer review entered into by the board and representatives of teachers employed by the board.

(E) The board shall include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority shall not be the basis for a decision to retain a teacher, except when making a decision between teachers who have comparable evaluations.

(F) This section does not apply to superintendents and administrators subject to evaluation procedures under sections 3319.01 and 3319.02 of the Revised Code or to any teacher employed as a substitute for less than one hundred twenty days during a school year pursuant to section 3319.10 of the Revised Code.

Amended by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

Effective Date: 06-09-2004

The amendment to this section by 129th General Assembly File No. 10, SB 5, § 1 was rejected by voters in the November, 2011 election.

3319.112 Standards-based state framework for the evaluation of teachers.

(A) Not later than December 31, 2011, the state board of education shall develop a standards-based state framework for the evaluation of teachers. The framework shall establish an evaluation system that does the following:

(1) Provides for multiple evaluation factors, including student academic growth which shall account for fifty per cent of each evaluation;

(2) Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;

(3) Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs;

(4) Assigns a rating on each evaluation in accordance with division (B) of this section;

(5) Requires each teacher to be provided with a written report of the results of the teacher's evaluation;

(6) Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;

(7) Implements a classroom-level, value-added program developed by a nonprofit organization described in division (B) of section 3302.021 of the Revised Code;

(8) Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers;

(9) Provides for the allocation of financial resources to support professional development.

(B) For purposes of the framework developed under this section, the state board also shall do the following:

(1) Develop specific standards and criteria that distinguish between the following levels of performance for teachers and principals for the purpose of assigning ratings on the evaluations conducted under sections 3319.02 and 3319.111 of the Revised Code:

(a) Accomplished;

(b) Proficient;

(c) Developing;

(d) Ineffective.

(2) For grade levels and subjects for which the assessments prescribed under sections 3301.0710 and 3301.0712 of the Revised Code and the value-added progress dimension prescribed by section 3302.021 of the Revised Code do not apply, develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations.

(C) The state board shall consult with experts, teachers and principals employed in public schools, and representatives of stakeholder groups in developing the standards and criteria required by division (B)(1) of this section.

(D) To assist school districts in developing evaluation policies under sections 3319.02 and 3319.111 of the Revised Code, the department shall do both of the following:

(1) Serve as a clearinghouse of promising evaluation procedures and evaluation models that districts may use;

(2) Provide technical assistance to districts in creating evaluation policies.

Added by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

The addition and repeal of a section with this section number by 129th General Assembly File No. 10, SB 5, § 1 and 2 was rejected by voters in the November, 2011 election.

Repealed by 129th General Assembly File No. 28, HB 153, § 105.01, eff. 9/29/2011.

Effective Date: 06-09-2004

3333.0411

Not later than December 31, 2012, and annually thereafter, the chancellor of the Ohio board of regents shall report aggregate academic growth data for students assigned to graduates of teacher preparation programs approved under section 3333.048 of the Revised Code who teach English language arts or mathematics in any of grades four to eight in a public school in Ohio. For this purpose, the chancellor shall use the value-added progress dimension prescribed by section 3302.021 of the Revised Code. The chancellor shall aggregate the data by graduating class for each approved teacher preparation program, except that if a particular class has ten or fewer graduates to which this section applies, the chancellor shall report the data for a group of classes over a three-year period. In no case shall the report identify any individual graduate. The department of education shall share any data necessary for the report with the chancellor.

Evaluation of Professional Staff (Principals)

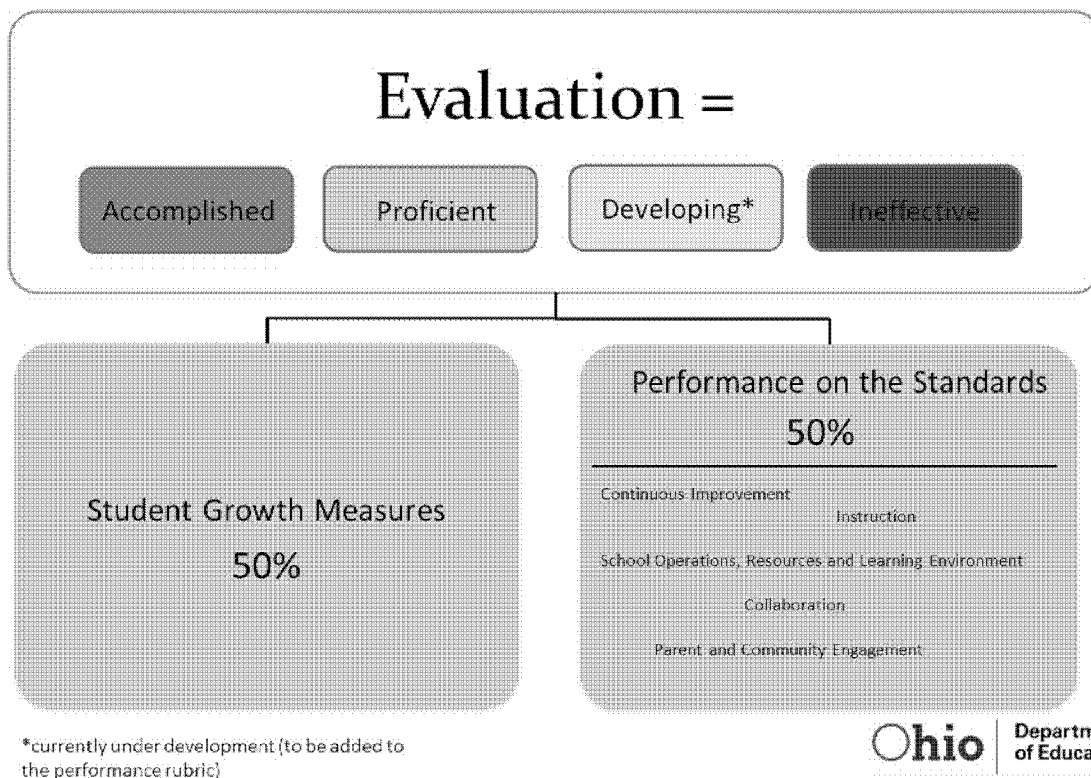
Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

The Ohio Principal Evaluation System (OPES), adopted December 2008 by the State Board of Education, is designed to be used to assess the performance of Ohio principals. It is not a prescription but instead a resource model made available to districts to use as they find appropriate. It is designed to be used in whole or part, in current or adapted form. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of school leaders and in strengthening the professional growth of these school leaders.

The Ohio Principal Evaluation System (OPES) was collaboratively developed by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio's administrator associations. It was designed to be research based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small).

The Ohio Principal Evaluation System is a standards-based integrated model that is designed to foster the professional growth of principals in knowledge, skills and practice. In OPES, student growth measures (50%) combined with evaluation of principals' proficiency on the standards (50%) determine the level of principal effectiveness. Proficiency on the standards includes professional goal-setting, communication and professionalism, and skills and knowledge.

Evaluation Framework



Student academic growth will be measured through multiple measures which must include value-added scores where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education's assessment list of subjects where value-added scores are not available and/or local measures of student growth using state-designed criteria and guidance.

Each evaluation will consist of two formal observations of the principal at least thirty minutes each in duration, as well as periodic building walkthroughs. Each principal will be provided a written report of the results of his/her evaluation carried out under the Evaluation Framework.

The principal's performance rating will be combined with the results of student growth measures to produce a summative evaluation rating as depicted in the chart below.

Measure	Weight
Performance Rating Rubric	50%
Professional Goal-Setting	
Formative Assessment of Principal Performance	
Communication and Professionalism	
Measures of Student Academic Growth-per legislation	50%

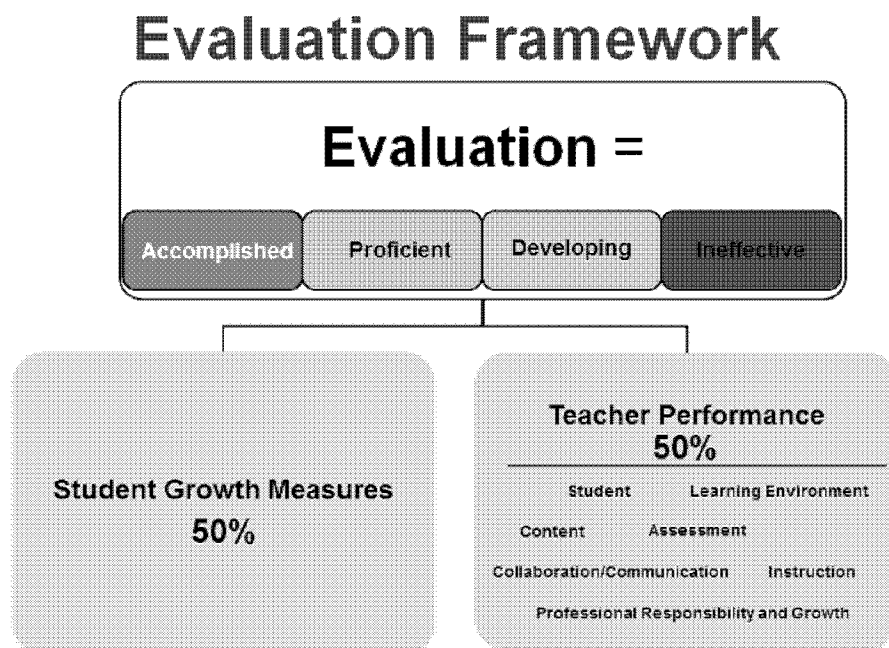
The local board of education will also provide for the allocation of financial resources to support professional development.

Evaluation of Professional Staff (Teachers)

The State Board of Education recognizes the importance of evaluating teachers for the purposes of rewarding excellence, improving the quality of instruction students receive, improving student learning, strengthening professional proficiency, including identifying and correcting deficiencies, and for informing employment decisions.

Each teacher will be evaluated according to the Evaluation Framework (see below) which is aligned with the *Standards for the Teaching Profession* adopted under state law.

Each teacher will be evaluated using the multiple factors set forth in the State Board of Education's teacher evaluation framework. The evaluation factors are weighted as follows:



Student academic growth will be measured through multiple measures which must include value-added scores on evaluations for teachers where value-added scores are available. Local boards of education may administer assessments chosen from the Ohio Department of Education's assessment list for teachers of subjects where value-added scores are not available and/or local measures of student growth using state-designed criteria and guidance.

Each evaluation will consist of two formal observations of the teacher at least thirty minutes each in duration, as well as periodic classroom walkthroughs.

Each teacher will be provided a written report of the results of his/her evaluation carried out under the Evaluation Framework. The evaluation must be completed annually, by April 1, and the teacher will receive the written evaluation report by April 10. Local boards of education may evaluate teachers rated "Accomplished" on the most recent evaluation once every two years rather than annually. This biennial evaluation will be completed and written evaluation results made available to teachers on the same dates as the annual evaluations.

The teacher's performance rating will be combined with the results of student growth measures to produce a summative evaluation rating as depicted in the matrix below.

Evaluation Matrix

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

Teachers with above expected levels of student growth will develop a professional growth plan and may choose their credentialed evaluator for the evaluation cycle.

Teachers with expected levels of student growth will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation cycle.

Teachers with below expected levels of student growth will develop an improvement plan with their credentialed evaluator. The administration will assign the credentialed evaluator for the evaluation cycle and approve the improvement plan.

Additionally, at the local level, the board of education will include in its evaluation policy, procedures for using the evaluation results for retention and promotion decisions and for removal of poorly-performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

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

[Adoption date:] LEGAL REFS. ORC 3319.111; 3319.112

Ohio HB1 Excerpted Sections

3319.22 Standards and requirements for educator licenses - local professional development committees.

(A)(1) The state board of education shall issue the following educator licenses:

(a) A resident educator license, which shall be valid for four years, except that the state board, on a case-by-case basis, may extend the license's duration as necessary to enable the license holder to complete the Ohio teacher residency program established under section 3319.223 of the Revised Code;

(b) A professional educator license, which shall be valid for five years and shall be renewable;

(c) A senior professional educator license, which shall be valid for five years and shall be renewable;

(d) A lead professional educator license, which shall be valid for five years and shall be renewable.

(2) The state board may issue any additional educator licenses of categories, types, and levels the board elects to provide.

(3) The state board shall adopt rules establishing the standards and requirements for obtaining each educator license issued under this section.

(B) The rules adopted under this section shall require at least the following standards and qualifications for the educator licenses described in division (A)(1) of this section:

(1) An applicant for a resident educator license shall hold at least a bachelor's degree from an accredited teacher preparation program or be a participant in the teach for America program and meet the qualifications required under section 3319.227 of the Revised Code.

(2) An applicant for a professional educator license shall:

(a) Hold at least a bachelor's degree from an institution of higher education accredited by a regional accrediting organization;

(b) Have successfully completed the Ohio teacher residency program established under section 3319.223 of the Revised Code, if the applicant's current or most recently issued license is a resident educator license issued under this section or an alternative resident educator license issued under section 3319.26 of the Revised Code.

(3) An applicant for a senior professional educator license shall:

(a) Hold at least a master's degree from an institution of higher education accredited by a regional accrediting organization;

(b) Have previously held a professional educator license issued under this section or section 3319.222 or under former section 3319.22 of the Revised Code;

(c) Meet the criteria for the accomplished or distinguished level of performance, as described in the standards for teachers adopted by the state board under section 3319.61 of the Revised Code.

(4) An applicant for a lead professional educator license shall:

(a) Hold at least a master's degree from an institution of higher education accredited by a regional accrediting organization;

(b) Have previously held a professional educator license or a senior professional educator license issued under this section or a professional educator license issued under section 3319.222 or former section 3319.22 of the Revised Code;

(c) Meet the criteria for the distinguished level of performance, as described in the standards for teachers adopted by the state board under section 3319.61 of the Revised Code;

(d) Either hold a valid certificate issued by the national board for professional teaching standards or meet the criteria for a master teacher or other criteria for a lead teacher adopted by the educator standards board under division (F)(4) or (5) of section 3319.61 of the Revised Code.

Amended by 129th General Assembly File No. 17, HB 21, § 1, eff. 7/29/2011.

Amended by 128th General Assembly File No. 9, HB 1, § 101.01, eff. 10/16/2009.

Amended by 128th General Assembly ch. 7, SB 79, § 1, eff. 10/6/2009.

Effective Date: 06-09-2004; 07-01-2005

Ohio HB 153 Excerpted Sections

3319.02

(D)(1) Each board shall adopt procedures for the evaluation of all assistant superintendents, principals, assistant principals, and other administrators and shall evaluate such employees in accordance with those procedures. The procedures for the evaluation of principals shall be based on principles comparable to the teacher evaluation policy adopted by the board under section 3319.111 of the Revised Code, but shall be tailored to the duties and responsibilities of principals and the environment in which principals work.

3319.111 Evaluating teachers on limited contracts.

(A) Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code. The policy shall become operative at the expiration of any collective bargaining agreement covering teachers employed by the board that is in effect on the effective date of this section and shall be included in any renewal or extension of such an agreement.

(B) When using measures of student academic growth as a component of a teacher's evaluation, those measures shall include the value-added progress dimension prescribed by section 3302.021 of the Revised Code. For teachers of grade levels and subjects for which the value-added progress dimension is not applicable, the board shall administer assessments on the list developed under division (B)(2) of section 3319.112 of the Revised Code.

(C)(1) The board shall conduct an evaluation of each teacher employed by the board at least once each school year, except as provided in divisions (C)(2) and (3) of this section. The evaluation shall be completed by the first day of April and the teacher shall receive a written report of the results of the evaluation by the tenth day of April.

(2) If the board has entered into a limited contract or extended limited contract with the teacher pursuant to section 3319.11 of the Revised Code, the board shall evaluate the teacher at least twice in any school year in which the board may wish to declare its intention not to re-employ the teacher pursuant to division (B), (C)(3), (D), or (E) of that section

. One evaluation shall be conducted and completed not later than the fifteenth day of January and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the twenty-fifth day of January. One evaluation shall be conducted and completed between the tenth day of February and the first day of April and the teacher being evaluated shall receive a written report of the results of this evaluation not later than the tenth day of April.

(3) The board may elect, by adoption of a resolution, to evaluate each teacher who received a rating of accomplished on the teacher's most recent evaluation conducted under this section once every two school years. In that case, the biennial evaluation shall be completed by the first day of April of the applicable school year, and the teacher shall receive a written report of the results of the evaluation by the tenth day of April of that school year.

(D) Each evaluation conducted pursuant to this section shall be conducted by one or more of the following:

(1) A person who is under contract with the board pursuant to section 3319.01 or 3319.02 of the Revised Code and holds a license designated for being a superintendent, assistant superintendent, or principal issued under section 3319.22 of the Revised Code;

(2) A person who is under contract with the board pursuant to section 3319.02 of the Revised Code and holds a license designated for being a vocational director or a supervisor in any educational area issued under section 3319.22 of the Revised Code;

(3) A person designated to conduct evaluations under an agreement providing for peer review entered into by the board and representatives of teachers employed by the board.

(E) The board shall include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and for removal of poorly performing teachers. Seniority shall not be the basis for a decision to retain a teacher, except when making a decision between teachers who have comparable evaluations.

(F) This section does not apply to superintendents and administrators subject to evaluation procedures under sections 3319.01 and 3319.02 of the Revised Code or to any teacher employed as a substitute for less than one hundred twenty days during a school year pursuant to section 3319.10 of the Revised Code.

Amended by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

Effective Date: 06-09-2004

The amendment to this section by 129th General Assembly File No. 10, SB 5, § 1 was rejected by voters in the November, 2011 election.

3319.112 Standards-based state framework for the evaluation of teachers.

(A) Not later than December 31, 2011, the state board of education shall develop a standards-based state framework for the evaluation of teachers. The framework shall establish an evaluation system that does the following:

(1) Provides for multiple evaluation factors, including student academic growth which shall account for fifty per cent of each evaluation;

(2) Is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code;

(3) Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walkthroughs;

(4) Assigns a rating on each evaluation in accordance with division (B) of this section;

(5) Requires each teacher to be provided with a written report of the results of the teacher's evaluation;

(6) Identifies measures of student academic growth for grade levels and subjects for which the value-added progress dimension prescribed by section 3302.021 of the Revised Code does not apply;

(7) Implements a classroom-level, value-added program developed by a nonprofit organization described in division (B) of section 3302.021 of the Revised Code;

(8) Provides for professional development to accelerate and continue teacher growth and provide support to poorly performing teachers;

(9) Provides for the allocation of financial resources to support professional development.

(B) For purposes of the framework developed under this section, the state board also shall do the following:

(1) Develop specific standards and criteria that distinguish between the following levels of performance for teachers and principals for the purpose of assigning ratings on the evaluations conducted under sections 3319.02 and 3319.111 of the Revised Code:

(a) Accomplished;

(b) Proficient;

(c) Developing;

(d) Ineffective.

(2) For grade levels and subjects for which the assessments prescribed under sections 3301.0710 and 3301.0712 of the Revised Code and the value-added progress dimension prescribed by section 3302.021 of the Revised Code do not apply, develop a list of student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, or end-of-course examinations.

(C) The state board shall consult with experts, teachers and principals employed in public schools, and representatives of stakeholder groups in developing the standards and criteria required by division (B)(1) of this section.

(D) To assist school districts in developing evaluation policies under sections 3319.02 and 3319.111 of the Revised Code, the department shall do both of the following:

(1) Serve as a clearinghouse of promising evaluation procedures and evaluation models that districts may use;

(2) Provide technical assistance to districts in creating evaluation policies.

Added by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

The addition and repeal of a section with this section number by 129th General Assembly File No. 10, SB 5, § 1 and 2 was rejected by voters in the November, 2011 election.

Repealed by 129th General Assembly File No. 28, HB 153, § 105.01, eff. 9/29/2011.

Effective Date: 06-09-2004

3333.0411

Not later than December 31, 2012, and annually thereafter, the chancellor of the Ohio board of regents shall report aggregate academic growth data for students assigned to graduates of teacher preparation programs approved under section 3333.048 of the Revised Code who teach English language arts or mathematics in any of grades four to eight in a public school in Ohio. For this purpose, the chancellor shall use the value-added progress dimension prescribed by section 3302.021 of the Revised Code. The chancellor shall aggregate the data by graduating class for each approved teacher preparation program, except that if a particular class has ten or fewer graduates to which this section applies, the chancellor shall report the data for a group of classes over a three-year period. In no case shall the report identify any individual graduate. The department of education shall share any data necessary for the report with the chancellor.

Resolution

24. RESOLUTION TO ADOPT OHIO GUIDELINES AND A MODEL FRAMEWORK FOR THE EVALUATION OF SCHOOL PRINCIPALS

The Capacity Committee **RECOMMENDS** that the State Board of Education **ADOPT** the following Resolution:

WHEREAS the Governor's Commission on Teaching Success recommended the development of a framework of essential criteria for school districts to follow when creating locally determined evaluation systems to assess the performance of principals; and

WHEREAS Senate Bill 2 required the State Board of Education to develop guidelines for the evaluation of principals that emphasized that principal performance should be evaluated regularly, evaluation systems should be aligned to state standards for principals and be fair and credible and evidence based, and should include multiple measures; and

WHEREAS the State Board of Education adopted the Ohio Standards for Principals in 2005 which provide the foundation for the development of principal evaluation guidelines; and

WHEREAS the Ohio Department of Education, the Buckeye Association of School Administrators, the Ohio Association of Secondary School Administrators, and the Ohio Association of Elementary School Administrators have collaborated on this initiative, convening a writing team of Ohio superintendents, principals and higher education faculty over the course of a year to articulate guidelines and develop a model framework for a model principal evaluation system; and

WHEREAS over thirty districts in Ohio have piloted the draft guidelines and model framework over the past two years and provided feedback; and

WHEREAS adoption of the proposed guidelines and model framework for the evaluation of school principals will help to ensure student success by providing tools that support the development of principal skills and knowledge over time with regular feedback and support; and

WHEREAS adoption of the proposed guidelines and model framework for the evaluation of principals will strengthen the application and use of Ohio's Standards for Principals and provide districts with tools, resources and exemplars to develop local evaluation systems; and

WHEREAS the Capacity Committee at its March 2009 meeting recommended the adoption of the proposed guidelines and model framework for the evaluation of school principals: Therefore, Be It

RESOLVED, That the State Board of Education hereby adopts the Ohio Guidelines and Model Framework for the Evaluation of School Principals.

I certify that the above is a true and correct copy of the action taken by the State Board of Education at its meeting on May 12, 2009.

Columbus, Ohio
May 15, 2009

Deborah S. Delisle
Superintendent of Public Instruction

Background materials follow this resolution (Item 14):

14. RESOLUTION TO ADOPT THE OHIO TEACHER EVALUATION SYSTEM (OTES) FRAMEWORK

The Capacity Committee **RECOMMENDS** that the State Board of Education **ADOPT** the following Resolution:

WHEREAS section 3319.61 of the Revised Code requires the Educator Standards Board to develop model teacher evaluation instruments and processes; and

WHEREAS at its April 2011 business meeting the Educator Standards Board passed a resolution to recommend to the State Board of Education the adoption of the Ohio Teacher Evaluation System model that they had developed pursuant to section 3319.61 of the Revised Code, and also passed a motion at its October 2011 business meeting reaffirming their recommendation that the State Board adopt the OTES Framework; and

WHEREAS House Bill 153 of the 129th General Assembly requires each school district to adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code; and

WHEREAS House Bill 153 of the 129th General Assembly requires the State Board of Education to develop, by December 31, 2011, a standards-based state framework for the evaluation of teachers that is aligned with the standards for teachers adopted under section 3319.61 of the Revised Code, and that provides for multiple evaluation factors, including student academic growth which shall account for fifty percent of each evaluation; and

WHEREAS the Capacity Committee, at its July 2011 meeting, voted to recommend to the full State Board of Education the adoption of a resolution of intent to evaluate the Ohio Teacher Evaluation System model utilizing Education First, the findings of which would be made available in August 2011; and

WHEREAS the Capacity Committee, at its August 2011 meeting, heard the findings and recommendations of Education First regarding the proposed Ohio Teacher Evaluation System, as well as the Ohio Department of Education's responses to the findings and recommendations, and the Department's proposed changes to the Ohio Teacher Evaluation System, and approved of the changes; and

WHEREAS the Capacity Committee requests that school districts currently piloting the Ohio Teacher Evaluation System be periodically invited to provide testimony to the Committee regarding the progress of the pilot program; and

WHEREAS the Capacity Committee asks the Department to evaluate the testimony that is provided in relation to the Ohio Teacher Evaluation System pilot program, and to make recommendations to the Committee regarding changes to the system as it goes forward; and

WHEREAS the Capacity Committee resolves to completely review the Ohio Teacher Evaluation System in the late spring of 2012 in order to determine any changes that need to be made to the system; and

WHEREAS the Capacity Committee will continue to work with the Department to determine the recommended student academic growth measures that will account for fifty percent of each teacher evaluation;

Item 14 continued

WHEREAS the Capacity Committee, at its October 2011 meeting, voted to recommend that the full Board declare its intent to adopt the Ohio Teacher Evaluation System Framework; and

WHEREAS the full Board, during its October 2011 meeting, adopted a Resolution of Intent to adopt the Ohio Teacher Evaluation System Framework: Therefore, Be It

RESOLVED, that the State Board of Education hereby adopts the Ohio Teacher Evaluation System Framework in accordance with section 3319.112 of the Revised Code.

Appendix B:

Additional Attachments

Attachment 12: Ohio's Transition Overview

	2011-2012 Academic Year Transition Year 1	2012-2013 Academic Year Transition Year 2	2013-2014 Academic Year Transition Year 3	2014-2015 Academic Year Full Implementation
What should district leaders be doing?	<p>Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2.</p> <p>Redesigned district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula and instructional practice.</p>	<p>Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data.</p> <p>Pilot and refine the redesigned district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Phase out content no longer present in the common core and revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p>	<p>Continue to implement transition plan.</p> <p>Fully implement (and continue to modify) the refined district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p>	<p>Full implementation of the refined district curriculum based on revised Academic Content Standards and Model Curriculum.</p> <p>Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.</p>
What should teachers be doing?	<p>Examine ODE's Comparative Analysis Documents to outline changes.</p> <p>Familiarize self with the revised Academic Standards and Model Curriculum. Experiment with the resources, strategies, or classroom examples found in the document.</p> <p>Participate in state and district sponsored professional development opportunities</p>	<p>Develop expertise in new grade-level content. Include an examination of the conceptual learning progressions for adjacent grades.</p> <p>Pilot refined district curriculum, using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Incorporate 21st Century</p>	<p>Implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College and Career Readiness.</p> <p>Use the Eye of Integration to</p>	<p>Fully implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document.</p> <p>Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College and Career Readiness.</p>

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

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

2010-2011	2011-2012	2012-2013	2013-2014
Professional Development <ul style="list-style-type: none"> ➤ Statewide fall and spring stakeholder outreach and PD on awareness and understanding of Standards and Model Curriculum facilitated by trained regional Educational Service Center (ESC) staff ➤ Innovative Learning Environments conference ➤ Advanced Placement workshops 	Professional Development <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted professional development</i> <ul style="list-style-type: none"> • By content areas • Deep understanding of standards • Instructional Design and Curriculum Revision ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • Online formative instruction Modules • Regional formative instruction Specialists • Regional training and support ➤ Innovative Learning Environments conference ➤ Advanced Placement workshops ➤ Formative Assessment pilots for middle school mathematics and ELA ➤ Performance-Based assessment pilots for high 	Professional Development <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted and differentiated professional development</i> <ul style="list-style-type: none"> • Instructional Design, Approaches to Learning Curriculum Revision • Integrating technology within instruction • <i>Targeted Audience:</i> Content Area, Grade Level, ELL, SWD and Gifted teachers ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • Online formative instruction and content-specific Modules • Supported by Regional formative instruction Specialists • Regional training and support • <i>Targeted Audience:</i> Content Area, grade Level, SWD, ELL and Gifted teachers ➤ Online PD modules on Students with Disabilities access to the common core (e.g., extended standards) 	Professional Development <ul style="list-style-type: none"> ➤ Regional outreach on the standards, model curricula and assessments ➤ <i>Regional targeted and differentiated professional development</i> <ul style="list-style-type: none"> • Implementing high-quality Instruction and Curriculum • New English language proficiency standards linked to the common core • Integrating technology within instruction • Online assessment training • <i>Targeted Audience:</i> Content Area, Grade Level, ELL, SWD and Gifted teachers ➤ <i>Formative Instruction PD</i> <ul style="list-style-type: none"> • Online formative instruction and content-specific Modules • Supported by Regional formative instruction Specialists • Regional training and support • <i>Targeted Audience:</i> Content Area, grade Level, SWD, ELL, SWD and Gifted teachers
Resources and Tools <ul style="list-style-type: none"> ➤ Develop model curricula for every cluster/topic for ELA and math and every content statement for social studies and science ➤ Develop and deploy standards crosswalk documents ➤ 774 model curricula units adopted by the State Board of Education in March 2011 			

March 2012

	<p>school in the areas of ELA, math, science, social studies and career tech</p> <ul style="list-style-type: none"> ➤ <i>High School-Higher Education Alignment Project</i> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ Crosswalks and comparative analysis documents between Ohio's 2001 standards and the Common Core ➤ Extended Standards for students with significant cognitive disabilities aligned to Common Core ➤ <i>Webcasts/Webinars</i> <ul style="list-style-type: none"> • Digging Deeper into the standards • PARCC assessments • Extended Standards • ELL and the Common Core ➤ Guidance document for evaluating resources 	<ul style="list-style-type: none"> ➤ Advanced Placement workshops ➤ <i>Formative Assessment pilots for middle school mathematics and English language arts</i> <ul style="list-style-type: none"> • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers ➤ <i>Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech</i> <ul style="list-style-type: none"> • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➤ <i>High School-Higher Education Alignment Project</i> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ New English Language Proficiency standards linked to 	<p>ELL and Gifted teachers</p> <ul style="list-style-type: none"> ➤ Online PD modules on Students with Disabilities access to the common core (e.g, extended standards) ➤ Online PD modules on English Language Learners access to the common core (e.g, English language proficiency standards) ➤ Advanced Placement workshops ➤ <i>Formative Assessment pilots for middle school mathematics and English language arts</i> <ul style="list-style-type: none"> • Develop portfolio of formative assessment strategies • Pilot sites include content area, ELL and SWD teachers. ➤ <i>Performance-Based assessment pilots for high school in the areas of ELA, math, science, social studies and career tech</i> <ul style="list-style-type: none"> • Create performance based assessment tasks • Pilot sites include content area, ELL and SWD teachers ➤ <i>High School-Higher Education</i>
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	<ul style="list-style-type: none"> ➤ Model curricula ➤ Eye of Integration models 	<p>the common core</p> <ul style="list-style-type: none"> ➤ Extended standards aligned to the common core ➤ <i>Webcasts/ Webinar</i> <ul style="list-style-type: none"> • ELL access to the Common Core • SWD access to the common core • Next Generation Assessments • Integrating Technology into differentiated instruction ➤ Guidance document for evaluating resources ➤ Expansion of the model curricula <ul style="list-style-type: none"> • Diverse Learners ➤ Eye of Integration examples ➤ PARCC model content frameworks ➤ PARCC Assessment Prototypes 	<p><i>Alignment Project</i></p> <ul style="list-style-type: none"> • Regional high school and higher education consortia • Resource development • Regional stakeholder meetings and webinars <p>Resources and Tools</p> <ul style="list-style-type: none"> ➤ New English language Proficiency standards linked to the common core ➤ Comparative Analysis documents ➤ Webcasts/Webinars ➤ Guidance document for evaluating resources ➤ Expansion of the model curricula ➤ Eye of Integration models ➤ Portfolio of Formative Instruction Strategies ➤ Performance-Based Tasks ➤ PARCC model content frameworks and prototypes ➤ PARCC College Ready tools
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			<ul style="list-style-type: none"> ➤ PARCC Assessment Prototypes ➤ PARCC Assessment Training materials ➤ <i>Instructional Improvement System</i> <ul style="list-style-type: none"> • Performance –Based Tasks • Formative Instruction Strategies • Curriculum and Instructional Resources
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Attachment 13: Ohio Student Achievement Measurements:

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

8th Grade Retention Data	SY11 Retained Stds	SY11 Total 8 th Enroll	SY10 Retained Stds	SY10 Total 8 th Enroll
Total of Retained Students	1125	<i>133189</i>	1489	<i>134270</i>
Percentage of Retained Students	0.84%	--	1.11%	--

AP Enrollment Data	SY11 AP Stds	SY11 Total HS Enroll	SY10 AP Stds	SY10 Total HS Enroll
Total of AP Enrollment	151147	<i>591641</i>	226294	<i>599662</i>
Percentage of AP Enrollment	25.5%	--	37.7%	--

AP Enrollment Data by Ethnicity	2010-2011		2009-2010	
	Students Enrolled in AP	Percent of Total AP Enrollment	Students Enrolled in AP	Percent of Total AP Enrollment
Asian	1843	4.16%	2327	3.83%
Black, Non-Hispanic	3672	8.29%	5614	9.24%
Hispanic	796	1.80%	1059	1.74%
American Indian	52	0.12%	74	0.12%
Multiracial	1161	2.62%	1393	2.29%
Pacific Islander	17	0.04%	8	0.01%
White, Non-Hispanic	36730	82.97%	50275	82.76%
Total	44271	100.00%	60750	100.00%

PSEO Enrollment Data	SY11 PSEO Stds	SY11 Total HS Enroll	SY10 PSEO Stds	SY10 Total HS Enroll
Total of PSEO Enrollment	14861	<i>591641</i>	14142	<i>599662</i>
Percentage of PSEO Enrollment	2.5%	--	2.4%	--

ACT Data	SY11 Avg Scores	SY11 Total ACT Stds	SY10 Avg Scores	SY10 Total ACT Stds
ACT English Score Average	21	<i>79014</i>	21	<i>75940</i>
ACT Math Score Average	21	--	21	--
ACT Reading Score Average	22	--	22	--
ACT Science Score Average	22	--	22	--
ACT Composite Score Average	22	--	22	--

SAT Data	SY10 Avg Scores	SY10 Total SAT Stds	SY09 Avg Scores	SY09 Total SAT Stds
SAT Reading Score Average	537	<i>17308</i>	534	<i>19589</i>
SAT Math Score Average	550	--	546	--
SAT Writing Score Average	518	--	517	--

OHIO IMPROVEMENT PROCESS

ENSURING CONSISTENT, FOCUSED CONTINUOUS IMPROVEMENT AND SERVICES

While incentives and opportunities for change contribute to the effectiveness and efficiency of a SSoS and creating and disseminating useful information are important factors in building the capacity of districts and schools, the personnel in all three levels of the system focus their efforts primarily on capacity building to engage in continuous improvement. From 2007-2011, the ODE supported a team representing all three levels of the SSoS to design a statewide improvement process, dubbed the Ohio Improvement Process (OIP), as the state's vehicle for improving instructional leadership and improvement – a system that was statewide in scope and systemic in nature. Built around the use of an embedded set of connected, web-based data tools, the OIP is being used by well over half of the 612 traditional public school districts and 100+ charter schools. The OIP is grounded in the essential leadership practices as identified by the Ohio Leadership Advisory Council (OLAC) and is also a key component of the state's Race to the Top (RttT) strategy. The following seven principles summarize the essential characteristics of the OIP.

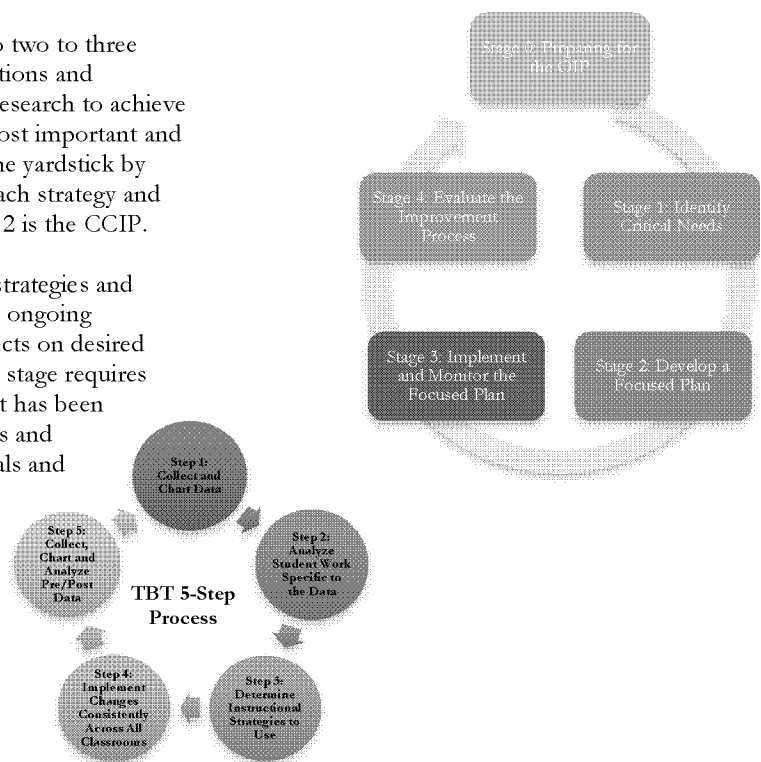
- 1) Vision, mission, and philosophy are aligned.
- 2) The process is continuous and recursive and the plan is a dynamic document. Continuous improvement is the core work at every level of the SSoS, and by nature repeats itself.
- 3) The process relies on quality data interpretation to identify critical problems, develop a focused plan, monitor progress and evaluate plan impact.
- 4) Use a collaborative, collegial process that includes the combined thinking and planning of collaborative teams who support plan development, implementation, monitoring and evaluation.
- 5) Communicate with those who are affected by the success of the district at each stage.
- 6) The process produces one focused, integrated plan that directs all district work and resources.
- 7) The process expects substantive changes in student performance and adult practices as a result of implementing, monitoring and evaluating the process and plan.

In preparing for the OIP, collaborative structures (District/Community School Leadership Team, School/Building Leadership Team and Teacher-Based teams) are recreated or refined to support the work of continuous improvement. An understanding of the district/school practices and culture and identification of resources for plan development to gain the long-term benefits of a plan that is owned by all stakeholders based on a shared mission creates the foundation for the OIP.

Stage 1 of the OIP identifies the critical needs of districts and schools using state and district data. This stage uses the Decision Framework (DF) as the major OIP tool to analyze the effect of district and school practice in critical areas (e.g., instructional management, leadership, school climate, resource management) on student achievement, and identifies the district's and Schools most critical needs and most probable causes contributing to those needs

During Stage 2, focus areas from Stage 1 are turned into two to three goals in two areas: 1) student performance and 2) conditions and expectations. Strategies that are grounded in evidence/research to achieve the goals are created from the probable causes of the most important and critical problems. Indicators for each strategy provide the yardstick by which success is measured. Actions are developed for each strategy and resources are aligned. The major OIP tool used at stage 2 is the CCIP.

Stage 3 focuses on full implementation of the district's strategies and actions across the district to reach district goals, and the ongoing monitoring of the degree of implementation and its effects on desired changes in adult practice and student achievement. This stage requires that each building have a School Improvement Plan that has been approved by the district, is developed using district goals and strategies, and outlines actions to meet those district goals and strategies. Teacher-based Teams (TBTs) have a significant role in implementation using a five-step process that emulates the OIP process. Stage 3 also requires that the district and buildings have a process for checking the implementation of each strategy and action taken toward reaching district goals. Progress is monitored from the first day of implementation, providing stakeholders with much needed information



for making decisions about whether changes are needed. The major OIP tool used at stage 3 is the Implementation Management and Monitoring (IMM) Tool.

Stage 4 of the OIP requires evaluation of all aspects of the improvement process, including degree of implementation as well as the impact of improvement efforts on student achievement. Implementation of a consistent process and associated tools (i.e., the OIP) allows the state and regional to aggregate data on common indicators at multiple levels, relying on built-in data systems and standardized instruments for use in evaluating the overall health of the OIP on a regular and ongoing basis.

The SSoS differentiates its capacity-building services for each district and school by intensity and duration and targeted assistance in the specific areas in greatest need of improvement. The delivery method ranges from consultation to expert guidance to coaching and can be provided by state consultants, regional providers (SSTs and/or ESCs) and/or their partner organizations. These include:

- a. The Ohio **School Improvement Diagnostic Review (SIDR)** process gathers qualitative data on behaviors and practices within the school setting that provide information beyond existing data available from ODE. The primary purpose of the SIDR is to help schools and LEAs improve student performance by analyzing current practices against effective evidence and research-based practices, identifying areas of strength and areas needing improvement, prioritizing leveraged opportunities for action and aligning evidence and research-based practices. This diagnostic review is conducted by an external team of experienced and skilled reviewers using standardized processes and protocols for data collection and analysis. The external review provides schools/LEAs with valuable insight into their current practices, as seen from an outside point of view.
- b. The Office of Exceptional Children provides funding through a federal State Personnel Development Grant to build statewide capacity for the implementation of the Ohio Improvement Process through the development of a network of highly-trained **external facilitators** (State Support Team and Educational Service Center personnel) and **internal facilitators** (districts and community schools) to provide consultation and technical assistance on applying the process.
- c. Ohio Parent Mentors serve families of children with disabilities in approximately one-third of Ohio's school districts. Parent Mentors are parents of children with special needs who work within school districts to provide families with information and support for effectively working with schools. Parent mentors offer workshops on topics concerning families of children with special needs, write parent newsletters and serve as resources that parents can call for help. They also work as liaisons between families and school district personnel so that together they can build positive relationships and create the best education plans for their children.

Sustainability – Monitoring and Evaluation

Sustainability is a critical concern in continuous improvement efforts, including the capacity-building endeavors of the SSoS. Successful improvement requires careful progress monitoring, with pre-determined checkpoints and benchmarks and formative and summative evaluation. The SSoS gradually reduces the intensity of its services, with checkpoints for ensuring that the improvement processes maintain their vitality as supports are lessened. To ensure efforts are sustained, each level of the SSoS engages in monitoring and evaluation. This includes:

- a. The Office for Exceptional Children (OEC) collaborates with the Office of Federal Programs to review selected districts and community schools through the **PACTS** (Program Audit and Compliance Tracking System) cycle. As part of the review, OEC conducts a review of the selected school's compliance with IDEA.
- b. The **Ohio Education Research Center (OERC)**, housed within a network of universities and funded with RttT funds, provides research and evaluation on the implementation and impact of education reforms efforts based on a prioritized research agenda.
- c. The Center for Accountability and Continuous Improvement, Office of Ohio Network for Innovation and Improvement monitors districts and community schools through data provided by the **SSTs based on their performance agreements**. Data used to monitor progress is:
 - 25% TOTAL (DESK SURVEY COMPLETED BEGINNING AND END (8.33%), MONTHLY PROGRESS REPORTS SUBMITTED BY SPOC (8.33%) AND PROFESSIONAL DEVELOPMENT EVALUATION (8.34%))
 - 25% CUSTOMER SERVICE SURVEY
 - 50% IMPACT DATA, E.G., VALUE ADDED, AYP, LIKE DISTRICTS, CLOSING GAP, SPP COMPLIANCE AND ACHIEVEMENT INDICATORS, REPORT CARD INDICATORS, PI, REFINED STEP UP TO QUALITY, IMPACT.

THE STATE LEADERSHIP TEAM (SLT) USES THE DATA TO:

- Validate regional monitoring data
 - Analyze and interpret monitoring data
 - Use data analysis to improve the performance of projects, programs, initiatives
 - Use data analysis to recommend changes to the annual performance agreement
- d. **Evaluation of the communication and support** offered to RttT districts and districts supported by SSTs (Customer Service Survey) is conducted by the SEA to improve services and support. The purpose of the evaluation is to assess the quality and accuracy of its communication to the field and service providers.

STAGE 0 Preparing for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

STAGE 1

Identify Critical Needs
of Districts and Schools

How

do these teams
work in districts
and schools?

Teams use data to
identify critical needs

STAGE 2

Develop a Focused Plan

How

do these teams
work in districts
and schools?

Develop goal(s),
strategies, indicators, and
action steps focused on
stage 1 critical needs

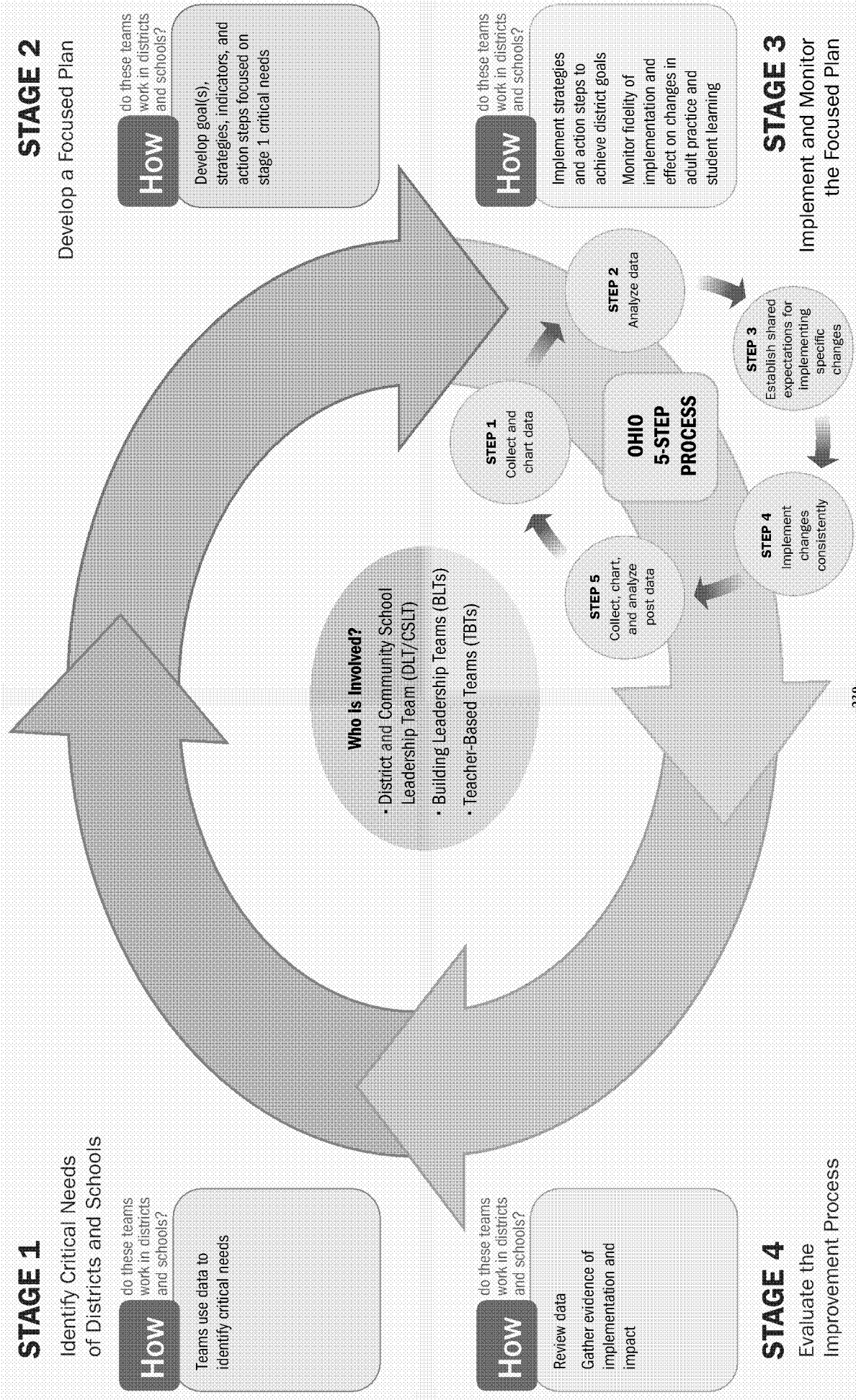
How

do these teams
work in districts
and schools?

Review data
Gather evidence of
implementation and
impact

STAGE 4

Evaluate the
Improvement Process



Section Two: Ohio Standards for the Teaching Profession

1 Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.

- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2 Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety

of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.

- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.

- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

5 Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

- Teachers create an environment that is physically and emotionally safe.

- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.

- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Section Three: Ohio Standards for Principals

- 1** Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
 - Principals lead the change process for continuous improvement.
 - Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

- 2** Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
- Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
 - Principals ensure instructional practices are effective and meet the needs of all students.
 - Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
 - Principals know, understand and share relevant research.
 - Principals understand, encourage and facilitate the effective use of data by staff.
 - Principals support staff in planning and implementing research-based professional development.

- 3** Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
- Principals establish and maintain a safe school environment.
 - Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
 - Principals allocate resources, including technology, to support student and staff learning.
 - Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
 - Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

- 4** Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
- Principals promote a collaborative learning culture.
 - Principals share leadership with staff, students, parents, and community members.
 - Principals develop and sustain leadership.

- 5** Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.
- Principals use community resources to improve student learning.
 - Principals involve parents and community members in improving student learning.
 - Principals connect the school with the community.
 - Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

- LEAs commit to implementing the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators.
- LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems

- LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years
- LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria
- LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district)
- LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1
- LEAs commit to including evaluation results as a significant input into tenure decisions
- LEAs commit to employing evaluation results as a significant input to removal decisions and will commit to not allowing persistently low-performing teachers and principals to remain once they've been provided with ample opportunities and support to improve.

Equitable Distribution of Effective Teachers and Principals

- LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities,

<p>placing teams of effective teachers in such schools, and distributive leadership models. (Placement of teachers in such schools will not be based solely on seniority.)</p> <ul style="list-style-type: none">• LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.	
Effective Support to Teachers and Principals	
<ul style="list-style-type: none">• LEAs commit to implementing the residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools. LEAs commit to using the state’s professional development standards when designing and implementing professional development.• LEAs commit to using the state’s professional development standards when evaluating the effectiveness of professional development.	

Stakeholder Participation – Ohio Principal Evaluation System

Background for the Model

In March 2003, Senate Bill 2 required the development of standards for teachers, principals and professional development. It also required the development of an evaluation framework for principals and teachers that districts might utilize for evaluation purposes. In 2005, the State Board of Education adopted the *Standards for Ohio Educators* including standards for teachers, principals and professional development. The *Ohio Standards for Principals* define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

Educator Standards Board

The work with the Educator Standards Board was collaborative throughout the process of developing the OPES model. The Educator Standards Board members were provided updates throughout the development of the model framework, and subsequent training.

2007- Development of Model

In 2007, through a grant with the Wallace Foundation, the Ohio Department of Education convened a group of educational stakeholders from across the state to design a model principal evaluation system aligned to *Ohio Standards for Principals*. In September, 2007, an RFQ was sent out to districts to seek interest in becoming a pilot district to analyze the components of the model and how they measured principal effectiveness.

2007-2009 Pilot Districts

This evaluation system was piloted in 2007-2008. In fall of 2008, nineteen districts representing 140 schools committed to adopting the model evaluation system or developing an aligned model. The districts underwent a year-long training and credentialing process (2008-2009).

2008 External Review (See attached Report)

An external evaluation team completed the following review:

The population was a convenience sample of 73 principals working in the state of Ohio in 13 different schools districts. Each principal participated in one of 10 focus group interviews. Eight supervisors also participated in two focus groups. Additionally, principals completed online surveys about their experiences with the 360 degree survey instruments. All focus groups were digitally recorded on multiple recorders, transcribed, and carefully analyzed. Online survey data were collected, organized thematically, and analyzed.

May, 2009 – Adoption

In May 2009, the State Board of Education adopted the Ohio Guidelines and a Model Framework for the evaluation of school principals (Ohio Principal Evaluation System).

2009-2010 Train the Trainers: 72 participants representing 15 regional Educational Service Centers and 44 counties, 2 meetings (evening and day)

- December 14-15, 2009
- February 17-18, 2010
- Webinar – April 13, 2010

2010-2011 Rubric Design Team Meetings: 8 participants, Kathy O'Neill, Consultant SREB, 2 meetings

- November 17, 2010
- April 1, 2011

2011- External Evaluation Team (See attached Final Report June 15, 2011)

Four evaluators (from Ohio Dominican University and Wright State University) held ten focus group meetings throughout the state in May, 2011. The report of their findings is included as an attachment.

2011-2012- OPES Training

Grant money was awarded to the Buckeye Association of School Administrators and six Educational Service Centers throughout the state. ODE staff provided materials and training to BASA and ESC staff, who began training in spring 2011. Training opportunities to support area districts and additional ESCs is currently being held.

December 2011 – OPES Training

Twenty-six Educational Service Centers (in addition to those above) will be added to accomplish the training and credentialing of evaluators throughout the state.

Stakeholder Participation – Ohio Teacher Evaluation System

Development of the Model

The process of writing the Ohio Teacher Evaluation System began in 2009 and was completed in April of 2011. The members of the teams were responsible for researching other states and best practices, developing a gap analysis tool, and creating and designing a teacher evaluation system based on the *Standards for Ohio Educators*, Guidelines for a state evaluation system, and designated legislation in SB 2 and HB 1.

Guidelines for the Teacher Evaluation model were developed in 2008-2009 by Committee.

2009-2010 Writing Team Meetings: 28 participants, 5 meetings (evening and day)

- October 6-7, 2009
- December 8-9, 2009
- February 9-10, 2010
- April 21-22, 2010
- June 21-22, 2010

2010-2011 Writing Team Meetings: 19 participants, 4 meetings (evening and day)

- October 12-13, 2010
- December 1-2, 2010
- February 22-23, 2011
- April 12, 2011

Educator Standards Board

The work with the Educator Standards Board was collaborative throughout the process of developing the OTES model. The Educator Standards Board members were provided updates, and Standard Chairs served as members of the Writing Team for two years. At the following ESB meetings, updates were provided and ESB member feedback was used to revise the model.

2009-2010 Meetings:

- October 26-27, 2009
- January 25-26, 2010
- May 3-4, 2010
- June 28-29, 2010

2010-2011 Meetings:

- September 28-29, 2010
- October 25-26, 2010
- November 25-26, 2010
- January 24-25, 2011
- February 28-March 1, 2011
- April 4-5, 2011

Field Testing of Model – 2010-2011

The Field-Test process included three phases of training (September 23, 2010, December 14, 2010, March 9, 2011) for participants who represented 36 districts in the state. These district representatives participated in training provided by ODE staff (September, 2010 through April, 2011) and worked with a minimum of four teachers and principals in their schools/districts. The total number of teachers using the instruments was approximately 140. The total number of principals and superintendents/designees evaluating the teachers was approximately 120. The Field-Test participants provided feedback to ODE in the form of completed paper copies of the field-test documents, electronic surveys, and face-to-face focus groups facilitated by consultants from American Institute of Research (AIR).

Pilot Testing of Model – 2011-2012

The Ohio Department of Education (ODE) will be working with Local Education Agencies (LEAs) statewide to pilot the Ohio Teacher Evaluation System (OTES). The purpose of the pilot is to provide an opportunity for districts/schools to use the components of OTES and provide feedback to ODE. Evaluators and teachers using the components and associated forms will inform changes to the model and provide assistance in developing training for the model in 2012-2013. There will be a variety of options within the OTES model pilot for districts/schools to select based on the results of their Gap Analysis, Race to the Top (RttT) Scope of Work, and/or participation in Teacher Incentive Fund (TIF) or School Improvement grant (SIG). The selected schools pilot one of four options:

- 1) OTES model components (goal setting, teacher performance, communication and professionalism),
- 2) OTES model components (goal setting, teacher performance, communication and professionalism), with locally developed student growth measures
- 3) Local evaluation system alignment to OTES model (e.g., Danielson, Marzano, other),
- 4) Local evaluation system alignment to OTES model (e.g., Danielson, Marzano, other) with locally developed student growth measures.

Teams of three to four persons (district level, building administration, teacher leader/ union representative) will attend sessions designed to support the pilot implementation. Twenty-five days of training are being held in various locations throughout the state. Over 250 schools (137 LEAs) are participating.

RACE TO THE TOP EXPANSION OF VALUE-ADDED

General Requirements

The Contractor will provide services to implement the expansion of Value-Added as proposed in the Ohio Race to the Top application and budget narrative. These activities include the collection of teacher roster verification data, which is a necessity to produce teacher-level Value-Added metrics; and professional development (PD) services for Local Education Agencies (LEAs) utilizing teacher-level Value-Added reports. These professional development activities include the development of training materials and online courses, and conducting training sessions with regional service providers who will work directly with LEA educators.

The Vendor agrees to meet performance benchmarks as outlined in the State Race to the Top (RttT) Scope of Work. The Vendor is required to meet all USDOE reporting requirements during the life of the RttT grant, including 1512 quarterly reporting requirements.

The Deliverables in the contract correspond to the project activities in the approved Race to the Top Budget Narrative. Accordingly, the project plan should address the four years of the Race to the Top (RttT) grant activities. The initial contract is for the Fiscal Year 2011 (RttT Year 1). At ODE's discretion and Controlling Board approval, the contract may be renewed for one two-year period, Fiscal Years 2012 and 2013 (RttT Years 2 and 3); and one additional one-year period, Fiscal Year 2014 (RttT Year 4).

	Deliverable	RttT Year 1	RttT Year 2	RttT Year 3	RttT Year 4	Total
1	Project Plan	185,500	185,500	185,500	185,500	742,000
2	Teacher Roster Verification File	288,000	828,000	828,000		1,944,000
3	Technical Support	280,000	280,000	280,000		840,000
4	Teacher Roster Verification Regional Training	41,250	41,250	41,250		123,750
5	Value-Added Professional Development Materials	409,750	1,433,750	351,750	331,750	2,527,000
6	Value-Added Regional Training	250,500	863,000	863,000	725,500	2,702,000
7	Online Courses	1,480,000	1,480,000	1,480,000	1,480,000	5,920,000
	Total	2,935,000	5,111,500	4,029,500	2,722,750	14,798,750

Deliverables

The following section outlines the specific Deliverables for this contract, as proposed in Assurance Area C(2) of Ohio's Race to the Top proposal.

1. Project Plan

- a. The vendor will develop a project plan that includes schedule of project development and implementation.
- b. The project plan will contain details including timelines, summaries of personnel qualifications, and contingencies.
- c. The project plan will include a communications plan for collaboration with ODE and regional entities, dissemination of research findings, and community outreach.
- d. The project plan should address the four years of the Race to the Top (RttT) grant activities. The initial contract is for the Fiscal Year 2011 (RttT Year 1). At ODE's discretion and Controlling Board approval, the contract may be renewed for one two-year period, Fiscal Years 2012 and 2013 (RttT Years 2 and 3); and one additional one-year period, Fiscal Year 2014 (RttT Year 4).
- e. The vendor shall submit the project plan for ODE approval.
- f. The vendor shall provide monthly status reports on activities completed, progress towards project plan goals, and status of monthly and quarterly benchmarks as outlined in the RttT State Scope of Work.

2. Teacher Roster Verification Data File

- a. The contractor will produce a data file with teacher roster verification data that meets the state's requirements to produce teacher-level Value-Added analysis.
- b. This file will be in a format approved by the analysis provider and will contain verified teacher level roster verification data, user email addresses, and other fields as necessary to conduct the Value-Added analysis..
- c. The file may include additional information from teachers or principals as requested by ODE that may be necessary for further research.
- d. Based on the Ohio RttT application and performance benchmarks, the data file will include at least 30% of eligible teachers (4th – 8th grade, math and reading)
 - In RttT Year 2, the file should include at least 60% of eligible teachers, and in RttT Year 3, the file should include approximately 100% of eligible teachers.
- e. The vendor shall provide school-, regional-, and system-level completion reporting to ensure all teaching assignments have been reviewed, and an approval process for final submission to analysis.
- f. The vendor shall produce a final summary report that describes the variance from the source data. Include elements such as:
 - The number of students receiving instruction from more than once teacher;

- The number of teachers reported teaching a subject they were not confirmed teaching;
 - The number of subjects being taught not initially reported;
 - The average number of students added or removed from rosters, and
 - Other descriptive statistics that help inform system improvement.
- g. This completed file will be provided to the ValueAdded analysis vendor.
- h. The vendor will follow ODE data security requirements. Specifically, information as defined by FERPA 34 CFR requires the security of data both at rest and in transit. If the data is defined by FERPA 34 CFR it will require a secure data warehouse for storage of data at rest. The following criteria must be met:
- Data must be encrypted using a minimum AES 256 encryption at all times during the data flow process.
 - Data must be stored with a minimum of AES 256 encryption.
 - Access to data must require complexity required password entry.
 - Backup and failover must occur for all data on regularly set schedule.
 - Logging must occur for all access of records.
 - Physical access to any clients connected to the data warehouse must be secure with an auditable record of entry and exit.
 - Physical and Logical Security Logs must be reviewed on a regular basis.
 - Any TCP/IP connections must be SSL.
 - Data must be housed in an environment that is on a patch and virus scan schedule.
 - Firewall settings for the data storage environment will only have incoming ports available.
 - No removable media devices are authorized in any client or server associated with the data defined by FERPA
 - The vendor must have a documented disaster recovery and business continuity plan regarding the equipment that will house the solution.
 - The vendor must have a notification tree that will require ODE to be notified of a security breach regarding data defined by FERPA within a 24 hour period.

3. Technical Support

- a. The vendor will provide technical support to LEAs regarding the collection of teacher roster verification data.
- b. This includes, but is not limited to, providing support, in collaboration with existing regional support systems, through user guides, Webcasts, support tickets, and phone support.
- c. Based on the Ohio RttT application and performance benchmarks, technical support should be provided to at least 30% of eligible teachers (4th – 8th grade, math and reading).

- In RttT Year 2, technical support should be available to at least 60% of eligible teachers, and in RttT Year 3, technical support should be available to 100% of eligible teachers
- d. The vendor will provide quarterly reports to ODE on the status of technical support services including the number of customers and implementation concerns.

4. Teacher Roster Verification Regional Training

- a. The vendor will provide training to regional education personnel to support the collection of teacher roster verification data and verification processes necessary for teacher-level Value-Added reporting.
- b. The vendor will meet with regional entities to support and monitor Value-Added training to teachers and administrators.
- c. The vendor will host regional information sessions on the need and value of participating in the verification process.
- d. The vendor will provide online tutorials for successful use of the system.
- e. The vendor will provide quarterly reports to ODE on the status of regional training including details on training events, number of attendees, and feedback.

5. Value-Added Professional Development Materials

- a. The vendor will provide materials to support professional development related to the expansion of Value-Added. This includes training and providing up-to-date Value-Added toolkits and communications tools. Materials will also be provided electronically.
- b. Based on the Ohio RttT application and performance benchmarks, these materials will be provided on a pilot basis in RttT Year 1. The vendor shall update and pilot the Value-Added toolkit and make pilot materials available online. Pilot toolkit and other PD materials are subject to the approval of ODE.
 - In RttT Year 2, the vendor shall review and update materials. Once finalized, the materials will be made available to educators statewide; including hard copy toolkits and electronic materials.
 - In RttT Years 3 & 4, the vendor shall update materials as necessary and make available to educators statewide.
- c. The vendor will provide quarterly reports to ODE on the status of professional development materials including the number of hard copies distributed.

6. Value-Added Regional Training

- a. The vendor will provide training to regional staff on the expansion of Value-Added; and develop a network of trained personnel distributed throughout the state who will support the understanding of Value-Added analysis at the teacher level.

- b. Based on the Ohio RttT application and performance benchmarks, training materials will be developed in updated, regional personnel identified, and training initiated in RttT Year 1:
 - In RttT Year 2, the vendor shall accelerated implementation of regional staff training and development of the regional network to support the initial release of teacher-level Value-Added. In RttT Years 3 & 4, the vendor shall maintain the regional training plan and structure, updating as necessary.
- c. The vendor shall submit the training materials to ODE for approval and provide quarterly reports on the status of regional training and regional network activities.

7. Online courses

- a. The vendor shall provide all Ohio school administrators and staff access to online Value-Added learning courses.
- b. Subject to the approval of ODE, the vendor shall create additional courses specific to the provision of teacher-level Value-Added reports.
- c. The vendor will provide a status report to ODE on the usage of online courses, and status of updates and improvements.



Ohio Department of Education Data Verification Plan and Tool

Project Charter

May 2010

This project supports the following Goals:
(Check all that apply)

- ☐ **Goal 1** - Design an education system that prepares all students to graduate with the knowledge and skills needed for post-high school success.
- ☒ **Goal 2** - Provide resources, tools and services to districts and schools that support the implementation of the education reform plan and that produce rigorous learning environments and improved academic achievement for all students.
- ☐ **Goal 3** - Strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.
- ☒ **Goal 4** - Enhance state, district and school leadership capacity and support for aligning Ohio's education systems for early learners, K-12 students and postsecondary learners.
- ☐ **Goal 5** - Develop and sustain a quality, affordable system of voluntary early education and care that helps close early learning achievement gaps among various groups of children.
- ☐ **Goal 6** - Deepen essential partnerships with stakeholders that will result in enhanced educational opportunities for all Ohio students.

1. Introduction

(Provide background and a brief description of the project, including information on the need/problem. Also, list the key desired results that are to be accomplished by the project.)

Project Description

The Ohio Department of Education (ODE), Information Technology Centers (ITCs) and Local Education Agencies (LEAs) desire to have a data verification system that allows LEAs to validate teacher and student information at a class level and on a more frequent basis than is currently possible using the existing Ohio Education Management Information System (EMIS) data load process. The existing EMIS process does not account for team teaching situations, does not accurately reflect changes in class rosters due to student mobility and does not provide a mechanism for teachers to validate their own class rosters. While LEAs can take advantage of the system provided by Battelle for Kids to resolve these issues, this system is optional and requires funding. There is currently no state-level or state-provided option for districts to use to validate this data.

ODE will partner with CELT, Battelle for Kids (BFK) and technical staff from the partner districts/ITCs to develop a set of requirements that will define a method for integrating the TSDL roster verification application functionality into existing systems (SIS/Local Data Analysis Data Warehouse). The project will address the full TSDL objectives.

Desired Outcomes

(List the Desired Results of this Project.)

Desired Outcome	
1.1	LEAs will be able to locally implement the verification process to validate the TSDL data.
1.2	The educators (teachers, principals and administrators) will have confidence in the quality and completeness of the TSDL data.
1.3	LEAs can use the process at any time of the year to identify with the intent to resolve data quality issues.
1.4	The process will minimize the burden on educators (teachers, principals and administrators) and leverage existing investments.

2. Project Deliverables

Deliverable	
2.1	Policy and definitions for Teacher of Record and the purpose of the Teacher/Student data link.
2.2	A process diagram to show how the data extract verification process to validate the TSDL data will be used to pre-process data prior to submittal to EMIS for each of the three LEA partners.
2.3	IT Architecture
2.4	A set of business and functional requirements for the data verification tool, to define the functions it will perform, the types of users and the roles they will have in using the tool, the security requirements and the types of information to be provided by the process and tool.
2.5	A set of technical specifications for the data verification tool.
2.6	A set of training materials, marketing materials, and other user documentation.
2.7	A set of instructions for non-TSDL pilot LEAs who elect to use the data verification tool and process.

3. Project Organization

(Append an Organization Chart if appropriate.)

Role	Description	Staff Assigned
Project Sponsor (member of Executive Staff)	Has ultimate authority over and responsibility for the project, its scope, and deliverables.	ODE: Matt Cohen CELТ: John Phillipo
Project Manager	Develops and maintains the project plan and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	ODE: Beth Juillerat/Mitch Meredith CELТ: Don Ginder
Project Team	Are responsible for performing the activities necessary for implementation of the project.	Beth Juillerat, Mark Ames, David Forman, Stephen Tanovich, Brad Faust, Teresa Purses, Battelle for Kids, Contract Resource
Key Stakeholders	Provide expert understanding of their organization and represent area for which the project is intended to	SEAs, ITCs & LEAs

Role	Description	Staff Assigned
	support/serve.	

4. Project Dependencies

Dependency (brief description)
LEA partner proof of concept projects must be completed to provide some of the information needed to complete this project.

5. Project Assumptions

Assumption (brief description)	Degree of Impact
The Battelle for Kids tool and process can be adapted for use across the state	High
The LEA partner proof of concept projects will be completed by January of 2011.	High

6. Project Risk

Potential Risk	Description of Risk	Resolution
Technology		
Financial		
Security		
Political		
Staffing		
Regulatory		
Skills		
Operational		

Potential Risk	Description of Risk	Resolution
Readiness		
Other (explain)		

7. Project Scope of Work/Status Report

(The table on the next page can be used to record a detailed Project Workplan based on the Deliverables listed on page 2. While there are a number of more powerful project workplan management tools available, many projects can be well managed with the table that follows.)

Instructions:

- **Step I - Project Scope of Work** *(see the table on following page)*
 - List each of the Project's Deliverables on a separate page; copy the table onto additional pages to accommodate all of the Project's Deliverables.
 - Identify the detailed tasks and activities required to produce each Deliverable in the rows beneath the Deliverable.
 - For each task or activity, indicate the person responsible and the projected start and end dates. Additional rows can be added to the table if necessary.
- **Step II - Project Status Report** *(see the table on following page)*
 - The Project Manager is responsible for maintaining the Project Agreement and Project Status Report.
 - The Project Status Report should be updated weekly after Project Team meetings to:
 - Indicate the status of each activity and the actual completion dates.
 - Identify any issues that the project is dealing with in the rows at the bottom of the table along with a plan for resolving them.
 - The status report is to be submitted to the Sponsor and the PMOC at review meetings to indicate work completed since the last review.

Ohio Department of Education

Data Verification Plan and Tool - Project Charter

Project Scope of Work/Status Report							Date: 06/15/10
Data Verification Plan and Tool		Submitted by: Mitch Meredith					
Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date	
2.1	Policy and definitions for Teacher of Record and the purpose of the Teacher/Student data link.						
2.1.1	Hold internal policy/legal discussions at ODE about uses of TSDL and definition of teacher of record. Needs to include teacher unions.	Matt Cohen	07/06/10	08/13/10			
2.1.2	Meeting with teacher unions for policy/legal discussions.	Matt Cohen	08/16/10	08/31/10			
2.1.3	Develop draft formal policy statement.	Matt Cohen	09/01/10	09/07/10			
2.1.4	Review policy statement with stakeholders.	Matt Cohen	09/08/10	09/15/10			
2.1.5	Finalize policy statement.	Matt Cohen	09/16/10	09/23/10			
2.1.6							
2.1.7							
2.1.8							
2.1.9							
2.1.10							
Item #	Issue(s)	Date Presented	Resolution	Date Resolved			

Ohio Department of Education

Data Verification Plan and Tool - Project Charter

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.2	A process diagram to show how the data verification process to validate the TSDL data will be used to pre-process data prior to submittal to EMIS for each of the three LEA partners.					
2.2.1	Determine data elements in EMIS, BFK and SIS systems.	Mitch Meredith/Contract Resource	08/09/10	08/23/10		
2.2.2	Conduct sessions with LEAs to document existing process and requirements to make teacher/student data link.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.3	Determine what data elements need updated on a day-to-day basis.	Mitch Meredith/Contract Resource	01/03/11	01/17/11		
2.2.4	Determine what data elements are in the "final" data submission to EMIS.	Mitch Meredith/Contract Resource	01/03/11	01/17/11		
2.2.5	Determine feasibility/cost of modifying SIS to allow data to be entered/modified.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.6	Determine feasibility/cost of modifying Local Data Analysis Data Warehouse (D3A2) to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.7	Determine feasibility/cost of modifying Statewide Longitudinal Data Warehouse to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.8	Develop draft process diagram.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.9	Compare draft process diagram with results of LEA partner proof of concept projects.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.2.10	Develop final process diagram.	Mitch Meredith/Contract Resource	01/31/11	02/14/11		
2.2.11	Provide feedback to overall TSDL project regarding usefulness of teacher of record framework.	Don Ginder	02/14/11	02/28/11		

Ohio Department of Education
Data Verification Plan and Tool - Project Charter

Item #	Issue(s)	Date Presented	Resolution	Date Resolved					

Ohio Department of Education

Data Verification Plan and Tool - Project Charter

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.3	IT Architecture					
2.3.1	Determine data elements required to modify SIS to allow data to be entered/modified.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.2	Determine data elements required to modify Local Data Analysis Data Warehouse (D3A2) to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.3	Determine data elements required to modify Statewide Longitudinal Data Warehouse to accept new data elements.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.4	Determine SIF elements that will be used to submit data.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.3.5	Document business rules for creating SIF objects and submitting through EMIS.	Mitch Meredith/Contract Resource	01/31/11	02/14/11		
2.3.6	Modify SIF extended elements/Ohio SIF profile (if necessary).	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.3.7	Determine changes required to EMIS/ODS to submit data to ODE.	Mitch Meredith/Contract Resource	01/31/11	02/14/11		
2.3.8	Determine EMIS validation reports needed to send to LEAs (SDC?)	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.3.9	Review process diagram and architecture with partner and non-partner LEAs.	Mitch Meredith/Contract Resource	03/21/11	05/16/11		
Item #	Issue(s)	Date Presented	Resolution	Date Resolved		

Ohio Department of Education

Data Verification Plan and Tool - Project Charter

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.4	A set of business/functional requirements for the data verification tool, to define the functions it will perform, the types of users and the roles they will have in using the tool, the security requirements and the types of information to be provided by the process and tool.					
2.4.1	Review existing BFK system to define best practices for interface design and data entry process.	Mitch Meredith/Contract Resource	07/07/10	09/13/10		
2.4.2	Review and document LEA data validation processes for other data elements.	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.4.3	Review and document existing user roles and security requirements in SIS and EMIS systems.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.4.4	Analyze proof of concept project results and determine consolidated list of best practices.	Mitch Meredith/Contract Resource	01/03/11	01/31/11		
2.4.5	Review results from other states' TSDL projects.	Mitch Meredith/Contract Resource	02/14/11	03/21/11		
2.4.6	Develop draft business requirements document.	Mitch Meredith/Contract Resource	03/21/11	04/04/11		
2.4.7	Review draft business requirements document with partner and non-partner LEAs.	Mitch Meredith/Contract Resource	04/04/11	05/09/11		
2.4.8	Develop final requirements document.	Mitch Meredith/Contract Resource	05/09/11	05/16/11		
2.4.9						

Ohio Department of Education

Data Verification Plan and Tool - Project Charter

Item #	Issue(s)	Date Presented	Resolution	Date Resolved

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.5	A set of technical specifications for the data verification tool.					
2.5.1	Assess existing database and interface technologies based on business/functional requirements to determine what will be used for data verification tool.	Mitch Meredith/Contract Resource	01/03/11	02/14/11		
2.5.2	Document technical specifications for DASL integration.	Mitch Meredith/Contract Resource	03/21/11	05/09/11		
2.5.3	Document technical specifications for eSIS integration.	Mitch Meredith/Contract Resource	03/21/11	05/09/11		
2.5.4	Document technical specifications for non-DASL/eSIS integration (D3A2/SIF solution).	Mitch Meredith/Contract Resource	03/21/11	05/09/11		
2.5.5						

Item #	Issue(s)	Date Presented	Resolution	Date Resolved

Ohio Department of Education
Data Verification Plan and Tool - Project Charter

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Ohio Department of Education

Data Verification Plan and Tool - Project Charter

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.6	A set of training materials, marketing materials, and other user documentation.					
	Provide necessary information for EMIS guidelines including data element definitions, reporting business rules, SIF/file formats.	Mitch Meredith/Contract Resource	03/21/11	05/16/11		
2.6.1						
2.6.2						
2.6.3						
2.6.4						
2.6.5						
2.6.6						
2.6.7						
2.6.8						
2.6.9						
2.6.10						
Item #	Issue(s)	Date Presented	Resolution	Date Resolved		

Ohio Department of Education

Data Verification Plan and Tool - Project Charter

Item #	Deliverable, Tasks, and Activities	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.7	A set of instructions for non-TSDL pilot LEAs who elect to use the data verification tool and process.					
2.7.1	Develop instructions for non-TSDL pilot LEAs who elect to use the data verification tool and process.	Mitch Meredith/Contract Resource	03/21/11	05/16/11		
2.7.2						
2.7.3						
2.7.4						
2.7.5						
2.7.6						
2.7.7						
2.7.8						
2.7.9						
2.7.10						
Item #	Issue(s)	Date Presented	Resolution		Date Resolved	

8. Project Budget Summary

(The budget and costs reflected in the Project Plan should account for all resource labor, hardware, software, facilities, etc. required to achieve the stated scope and objectives. If the organization has a standard budget template, that can be used instead.)

Budget Categories		2010-2011 Fiscal Year
a	Internal Resource Labor: <i>(estimate the <u>number of hours</u> that will be required to complete the project for the following types of personnel.)</i>	
	Executive Leadership	
	District Area Management	
	School Administration	
	Classroom Personnel	
b	External (Contract) Resource Costs: *List provider(s) / amount(s) Ex: Transcend / \$35,000	
c	Materials and Supplies: <i>(please list)</i>	
d	Project Expenses: <i>(i.e., travel, registration fees, etc.)</i>	
e	Training: <i>(please list)</i>	
f	Other: <i>(please list)</i>	
TOTAL <i>(sum rows b-f)</i>		

Approved by: _____

Date: _____

9. Team Member Signatures

(Hold a review of the project plan with the team members and obtain their agreement to participate. Each team member's signature represents his or her agreement to participate in this effort.)

TEAM MEMBER - AGREEMENT TO PARTICIPATE					
NAME	ORGANIZATION	PROJECT ROLE	LEVEL OF EFFORT	SIGNATURE	DATE
MATT COHEN	ODE	SPONSOR		(b)(6)	
DON GINDER	CELT	PROJECT MANAGER			
TERESA PURSES	CANTON LOCAL SCHOOLS	PARTNER LEA		(b)(6)	7/23/10
BRAD FAUST	DELAWARE CITY SCHOOLS	PARNTER LEA			8/3/10
STEPHEN TANKOVICH	COLUMBUS CITY SCHOOLS	PARNTER LEA			
DAVID FORMAN	SPARCC	PARTNER ITC		(b)(6)	8/3/10
MARK AMES	TRECA	PARTNER ITC			7/27/10

10. Project Communications Plan

(Use the table below to record the project communications plan: what needs to be communicated, when, and to whom.)

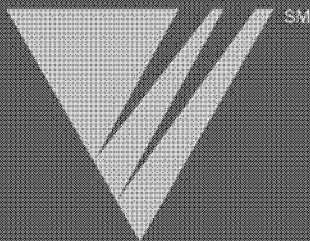
Audience	Key Message	Desired Outcome	Date to Issue Communication	Method of Communication	Person Responsible for the Communication	Status

11. Revision History

(Any changes to the information in this document must be itemized below. To validate the change, signature approval must be obtained. Repeat table for each change cycle.)

Revision Date:		
Description of Change:		
Signature Approval of Change		
Organization / Rep	Signature	Date
Executive Sponsor:		
Project Manager:		
PMO, Director:		
IT Officer:		

Team Member - Approval of Change		
Organization / Rep	Signature	Date



The Ohio Teacher Incentive Fund External Evaluation

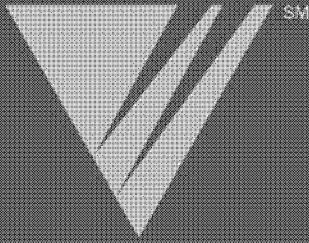
Final Year 5 Report

June 2011

Prepared for:
Ohio Department of Education
Department of Administrative
Services
4200 Surface Road
Columbus, OH 43228-1395

Prepared by:
Westat
1600 Research Boulevard
Rockville, Maryland 20850
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Westat®



The Ohio Teacher Incentive Fund External Evaluation

Final Year 5 Report

Authors

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June 2011

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to be awarded roughly \$237 million over the life of the grant. Awards ranged in size from \$1 million to \$33 million. TIF grantees have included nonprofit organizations, local school districts, charter schools, state departments of education, school boards, educational coalitions, and school-university partnerships.

In September 2010, ED announced the most recent round of TIF grantees. That time, 62 awards were made, totaling over \$400 million, representing the largest investment in teacher incentive grants to date. Once again, ODE was a recipient.

The Ohio Teacher Incentive Fund

As a member of the first cohort of TIF grantees, the Ohio Department of Education (ODE) was awarded a \$20.5 million grant from ED to implement and evaluate the OTIF program. Through the use of financial incentives, OTIF sought to ensure that high-quality teachers and school leaders had access to ongoing professional development, worked in collaborative environments, and were recognized, promoted, and compensated appropriately based on their skills and knowledge, additional responsibilities, and student performance. This design stood in contrast to the traditional single salary schedule commonly used to compensate teachers solely for credentials and experience. OTIF worked with four of the largest urban districts in the state—Columbus, Cincinnati, Toledo, and Cleveland—to develop, implement, and test alternative models of performance compensation.

With receipt of another five-year TIF grant in September 2010, Ohio was poised to continue the effort in the Cincinnati Public Schools and expand to 23 other districts throughout the state. In contrast to the initial cohort of urban districts, the next iteration of OTIF will test alternative teacher compensation models in a diverse set of districts, including small and rural districts.

OTIF Program Models

Ohio's TIF experience was characterized by several features that made the OTIF evaluation a valuable source for lessons learned. To start, Ohio received one of the first TIF awards, resulting in a five-year history of experiences with planning and operation upon which to draw. Second, the evaluation of the OTIF was regarded as one of the most rigorous among the initial set of TIF awards, providing deep and comprehensive evidence on operation and outcomes. Importantly, the ODE also decided to distribute the state grant to four different districts, namely, the state's largest and neediest urban districts. By capitalizing on the flexibility provided by ED in designing local initiatives, Ohio set for itself a challenging implementation agenda but also a unique opportunity to learn how different pay-for-performance models work.

Local autonomy for the design and implementation of pay-for-performance models was a defining characteristic of the OTIF program. Columbus and Cincinnati both employed a national model developed by the Milken Family Foundation, the System for Teacher and Student Advancement, still known as TAP, its original acronym. First introduced in 1999, TAP incorporated financial incentives along with professional development and teacher evaluation to attract, develop, motivate, and retain talented teachers.

Columbus and Cincinnati implemented TAP in a small number of schools. The program, operated by the National Institute for Excellence in Teaching (NIET), was used as a comprehensive school improvement strategy in high-need schools. It contained four primary elements: multiple career paths, job-embedded professional development, instructionally focused accountability, and performance-based compensation (NIET, 2011). Both districts planned to use TIF funding to implement TAP in five schools, but due to school closures, consolidations, and other

operational challenges, only one Cincinnati school and two Columbus schools continued to implement TAP as part of OTIF during the 2010–11 school year.

The two other districts developed their own programs. The Toledo Review and Alternative Compensation System (TRACS) and Promoting Educator Advancement in Cleveland (PEAC) were homegrown models that were less prescriptive than TAP but still comprised multiple components, including locally designed professional development opportunities and teacher assessments. In these districts, every school participated in the OTIF program. Toledo's TRACS program and Cleveland's PEAC program contained many of the same key features incorporated in TAP, including professional development, school-level incentives based on student academic achievement, and performance-based compensation that takes into account teachers' additional roles and responsibilities. In the TAP model, all teachers participated in building-defined, job-embedded professional development, whereas in the non-TAP saturation model, a greater emphasis was placed on efforts to coordinate district-level professional development. Within these frameworks, ODE provided each of the four subgrantees considerable flexibility, which allowed the districts to refine their respective policies and redesign their approaches as the programs unfolded.

The Westat Evaluation of OTIF

The U.S. Department of Education requires all TIF grantees to incorporate an evaluation component to assess implementation and outcomes, thereby establishing a foundation for documenting extensive experimentation on pay for performance and producing a body of knowledge about what works and what does not with regard to such policies. This knowledge is being used by program managers, researchers, and the policy community to refine and improve local designs and at the

5. Conclusions

This chapter summarizes the primary conclusions of the OTIF evaluation, drawing on the full range of available data and analyses.

Teachers across all four districts expressed ongoing commitment and support for the OTIF program. They also perceived that most of their fellow teachers were likewise supportive of the initiative. Reported levels of support varied across sites and within schools, and this variation is likely correlated with local implementation factors, especially communication. Still, interviews revealed an increased consensus among stakeholders who expressed support of OTIF as a potentially “powerful agent” for school improvement. Across the four districts, teachers’ support for OTIF was high throughout the period of implementation. In spring 2010–11, more than three-quarters of teachers agreed or strongly agreed with the survey statement, “I support implementing the program at my school,” with a similar proportion of teachers agreeing with this statement in prior years. Moreover, very few stakeholders anticipated that pay for performance would negatively influence student learning by increasing pressure on teachers or reinforcing expectations to “teach to the test.”

Support for incentive varied with respect to specific aspects of incentives. Educators were not opposed to the general concept of incentives. Indeed, there was strong consensus overall among teachers on the appropriateness of financial incentives associated with teaching in hard-to-staff schools, taking on additional roles (e.g., master or mentor teacher), and participating in professional development, with at least two-thirds of teachers in each year favoring these factors. Roughly half of the teachers supported including teacher performance as a factor

used for differential compensation (i.e., as determined by principal evaluations, observations, teaching portfolios, etc.). Other critical factors associated with the OTIF model, such as student performance on standardized tests as measured at the classroom level, were deemed appropriate by smaller percentages of classroom teachers. The fact that fewer than half of all classroom teachers considered student performance at either the school or classroom level as important to supplemental pay is particularly noteworthy

Teacher characteristics, such as their experience level and the grades and subjects they taught, often found to be related to support in prior research, did not correlate in Ohio. With a few exceptions, there were no significant relationships found between any of the aforementioned characteristics and how teachers responded to the initiative. As mentioned above, level of support was correlated with location, that is, school and district, rather than with individual characteristics, providing further evidence on the importance of implementation in obtaining buy-in and commitment.

Teachers expressed a definite preference for school-level rather than individual-level incentives. There was broad agreement that OTIF's pay-for-performance component was designed to affirmatively recognize a job well done and reward positive performance rather than sanction poor performance. Yet, strong opinions concerning the difficulties associated with evaluating individual teacher performance and the potentially counterproductive effects of differentiated payouts were expressed. Within the TAP districts especially, a clear preference for school-level versus individual-level incentives emerged over the course of implementation. The case study interviews revealed strong opinions among teachers on how the incentives should be disbursed, with a majority arguing for equally shared amounts disbursed to teachers, paraprofessionals, principals, and in some cases all staff, within

schools that meet designated criteria. Several reasons seemed to account for this preference. These included suspicion and distrust of value-added metrics that link student performance to individual teachers, concerns that differentiated pay could increase competition among teachers, and a seemingly inherent commitment to equity among teachers.

Personal receipt of a financial payout did not seem to be an influence on teachers' perceptions of or experiences in the program. A comparison of survey responses for all teachers who indicated they had received a bonus with those teachers who indicated they had not received a bonus indicated these two groups differed only on a couple of survey items. First, those who received a bonus were more likely to cite the influence of school and district leadership and the level of teacher buy-in as positive factors in implementation, and second, they were more likely to cite staff mobility and turnover as a negative factor. Hence, overall perceptions of the program are only partially related to the financial reward component. Several factors may help account for this. The incentives amounts were interpreted as relatively small; the delay in receiving the awards was relatively long; and the understanding among teachers as to why they were receiving the awards was relatively weak. In schools that met their OTIF goals for building-level rewards, principals and teachers expressed sentiments that they equally valued the district-level recognition and celebration that accompanied goal attainment. In fact, such formalized appreciation was often rated more favorably than the financial component itself.

Despite high levels of support and engagement of school and district stakeholders, numerous implementation issues were encountered. In all four districts, senior district administrators took on leadership roles for local programs. Strong collaboration between administrators and union officials was observed from

the launch of the initiative and provided benefits for implementation. Interaction with and guidance from ODE was described as positive, with the notable exception of Cleveland. Teachers and principals clearly valued the professional development component of OTIF and felt that it had helped improve instruction within their schools. An increasing number of teachers assumed new roles and responsibilities as lead teachers. However, at the same time all districts experienced a number of problems with implementation, such as changing governance structures, turnover of key personnel, communication gaps, and a resulting lack of teachers' understanding of the program.

Not all stakeholders within the districts were adequately involved. Buy-in from parents, business, and community groups was highlighted as essential both for program success and for sustainability. Although this was identified as a shortcoming from the start of the initiative, with rare exceptions there was little evidence of outreach to the community and, therefore, little if any parental commitment.

Educators were not adequately informed of the nature and structure of this program. Stakeholder knowledge about pay-for-performance policy and practice continued to vary across the districts. The depth and accuracy of this knowledge were a function of communication patterns, the perceived district's commitment to the work, and the time that the individual school had been involved in TAP or the OTIF work. Despite some improvement in teachers' knowledge of OTIF, survey and interview data continued to show considerable misunderstanding of the program. As of year 3 of the OTIF implementation, for example, teachers were only able to correctly answer half of the questions about the OTIF program on a teacher survey (MacAllum et al., December 2009). As the most recent survey revealed, knowledge actually declined in year 5. Communication gaps resulted in

teachers not being fully aware of how awards were allocated. For example, some teachers interpreted payouts as recognition for teachers that were already successful, rather than an attempt to motivate changes in behavior for less effective teachers. When actually receiving a payout, some teachers reported being more surprised than motivated, and their excitement was short-lived (MacAllum et al., June 2010).

Problems with communication continued to hamper program implementation and full engagement of stakeholders. Survey results and case study interviews confirmed that teachers and principals, as well as key administrators, often lacked a clear understanding of OTIF structure, goals, and expectations. School-based stakeholders expected to be kept informed by district administrators about changes to the program's governing structure and modifications to expected outcomes. Classroom teachers, union representatives, and principals actively requested that program coordinators facilitate the exchange of information transparently between school sites and district administration. However, the degree to which this occurred varied by site. For example, staff in the Toledo central office indicated that an over reliance on top-down transfer of information led to misunderstandings about how the OTIF goals were calculated and who was eligible for the financial payouts. A respondent in Cincinnati stated that "a beautifully written communication plan exists, but it lacks action across TAP sites." Such reports are troublesome, because they suggest that pay-for-performance policies designed to promote changes in schools are unlikely to have their intended effect when principals and teachers are unfamiliar with these policies.

Turnover among leadership and coordinators had a detrimental effect on implementation. As we found last year, a change in personnel or leadership practices within the district and/or school slowed the program's rate of acceptance and program implementation. In some cases, turnover actively reduced trust in the

people and the processes. On the other hand, stable and consistent leadership encouraged staff to rally around the effort and overcome resistance and inertia.

Growing concerns over limited resources identified the need to pursue resources beyond the TIF grant. Despite the cost-share requirement, districts were never able to raise these supplemental funds. At the outset, stakeholders tended to report that the level of resources provided were adequate for the program. As the initiative unfolded, with a deeper appreciation of the task at hand, principals and teachers commented on the need to be more strategic with resource allocations to yield the greatest impact. School personnel strategized on how to stretch their resources as far as possible to support student learning (e.g., through use of tutors and curriculum specialists) and explored ways to gain greater access to district resources. In two school districts, we noted increased competition among the individual schools for district-level professional development resources (e.g., math coaching) that supported OTIF goals.

Contextual factors were not conducive to implementation. The case studies revealed that all four districts faced challenges common to large urban districts with complex organizational structures, reform histories, budget deficits, and low academic performance. These challenges clearly affected program implementation, as well as the potential impact of the OTIF program. For example, some stakeholders have noted that even high-profile, large-scale, multi-million-dollar grants such as OTIF may only represent a small proportion of these districts' overall operating budgets, which may make it difficult to position and maintain these types of programs as a priority (MacAllum et al., June 2009; MacAllum et al., June 2010). These challenges were exacerbated by declining student enrollments and budget shortfalls, which distracted attention and pulled resources away from full implementation of the OTIF initiative.

Contextual factors were not conducive to sustainability. Local context is important not only for designing the right model, but for continuity and sustainability as well. Unfortunately, confidence among stakeholders in sustaining the current OTIF programs was low—despite the program’s built-in cost-sharing feature, the interest and continued support expressed by principals and teachers, and some evidence that the programs were increasing expectations for student success, encouraging educators to be more data driven, and helping to build cultures of collaboration. Each of the OTIF districts faced budgetary constraints, in some cases severe ones, which outweighed these factors and threatened the sustainability of the program at the very time its period of federal funding was winding down. These budgetary constraints resulted in teacher layoffs, reductions in services, and even the elimination of some programs altogether, including ones that long predate OTIF.

For example, in response to budget shortfalls and declining student enrollments, Cleveland launched a major restructuring initiative known as the “Academic Transformation Plan.” Announced last year, it represented “the most comprehensive and ambitious plan in the history of the district” and called for fundamental changes in a variety of areas, most notably “how schools are designed and how they will operate” (Cleveland Metropolitan School District, 2010). These events, along with significant teacher layoffs during the past year, have overshadowed local efforts to implement and sustain PEAC.

The circumstances were similar in Toledo, which, for the second year in a row, was dealing with a budget deficit of nearly \$40 million and was threatened with the loss of approximately 1,400 students (Staff Reports, 2010). In November 2010, Toledo voters defeated a new tax levy that would have generated as much as \$22 million a year for the district and helped to fill the budget hole that occurred as a result of the recent economic downturn. Earlier in the year, voters had already

rejected a tax increase and as a result the school board voted to eliminate middle school and freshman sports programs and lay off hundreds of teachers and other employees. Now that the latest levy has failed, concerns over the deficit persist. The district superintendent has acknowledged that school closings, along with other drastic measures such as additional teacher layoffs, are inevitable.

These circumstances would make it difficult to sustain any new initiative, regardless of its cost or its level of success. The economic climate these districts faced was simply not conducive to new initiatives, especially those such as OTIF that require considerable resources not only in distributed teacher payouts but also for program administration.

The analysis found only one instance of impact on reading in non-TAP district. A central question of the OTI evaluation, and indeed all TIF evaluations, was “To what extent do financial incentive models contribute to the improvement of student achievement?” Our analyses suggested that the impacts of OTIF on student achievement were very limited. Across the five years examined, student test scores in these four large urban districts remained two-thirds of a standard deviation below the state average (Zhang and Slaughter, 2010).

Specifically, we found no statistically significant relationship between OTIF participation and OAT reading and math scores in TAP schools from Columbus and Cincinnati. In Cleveland and Toledo, OTIF participation showed a small but significantly positive effect on reading achievement. The effect on math achievement was not statistically significant.

Closing Remarks

Other recent evaluations of teacher pay-for-performance initiatives (Springer et al., 2010; Glazerman, McKie, and Carey, 2009; Fryer, 2011; Goodman and Turner, 2010) have likewise failed to demonstrate impacts on student achievement. However, it is important to note that our findings can only shed light on incentive programs with similar features to OTIF and cannot necessarily be generalized to other pay-for-performance models.

In addition to numerous contextual and budgetary challenges, all districts experienced serious problems with implementation, such as changing governance structures, turnover of key personnel, communication gaps, and a significant lack of teachers' understanding of the program. Cumulatively, these issues prevented OTIF programs from being fully understood and put into practice by large numbers of educators. It is improbable to expect significant changes in teacher performance under these circumstances.

Other researchers have proffered at least three additional explanations for the absence of noticeable effects of teacher incentive systems on student achievement. (1) The incentives were not adequate. Bonuses were either too small or the prospect of obtaining a bonus was perceived as too remote for teachers to change their instructional practices. (2) Teachers made little or no attempt to improve, either because they believed they were already doing the best job of which they were capable, or because they did not know what else to try. (3) Teachers did attempt to improve their performance, but the measures they took were not effective (Springer et al., 2010; Lasagna, 2010). Our analysis suggested that each of these had some relevance as possible explanatory factors for the lack of observed effects in OTIF.

The value of OTIF financial incentives was generally perceived to be inadequate to serve as an incentive to change teacher behavior and improve student achievement. Teachers felt they already were doing the best they could (MacAllum et al., June 2010). Case study data indicated that incentive criteria need to be designed so they are perceived by educators as meaningful, appropriate, and achievable, and they further suggested that educators are unlikely to respond positively to incentive criteria, which they perceive to be outside of their control, of inadequate value, or based on unrealistic goals. These match some of the issues with variable pay incentive systems described in the wider literature on compensation systems (Heneman, Fay, and Wang, 2002).

Finally, we note that some advocates of alternative compensation systems anticipated different outcomes from those examined here. This support rests on the assumption that over the long term, incentive pay will alter the makeup of the teacher workforce for the better by affecting who enters teaching and how long they remain (Guarino, Santibanez, and Daley, 2006). The OTIF evaluation could not address these issues. However, some anecdotal data collected in the TAP districts suggested that certain teachers are drawn to a system that more rigorously evaluates and rewards teacher performance. A specially crafted study conducted over a much longer period of time would be required to explore the relationship between compensation reform and professional quality.

Attachment 23: OTIF 3 Districts

OTIF 3 Districts

Batavia Local SD

Bellefontaine City Schools

Belpre City Schools

Bloom Vernon Local SD

Cincinnati Public Schools – (Part of the National Evaluation)

Circleville City Schools

Coshocton City Schools

Crooksville Exempted Village SD

Franklin Local SD

Georgetown Exempted Village SD

Marietta City Schools

Maysville Local SD

Mid-East Career and Technology Centers

Morgan Local Schools

New Boston Local SD

New Lexington City

New Miami Local Schools

Noble Local Schools

River View Local School District

Rolling Hills Local SD

Southern Local SD

Valley Local SD

West Muskingum SD

Attachment 24: OTES Pilot LEA List

Pilot Schools for OTES

Akron Digital Academy
Akron Public Schools
Allen East
Alternative Education Academy
Amherst Exempted Village Schools
Auglaize County ESC
Aurora City Schools
Batavia LSD
Beavercreek City
Bellefontaine City Schools
Belpre
Bettsville
Bloom Vernon Local School District
Bridges Community Academy
Brown Local
Buckeye Online School for Success
Canal Winchester Local School District
Canton Local Schools
Cincinnati City
Circleville City Schools
Columbus City
Conneaut City Schools
Coshocton City Schools
Coventry Local Schools
Crestview Local School District
Crittenton Community School
Crooksville EVSD
Dayton Early College Academy
East Cleveland
Eastern Local School District
Edgewood City Schools
Edon Northwest Local
Elida Local Schools
ESC of Cuyahoga County
Fairfield City School District
Fairlawn Local School
Fayette Local Schools
Franklin Local Schools
Fremont City Schools
Galion City Schools
Gallia County Local

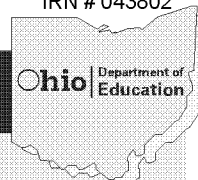
Georgetown Exempted Village School
District
Goshen Local Schools
Grand Valley Local
Grandview Heights CSD
Greenfield Exempted Village School
District
Hamilton City Schools
Highland Local (Medina)
Hilliard City School District
Hudson City Schools
Imagine Harrisburg Pike
Indian Lake Local Schools
Indian Valley Local Schools
Jackson Local Schools
Johnstown Monroe
Kenton City Schools
Lancaster City Schools
Liberty Center Local Schools
Liberty Union-Thurston Local Schools
Licking Heights Local School District
Lion of Judah Academy
Lorain City Schools
Lucas Local School
Lynchburg-Clay Local Schools
Mad River Local School District
Madison Local
Maple Hts. City Schools
Marietta City Schools
Marion City
Marysville Exempted Village School District
Maysville Local
Middletown City
Mid-East Career and Technology Centers
Milford Exempted Village School District
Millcreek-West Unity Local Schools
Mississinawa Valley LSD
Morgan Local School District
Mount Vernon City
Muskingum Valley ESC
New Boston Local School District

New Knoxville School
New Lebanon Local
New Lexington City School District
New Miami Local Schools
Noble Local
Nordonia Hills City Schools
North Central Local
Northmont City Schools
Northwest Local School
Norwood City Schools
Ohio Connections Academy
Ottawa-Glandorf Local
Parma City
Paulding Exempted Village Schools
Perrysburg Schools
Phoenix Community Learning Center
Pickaway-Ross JVSD
Pickerington Local School District
Plymouth-Shiloh
Renaissance Academy
Revere Local School District
Ridgewood
River View Local
Rock Hill Local
Rolling Hills Local School District
Scholarts Prep and Career Center
Sciotoville Community School
Sciotoville Elementary Academy
Sebring Local
Shelby City Schools
Southeast Local Schools
Southern Local
Southern Local
Southern Local-Perry
Southwest Licking Local
St. Bernard- Elmwood Place City
Stryker Local School
Tipp City Exempted Village Schools
Toledo Public Schools
Tomorrow Center
Toronto City

Troy City Schools
Union Local-Belmont
Union Scioto Local Schools
Valley LSD
Van Wert City Schools
Vinton County Local School District
Virtual Schoolhouse
VLT Academy
Walnut Twp. Local Schools
Washington Court House City SD
West Muskingum Local
Western Local
Willard City Schools
Willoughby-Eastlake City Schools
Wilmington City Schools
Worthington City Schools
Xenia Community City

Columbus City School District

270 E. State St., Columbus, OH 43212-2204 - Franklin County



2009-2010 School Year Report Card

Current Superintendent: Gene T. Harris (614) 365-5000

Your District's
Designation:
Continuous
Improvement

Number of State
Indicators
Met out of 26

5

Performance
Index
(0-120 points)

80.3

Adequate Yearly Progress
(AYP)
Not Met
District Improvement
Improvement Year 6

Value-Added
Measure
- = below

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



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency

State
Indicators

To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher

on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



State Indicators

Percentage of Students at and above the Proficient Level

Your District 2009-2010 Similar Districts* 2009-2010 State 2009-2010

3rd Grade Achievement

The state requirement is 75 percent

1. Reading	59.0 %	61.0 %	78.4 %
2. Mathematics	55.1 %	57.3 %	76.9 %

4th Grade Achievement

The state requirement is 75 percent

3. Reading	62.8 %	61.9 %	81 %
4. Mathematics	57.8 %	55.4 %	76.2 %

5th Grade Achievement

The state requirement is 75 percent

5. Reading	54.1 %	49.9 %	71.8 %
6. Mathematics	47.1 %	42.5 %	67 %
7. Science	47.6 %	40.9 %	69.9 %

6th Grade Achievement

The state requirement is 75 percent

8. Reading	62.0 %	65.8 %	84.1 %
9. Mathematics	54.9 %	54.6 %	77.4 %

7th Grade Achievement

The state requirement is 75 percent

10. Reading	57.3 %	60.2 %	80.2 %
11. Mathematics	46.1 %	45.5 %	71.1 %

8th Grade Achievement

The state requirement is 75 percent

12. Reading	58.6 %	62.1 %	80.9 %
13. Mathematics	43.5 %	44.2 %	69.2 %
14. Science	34.3 %	34.5 %	64.8 %

Ohio Graduation Tests (10th Grade)

The state requirement is 75 percent

15. Reading	75.6 % ✓	71.4 %	83 %
16. Mathematics	68.6 %	66.8 %	80.4 %
17. Writing	79.5 % ✓	74.7 %	84.1 %
18. Science	53.6 %	53.2 %	73 %
19. Social Studies	71.9 %	66.2 %	79.6 %

Ohio Graduation Tests (11th Grade) **

The state requirement is 85 percent

20. Reading	87.1 % ✓	87.4 %	91.6 %
21. Mathematics	79.6 %	81.5 %	89.2 %
22. Writing	89.1 % ✓	90.3 %	93.2 %
23. Science	68.6 %	71.9 %	85.1 %
24. Social Studies	80.1 %	80.4 %	88.7 %

Attendance Rate

The state requirement is 93 percent

25. All Grades	94.2 % ✓	94.0 %	94.3 %
----------------	----------	--------	--------

2008-09 Graduation Rate

The state requirement is 90 percent

26. District	72.7 %	71.2 %	83 %
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Any result at or above the state standard is indicated by a ✓

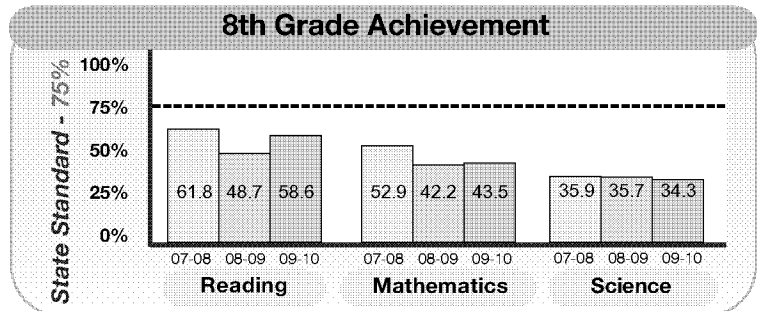
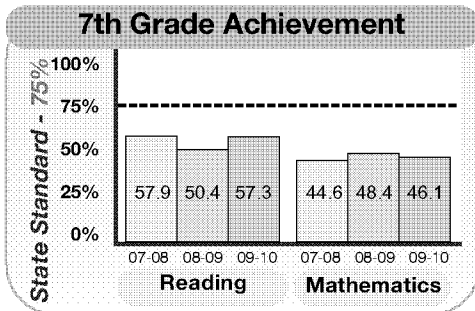
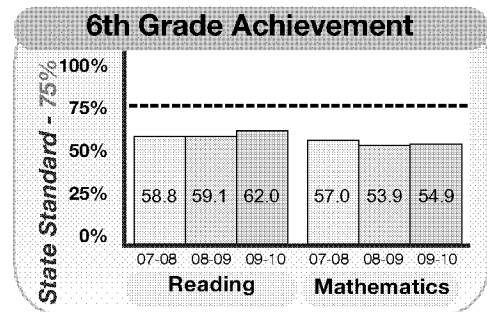
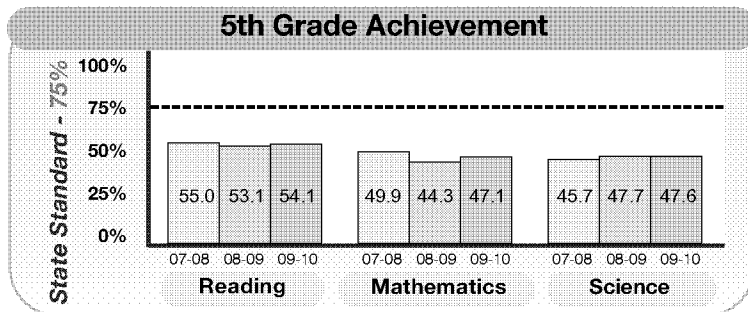
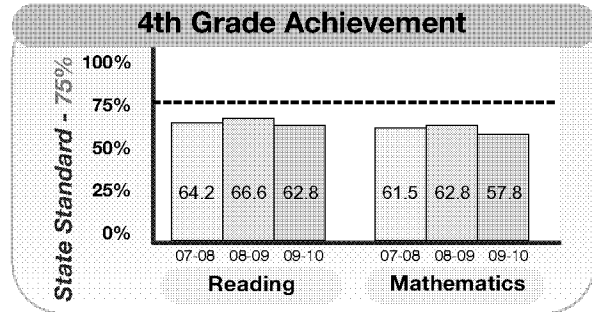
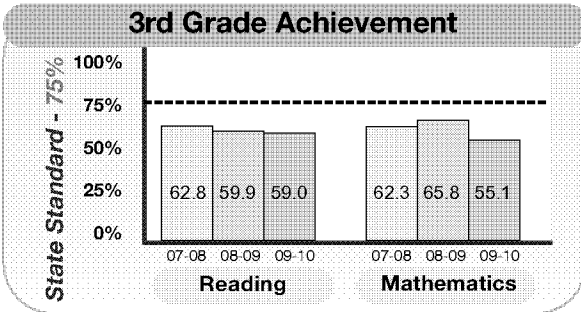
-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

*Similar Districts are based on comparing demographic, socioeconomic and geographic factors. **Cumulative results for students who took the tests as 10th or 11th graders.

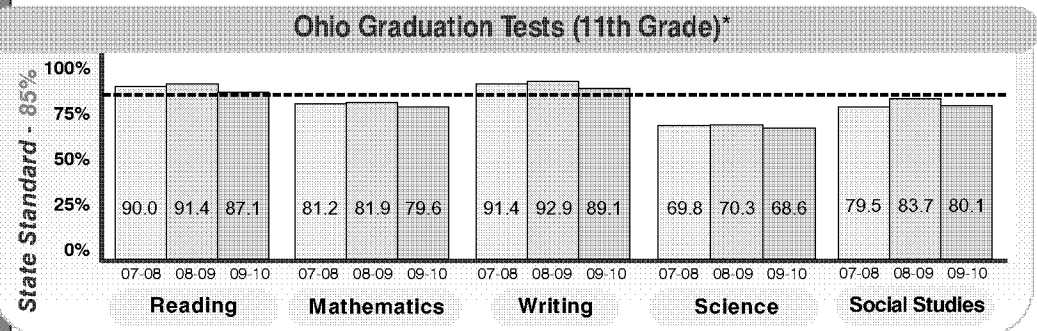
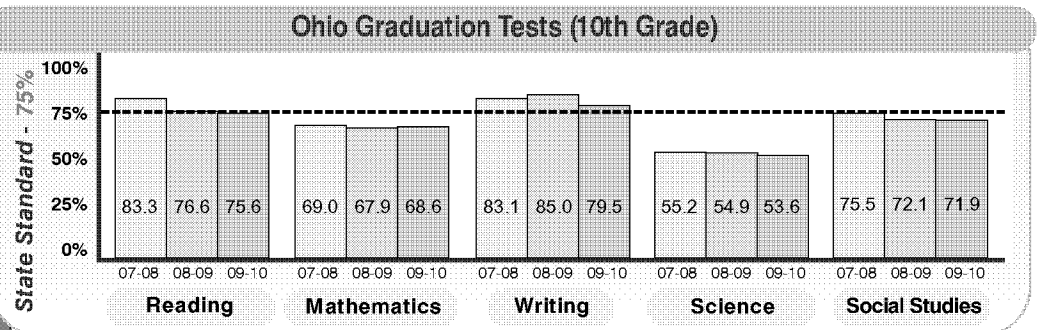
Your District's Assessment Results Over Time



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

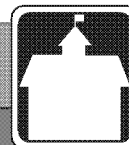


The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.



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

Performance Index



Performance Index Calculations for the 2009-2010 School Year



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

	Percentage	X	Weight	=	Points
Untested	0.1	X	0.0	=	0.0
Limited	19.0	X	0.3	=	5.7
Basic	24.0	X	0.6	=	14.4
Proficient	33.8	X	1.0	=	33.8
Accelerated	13.9	X	1.1	=	15.3
Advanced	9.3	X	1.2	=	11.1

Your District's Performance Index 80.3

Performance Index Over Time

2009-2010	2008-2009	2007-2008
80.3	80.4	81.7

Value-Added Measure



Overall Composite



Scores reflect grade level and overall composite ratings for the 2009-2010 school year.

Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

Reading

-	✓	-	+	+
---	---	---	---	---

Mathematics

-	-	-	-	+
---	---	---	---	---



Legend

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

Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

Adequate Yearly Progress (AYP)



Adequate Yearly Progress												AYP Determination by Indicator									
Grades 3-8 and 10 Reading and Mathematics		All Students		Economically Disadvantaged		Asian/Pacific Islander		Black, non-Hispanic		American Indian/Alaska Native		Hispanic		Multi-Racial		White, non-Hispanic		Students with Disabilities		Limited English Proficient	
Percent Proficient	Reading	Met	Not Met	Met	Not Met	Not Met	Met	Met	Met	Not Met	Not Met	Reading Proficiency:		Not Met							
	Mathematics	Met	Met	Met	Not Met	Met	Met	Met	Met	Not Met	Not Met	Mathematics Proficiency:		Not Met							
Percent Tested	Reading	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Reading Participation:		Met							
	Mathematics	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Mathematics Participation:		Met							
Graduation Rate*		Not Met										Graduation Rate:		Not Met							
Attendance Rate*		Met										Attendance Rate:		Met							
AYP Determination by Subgroup		Not Met	Not Met	Met	Not Met	Not Met	Met	Met	Met	Not Met	Not Met	AYP Determination for Your District:		Not Met							

Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

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

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

N/A	Not applicable.
NR	Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
Met	This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results.
Not Met	This subgroup did not meet AYP for this indicator.

Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.

2008-2009 Graduation Rate Information

American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Econ. Disadvtdg
—	71%	73.9%	71%
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
56.7%	56.3%	68.4%	81.1%
			White, non-Hispanic
			71.9%

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

State and Federally Required District Information

Your District's Percentage of Students at Each Performance Level

	Black, non-Hispanic	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Non-Disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtd	Econ. Disadvtd	Limited English Proficient	Female	Male
Percentage of Students Scoring Limited														
Reading	21.5	17.9	9.6	20.1	14.8	14.7	14.5	43.1	--	6.6	21.6	25.7	15.2	22.9
Writing	3.8	--	0.0	2.5	6.4	2.7	1.0	18.1	--	0.9	4.2	5.7	1.8	5.1
Mathematics	27.5	19.6	9.9	23.0	16.1	16.0	18.4	49.3	--	9.3	26.2	29.0	21.9	24.8
Science	17.2	15.0	5.7	15.2	9.6	9.6	11.0	33.8	--	5.5	16.8	21.7	13.3	16.0
Social Studies	15.9	--	1.8	12.7	12.8	7.0	9.4	36.6	--	6.1	15.4	15.2	13.4	12.9
Percentage of Students Scoring Basic														
Reading	22.3	25.0	14.0	20.3	13.9	15.8	18.5	27.2	--	11.4	21.6	22.3	19.0	20.9
Writing	19.4	--	14.3	22.9	12.8	10.5	13.5	39.1	--	9.6	19.5	33.6	14.6	19.7
Mathematics	26.0	25.0	16.0	23.7	20.9	18.5	23.0	25.9	--	13.9	25.4	25.7	23.9	23.0
Science	44.5	40.0	30.3	44.9	34.0	30.2	39.8	42.5	--	25.1	43.8	45.2	42.0	38.4
Social Studies	16.6	--	14.5	10.2	14.9	11.4	13.9	21.9	--	6.9	17.5	20.4	16.0	13.9
Percentage of Students Scoring Proficient														
Reading	38.2	41.1	37.4	38.7	41.0	37.9	42.3	17.4	--	37.5	38.4	36.4	40.5	36.0
Writing	57.2	--	51.8	58.5	46.8	49.9	60.2	24.0	--	48.3	57.3	54.5	56.2	54.1
Mathematics	29.0	28.6	30.8	32.1	32.9	30.1	33.0	12.1	--	30.3	29.5	28.3	31.1	28.2
Science	24.8	20.0	29.1	24.6	31.2	28.0	28.9	10.3	--	30.8	24.7	21.6	26.9	24.9
Social Studies	38.7	--	25.5	44.1	29.8	29.1	39.3	16.2	--	32.3	37.2	37.9	38.7	33.3
Percentage of Students Scoring Accelerated														
Reading	12.4	12.5	25.1	14.8	17.4	19.0	16.9	3.4	--	25.9	12.5	10.1	16.6	12.9
Writing	17.8	--	30.4	16.1	31.9	33.3	25.1	3.5	--	39.7	16.6	5.7	25.6	18.5
Mathematics	9.8	17.9	19.7	11.6	17.8	16.4	13.9	3.3	--	19.7	10.7	9.2	12.2	12.3
Science	9.6	20.0	20.6	10.8	19.2	19.6	14.6	3.6	--	23.1	10.4	8.7	12.3	13.3
Social Studies	14.8	--	27.3	14.4	21.3	19.3	17.9	6.2	--	19.0	15.5	16.6	15.3	17.4
Percentage of Students Scoring Advanced														
Reading	5.6	3.6	13.8	6.2	12.9	12.6	7.8	8.9	--	18.5	5.9	5.5	8.7	7.3
Writing	1.8	--	3.6	0.0	2.1	3.6	0.1	15.3	--	1.6	2.4	0.5	1.8	2.7
Mathematics	7.7	8.9	23.6	9.6	12.3	18.9	11.7	9.3	--	26.9	8.1	7.7	10.9	11.7
Science	3.8	5.0	14.3	4.5	6.0	12.6	5.8	9.8	--	15.5	4.3	2.8	5.4	7.4
Social Studies	14.1	--	30.9	18.6	21.3	33.2	19.6	19.2	--	35.7	14.5	10.0	16.7	22.5

Your District's Students 2009-2010

Average Daily Student Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
51352	60.1%	0.2%	1.9%	6.0%	4.6%	27.2%	81.9%	10.1%	16.6%	--

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

348

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

Federally Required School Teacher Information

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

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

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

Schools in School Improvement



Name of the School & Years in Improvement

Name of Schools Identified for Improvement and Years in Improvement Status

Arlington Park Elementary School	4	Arts Impact Middle School (Aims)	2	Forest Park Elementary School	3
Avondale Elementary School	3	Beatty Park Elementary School	2	Hamilton STEM Elementary School	6
Beechcroft High School	1	Beery Middle School	6	Hilltonia Middle School	7
Briggs High School	1	Broadleigh Elementary School	5	Johnson Park Middle School	4
Brookhaven High School	6	Buckeye Middle School	4	Lincoln Park Elementary School	5
Burroughs Elementary School	6	Cassady Alternative Elementary School	4	Linden-Mckinley STEM School on Arcadia	3
Champion Middle School	8	Clearbrook Middle School	5	Marion-Franklin High School	1
Clinton Middle School	6	Cols. Africentric Early College Elem.	4	Mifflin Alternative Middle School	4
COLUMBUS GLOBAL ACADEMY	2	Dana Avenue Elementary School	4	North Linden Elementary School	4
Deshler Elementary School	9	Dominion Middle School	2	Ridgeview Middle School	1
Douglas Alternative Elementary School	4	Eakin Elementary School	5	Sherwood Middle School	2
East Columbus Elementary School	3	East High School	5	South Mifflin STEM Elementary School	7
Fairmoor Elementary School	4	Fairwood Alternative Elementary School	4	Special Education Center	3
Franklin Alternative Middle School	3	Georgian Heights Alternative Elem.	1	Trevitt Elementary School	6
Heyl Avenue Elementary School	6	Highland Elementary School	6	Watkins Elementary School	2
Indianola Math, Science and Tech. Middle	10	Innis Elementary School	4	West Broad Elementary School	4
Leawood Elementary School	3	Liberty Elementary School	4	Whetstone High School	5
Lindbergh Elementary School	3	Linden STEM Elementary School	5	Yorktown Middle School	4
Literature Based Altern. @ Hubbard Elem.	5	Livingston Elementary School	4		
Maybury Elementary School	4	Medina Middle School	2		
Mifflin High School	2	Monroe Alternative Middle School	1		
Northland High School	1	Ohio Avenue Elementary School	4		
Salem Elementary School	2	Scottwood Elementary School	6		
Siebert Elementary School	2	South High School	6		
Southmoor Middle School	6	Southwood Elementary School	6		
Starling Middle School	4	Sullivant Elementary School	5		
Valley Forge Elementary School	4	Walnut Ridge High School	5		
Wedgewood Middle School	5	Weinland Park Elementary School	3		
West High School	4	Westmoor Middle School	4		
Windsor STEM Elementary School	4	Woodward Park Middle School	4		

Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>
and search for key word "NAEP"

Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



Indicators Met

94%-100%

or

75%-93.9%

or

0%-74.9%

or

50%-74.9%

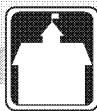
or

31%-49.9%

or

0%-30.9%

and



Performance Index Score

100 to 120

and

90 to 99.9

and

0 to 89.9

and

80 to 89.9

and

70 to 79.9

and

0 to 69.9

and



AYP Status

Met or Not Met

=

Met or Not Met

=

Met

=

Not Met

=

Not Met

=

Not Met

=

Preliminary Designation

Excellent

Effective

Continuous
Improvement

Academic Watch

Academic Emergency

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



Preliminary Designation

Excellent

and

Value-Added Measure*

Above expected growth for at least 2 consecutive years

or

Below expected growth for at least 3 consecutive years

Final Designation

Excellent with Distinction

Effective

Effective

and

Above expected growth for at least 2 consecutive years

or

Below expected growth for at least 3 consecutive years

Excellent

Continuous Improvement

Continuous Improvement

and

Above expected growth for at least 2 consecutive years

or

Below expected growth for at least 3 consecutive years

Effective

Academic Watch

Academic Watch

and

Above expected growth for at least 2 consecutive years

or

Below expected growth for at least 3 consecutive years

Continuous Improvement

Academic Emergency

Academic Emergency

and

Above expected growth for at least 2 consecutive years

or

Below expected growth for at least 3 consecutive years

Academic Watch

Academic Emergency

*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Principle 4 - Reducing Duplication and Unnecessary Burden

Current Activity Summary: House Bill 153 requires that Ohio stakeholders identify and reduce duplication of services within local, township or governmental entities to streamline services and reduce costs. In addition, it calls for the identification of burdensome rules, processes or procedures and their elimination, where feasible.

- **Single Application (One Plan)**
Currently, Ohio districts are required to create numerous plans, including those for academic achievement, school improvement, professional development, highly qualified teachers, use of technology and providing services to various populations (SWD, LEP, etc.) and more. ODE is in the process of soliciting feedback from LEAs to unify planning to reduce the burden and consolidate duplicative components into a single planning tool. ODE is taking the lead on consolidating the plans into “One Plan,” which will be housed within its e-grant system or another appropriate venue. The One Plan will promote the use of multiple resources to support the implementation of Ohio’s new accountability system in 2014-2015, which includes an Early Warning System.
- **E-Transcript/E-Records**
ODE is developing systems to facilitate the sharing of reliable data in a timely way. These systems are being developed for use by Ohio LEAs to provide electronic transfer of student records to other Ohio LEAs and higher education institutions. Ohio also will develop a data warehouse to store the data and gather required data from LEAs.
- **IIS/Data Tools Inventory**
ODE is developing a Data Tool Inventory to streamline and integrate the multitude of data analysis tools provided by the state to eliminate duplication and provide a single Web portal for access. Further, work is progressing on the development of a State Standard Instructional Improvement System (State IIS). The State IIS is a classroom tool that will be available to all teachers and will have the following components: standards and curriculum; curriculum customization for differentiated instruction; interim assessments; and data analysis capabilities.
- **Expanding School-wide Pooling**
ODE is expanding the flexibility for LEA use of funding, which includes increasing flexibility by waiving the cap on fund transferability for LEAs in Year 3 of School Improvement status (Waiver item 9). Further, ODE continues to reduce administrative and accounting barriers by allowing LEAs to use both transferability and school-wide pooling of funds authorized under ESEA. ODE’s e-grant system, the Comprehensive Continuous Improvement Plan (CCIP), allows districts to consolidate funding through pooling or transferring of funds. The system provides seamless reporting by automatically processing the detailed accounting transactions. Planned enhancements include a streamlined payment request that will divide LEA draw requests automatically into their respective funding streams.

- **Monitoring system**
ODE has developed a cross-agency Sub-recipient Monitoring and Review Team. The committee is comprised of various financial and programmatic external monitoring groups within ODE. The team concept provides intra-agency communication and cooperation for required financial and programmatic monitoring. The team shares schedules and protocols to assist in reviews or scheduling a review to cover multiple grants, thereby reducing the number of ODE monitoring visits an individual district receives in a given year.
- **Comparability**
ODE has implemented a Web-based system that enables LEAs to report annually on Title I comparability. This system reduces burdens on LEAs by increasing data reliability and data integration through interfacing with existing data sources already submitted electronically to ODE via the Ohio Educational Directory – Revised (OEDS-R), the CCIP and the Education Management Information System (EMIS). LEAs verify the data and check their comparability status. If they are comparable, the report can be submitted online, where it is reviewed and approved by ODE. This process has greatly increased accuracy and efficiency for comparability data collection and reporting.