

# Fifth First: *Ohio's Race to the Top Strategy*

## *Selection Criteria and Competition Priorities*



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*submission date:* Jan 19, 2010

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**SECTION (A)(1):**

**ARTICULATING STATE’S EDUCATION REFORM AGENDA AND LEAS’ PARTICIPATION IN IT**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS  
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio’s response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio’s response.

**(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it**  
*(65 points)*

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)<sup>1</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—*(15 points)*

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

<sup>1</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

**(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it**  
(65 points)

- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year’s worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(1)(ii):

- An example of the State’s standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State’s plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

*Recommended maximum response length: Ten pages (excluding tables)*

**Summary Table for (A)(1)(ii)(b)**

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools		

*Copy of Government Instructions.  
See end of section for completed table.*

**Summary Table for (A)(1)(ii)(c)**

<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)			
President of Local School Board (or equivalent, if applicable)			
Local Teachers' Union Leader (if applicable)			

*Copy of Government Instructions. See end of section for completed table.*

**Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%) (Participating LEAs / Statewide)</b>
<b>LEAs</b>			
<b>Schools</b>			
<b>K-12 Students</b>			
<b>Students in poverty</b>			

*Copy of Government Instructions. See end of section for completed table.*

**Detailed Table for (A)(1)**

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics		Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Name of LEA here			Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	Y/ N/ A	

*Copy of Government Instructions.  
See end of section for completed table.*

**OHIO’S NARRATIVE RESPONSE TO (A)(1) IS FOUND ON THE FOLLOWING PAGES A1-1 - A1-12.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(A)(1) ARTICULATING STATE’S EDUCATION  
REFORM AGENDA AND LEAS’ PARTICIPATION IN IT**

Ohio has a vibrant history of setting ambitious, but achievable goals in the face of daunting challenges. From the underground railroad to space exploration, Ohio has pursued the future with courage and intelligence. Ohio’s Race to the Top (RttT) plan represents the State’s next step forward in a long line of courageous endeavors. **Improving student achievement across Ohio’s 614 districts, 330 charter schools, and nearly two million students is the State’s most pressing social and economic imperative.** Ohio’s students simply must be fully equipped to flourish in an increasingly competitive and integrated global economy.

While Ohio has made great strides in improving its system of public education and laying the groundwork for reform, Ohio cannot thrive in the 21<sup>st</sup> century without driving dramatic improvements in educational outcomes for all children in the State. Ohio understands the magnitude of this challenge and is fully committed to meeting it. Successfully transitioning from its historical base of heavy manufacturing to a knowledge-based economy will require Ohio to significantly improve achievement across all segments of the population, raise college-ready high-school graduation rates, and increase the percentage of Ohio students who receive a strong college-level education. There is a shared consensus among leaders of state government, the Ohio Department of Education (ODE), the State Board of Education, Local Education Agencies (LEAs), teachers, the Ohio Board of Regents and other stakeholders that **providing a college and career-ready education to all of the state’s children is a social and moral obligation that cannot be ignored.**

Over the past two decades Ohio has developed, implemented, and refined an aggressive and comprehensive education reform agenda to make good on that obligation. **Ohio’s existing reform agenda is fully consistent with the principles of RttT and Ohio’s comprehensive and integrated plan across the four assurances will accelerate radical improvements in student outcomes in a compressed time frame.** In response to that agenda, educational performance in Ohio has improved on both an absolute and relative basis. With the recent passage of House Bill 1 (H.B. 1), a comprehensive education reform law wholly aligned with the four assurances of RttT, education reform in Ohio has reached a major turning point. Coming at this ideal time, RttT provides the extraordinary opportunity to create **radical change in a compressed time.**

**There is no better place to invest federal dollars to improve student outcomes than Ohio.** The state is well-positioned to deliver more dramatic improvements in student achievement, faster and with greater certainty, than any other state. Ohio's mix of urban, suburban, and rural schools, and the demographics and sheer size of its student population, represent the range of challenges faced by America's schools perhaps better than any other state. Most importantly, Ohio's record of accomplishment has created a set of powerful assets that the state will leverage in successfully implementing its reform agenda. In particular, there are **three key success factors** that make Ohio the most attractive state for a RttT investment.

**First, the preconditions for radical change are well established.** Ohio has strong legislative momentum, broad stakeholder alignment, and the infrastructure required to implement against its RttT plan.

- **Legislative momentum:** In July 2009, Governor Strickland and the state legislature made an unprecedented commitment to Ohio's schools through the passage of H.B. 1, a comprehensive education reform law that is the culmination of years of intensive collaboration among state leaders and key constituencies that codifies key reform conditions central to RttT in Ohio law (Appendix A.1.1).
- **Stakeholder alignment:** Commitment to education reform includes senior leadership from the full range of stakeholders, including the Governor, the General Assembly, the Superintendent of Public Instruction, the Board of Regents of Ohio's higher education system, the State Board of Education, national, state, and local unions, leading non-profit and philanthropic organizations, and the business community. The breadth and depth of alignment around Ohio's reform agenda also is reflected in the scope of LEA participation in this RttT application as described in Section (A)(1)(ii).
- **Best-in-Class Infrastructure:** Ohio has both the state-level, grant management resources to administer RttT funds in a responsible and efficient manner and the field infrastructure required for effective stewardship of RttT funds. ODE has successfully administered \$16B in federal education grants over the past 15 years. Ohio has a detailed implementation plan within RttT that capitalizes on the state's extensive education support resources including fiscal planning and budget management, implementation of school-improvement processes, curriculum development and professional development.

**Second, Ohio is a national leader in education reform and innovation.** Ohio takes pride in the state's history of leading national efforts to reform education systems and developing the innovative solutions needed to make reform a reality. The impact of two decades of reform is reflected in the **state's rise from the middle of the pack to number five in the national Education Week Quality Counts ranking over the last ten years.** Now Ohio strives to go from fifth to first. Ohio has been among the nation's leaders in the development of rigorous, state-wide standards and aligned assessments. Ohio was also among the first states to implement a statewide longitudinal data system capable of supporting value-added analysis, which is currently utilized in the state's robust School Report Card accountability system. **Value-added analysis is being captured and utilized in over 100 school districts serving over 200,000 students,** creating a platform to implement this critical reform statewide. Working in collaboration with educators, Ohio is also spearheading efforts to establish measurements of effectiveness for teachers and principals that utilize data in a fair and balanced fashion. Ohio was at the forefront of the charter school movement and now is a **leader in establishing strong accountability standards** governing their performance. The Ohio Leadership Advisory Council (OLAC) is identifying leadership systems for superintendents, principals, and teachers, to improve instructional practices and student achievement. Peer-review practices in Ohio LEAs are being replicated nationally. The Ohio Improvement Process (Appendix A.1.2) is one of the first differentiated accountability models accepted by USED and is the backbone of our systemic approach to school turnaround. Ohio has been a **leader in the development of innovation in STEM education,** mostly notably through the Ohio STEM Learning Network (Appendix A.1.3), which was established by statute and serves as a prominent national model for accelerating STEM education for all. **This history of leadership and educational entrepreneurship gives the State a strong platform as it rolls out its RttT plan.**

**Third, established partnerships leverage a broad array of best-in-class capabilities and resources from Ohio and around the nation.** Systemic reform at the scale contemplated by RttT requires partnerships and collaboration across the full education ecosystem. Many Ohio LEAs have already embarked on ambitious reform efforts, investigating such core issues as compensation reform and the use of student-teacher level, value-added data. The ODE regularly partners with LEAs across a spectrum of reforms. Ohio's public higher education system is a committed and capable partner in both improving P-20 articulation and refining teacher and

principal training. Ohio is home to some of the nation’s most respected, third-party educational organizations. OSLN, with support from the Bill and Melinda Gates Foundation, is a key partner in the development of STEM models and their distribution state-wide. Battelle for Kids is a nationally recognized, non-profit organization working in value-added reporting. Over the course of the last seven years and nearly \$100 million in leveraged federal, state, local, and (primarily) philanthropic investment, a partnership between the ODE and KnowledgeWorks has launched 73 redesigned high schools across 11 urban districts, and nine early colleges in eight districts in Ohio, serving as a critical foundation to our plans for school turnaround. Ohio and the state teachers’ unions are longstanding collaborators in education reform, and the unions have committed their support to this application.

**(A)(1)(i) The extent to which the state has articulated a comprehensive, coherent reform agenda**

Ohio’s educational reform agenda stems from broad commitment to provide all Ohio children with an education that not only prepares them for college, careers, and citizenship, but makes them highly competitive in the global economy. This commitment translates into simple, yet bold, long-term aspirations:

- A near-100% high school graduation rate from schools teaching to internationally competitive standards.
- Elimination of the achievement gaps between underrepresented and majority, between economically disadvantaged and affluent, and between disabled and general populations.
- Higher-education matriculation and completion rates for all students that are among the highest in the nation and world.

Over the next four years, the period of the RttT grant, Ohio is committed to **delivering accelerated, measurable progress** against these aspirations. Our four-year goals include:

- *Increasing high school graduation rates*, already among the best in the nation, by 0.5% per year statewide (to roughly 88%) as measured by three-year rolling averages.
- *Reducing the graduation rate gaps* by 50% between underrepresented and majority students in RttT participating LEAs.
- *Reducing the performance gaps* by 50% on national and state-wide assessments between underrepresented and majority students in RttT participating LEAs

- *Reducing the gap between Ohio and the best performing states in the nation by 50% on reading and mathematics proficiency as measured by national assessments (Appendix A.1.4 for detailed tables and graphs that show the State’s goals, overall and by subgroup).*

Ohio will achieve these goals through a comprehensive strategy, directly aligned with the four RttT assurances, introduced here and discussed in detail in the corresponding sections of this application. For each of these areas in response to the opportunities offered by RttT, Ohio has developed an integrated plan, building from Ohio’s aggressive reform agenda enhanced and accelerated through specific, high-leverage RttT-funded projects.

**Ohio’s reform agenda includes as a primary goal the universal deployment of internationally competitive national standards**, high-quality assessments based on those standards, and universal availability and widespread use of curricula supports aligned with those standards. In Section (B) of this application, Ohio outlines its plan to transition to enhanced standards and high-quality assessments through the engagement of Ohio educators in the development, dissemination, and implementation of resources and supports. This plan will include the adoption and rollout of new standards, including the Common Core, development of related assessments and curricula supports in collaboration with educators nationally and statewide, and professional development for teachers to ensure effective implementation of the new standards. This plan includes **two proposed RttT projects** that will extend Ohio’s longstanding leadership in assessment and accelerate implementation in participating LEAs; and support and accelerate alignment of curriculum to directly support teachers and inform teacher preparation programs.

Ohio’s reform agenda is motivated by **a commitment to data-informed decision making at all levels of the educational enterprise**, from policy setting to individual classrooms. Today, Ohio is a leader in the development and deployment of longitudinal data systems and the collection and use of value-added data. In Section (C) of this application, Ohio outlines its plan to enhance the capabilities of our State longitudinal data systems and increase the use of data in the classroom. Ohio’s reform agenda includes the use of value-added reports at the teacher level and the use of formative assessment methodologies to personalize classrooms to every student. **Three proposed RttT projects** are intended to dramatically accelerate the expansion of data availability and application to drive reform across the system.

Throughout the last two decades, Ohio’s evolving reform agenda has been guided steadily by the belief that **great teachers and great leaders are the single most important factor in student success**. Ohio’s long-term goal is that every school has a transformational leader, and every classroom a fully-qualified and fully-engaged teacher. In Section (D) of this application, Ohio outlines its plan to increase the supply of great teachers and leaders through a comprehensive suite of human capital reforms. Ohio is implementing crucial, H.B. 1-enabled reforms to licensure. These will be supported by teacher evaluation systems that provide constructive and timely feedback to teachers and principals, serve as a guide to professional development, and influence decisions regarding advanced licensure, and removal of ineffective teachers and principals. Ohio’s participating LEAs have committed to innovative strategies for placing effective teachers and principals in their high-poverty and high-minority schools through removal of seniority barriers, addressing teaching and learning conditions, and providing supports and incentives. Ohio’s plan also will train Turnaround School Leaders for low-achieving schools and will increase the number of effective teachers in mathematics, science, world languages, special education, and English language learner (ELL) programs. **Ohio’s plan will, for the first time, hold teacher and principal preparation programs accountable for graduate success based on student achievement and student growth**. Human capital is a focus area for this application, with **six projects proposed for RttT funding**.

Ohio’s reform agenda, strengthened by new authorities provided in H.B. 1, includes **an intense focus on turning around low-achieving schools**. Ohio is committed to the goal that every child benefits from the opportunities offered by highly performing schools. In Section (E) of this application, Ohio outlines its promise and plan to improve the quality of education for the 37,051 students in the State’s 69 persistently lowest-achieving schools. Ohio’s plan to turn around the State’s persistently lowest-achieving schools is part of a broader approach to school improvement. Not only will ODE and LEAs intervene directly in persistently lowest-achieving schools to turn them around with the intervention models outlined in this application, but Ohio’s stakeholders will also work collaboratively to better prepare students in schools that are not persistently lowest-achieving, but require additional supports. Ohio’s **proposed RttT investments in this area** is the creation of the School Innovation & Support Network, a public-private collaborative with the mandate to support turnarounds and innovation more broadly. By

engaging external partners, Ohio can apply greater energy, support, and expertise for school turnaround.

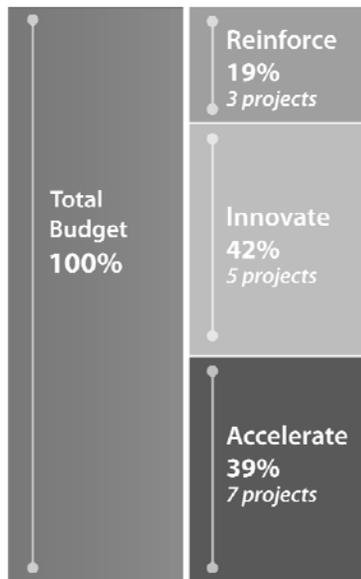


Figure A1-1. Distribution of proposed RttT projects by investment theme and funding (not including funding to LEAs).

### RttT will play a central role in Ohio’s reform agenda.

As summarized above and discussed in detail later in this application, Ohio has comprehensive plans to address each of the four assurance areas, as well as the competitive and invitational priorities outlined in the application instructions. This application proposes 15 RttT projects, fully integrated into the Ohio reform agenda. These 15 projects are designed to **accelerate** reforms already underway in Ohio, **innovate** new efforts that push the boundaries of the system and achieve better results, and **reinforce** the infrastructure required to sustain fundamental reform. This balanced and integrated portfolio of actions will **drive radical change in a compressed timeframe at the district, building, and classroom level**, thereby producing dramatic gains in student outcomes.

Projects designed to **accelerate** existing efforts are those for which the underlying initiatives are broadly endorsed as proven models and are being used to drive improved student outcomes right now. RttT investments in acceleration projects will amplify Ohio’s strengths by increasing the speed, scope, or magnitude of such initiatives. Acceleration projects represent 39% of the State share of investment included in Ohio’s RttT plan.

Projects designed to **innovate** are targeted at creating new deployable solutions for Ohio’s most challenging problems. These are projects that push the boundaries of the education system by investing in initiatives that have shown promise, but have not yet achieved widespread endorsement. These are investments for which Ohio will look to best-in-class entities outside the ODE to play lead roles. Recognizing that RttT funds cannot be committed without open competition, as evidence that Ohio’s plan will succeed, suitable prospective lead partners have been identified and have indicated their commitment to driving this work forward should they be selected. Innovation projects represent 42% of the dollar investment included in the State’s RttT plan.

Projects designed to **reinforce** the State’s capacity to manage change represent a commitment to advance systemic performance. In preparing to implement Ohio’s accelerate and innovate projects at scale, the State is planning a series of complementary investments intended to ensure that critical systems do not become overwhelmed or underperform as the core initiatives achieve success. Reinforcement projects represent 19% of the dollar investment in Ohio’s RttT plan.

Since Ohio’s education reform strategy is an integrated one, proposed RttT projects frequently have impact across multiple Reform Plan Criteria and multiple assurance areas; a reform plan may include one or more proposed RttT projects, but also include, for example, legislative actions, consortium development, stakeholder engagement efforts, ongoing or new reform initiatives funded by Ohio third-parties, and other activities that do not require RttT investment. Each of the 15 projects proposed for RttT funding will be described in the appropriate assurance or priority area.

In summary, Ohio’s reform agenda and the aspirations it supports are founded on the belief that all students can reach greater levels of achievement with the proper support. Ohio’s reform agenda, enhanced through RttT support, is intended to achieve the radical change in a compressed time necessary to provide that support, and carry Ohio, in the language of the “Quality Counts” rankings, **from 5<sup>th</sup> to 1<sup>st</sup>**.

Investment Area	Primary Section	New Title	Project Relationship to Assurance Plans (O = primary, * = secondary)																			
			A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	F2	F3	P2	
Reinforce	A2	Sustain Capacity to Execute Statewide		O			*	*			*	*	*	*	*	*	*				*	
Reinforce	A2	Engage Stakeholders in Collaboration		O							*											
Accelerate	B3	Continue Assessment Leadership				*	*	O			*		*	*		*	*					
Innovate	B3	Align Curriculum to Support Teachers				*		O			*		*	*		*	*					
Accelerate	C2	Expand Value-Added Statewide							O	*		*	*		*	*						
Reinforce	C2	Improve Access to Student Data							O	*		*	*		*	*						
Accelerate	C3	Personalize Learning Through Formative Instruction					*			O	*		*	*		*	*				*	
Innovate	D2	Utilize Evaluation Results to Support Educators											O	*		*						
Accelerate	D2	Redesign Educator Performance Management Systems											O	*	*	*	*				*	
Innovate	D3	Expand Effective Educator Preparation Programs												O	*	*	*				*	
Accelerate	D3	Ensure Equitable Distribution of Educators												O							*	
Innovate	D4	Increase Higher Education Accountability										*		*	O						*	
Accelerate	D5	Support Educators to Increase Student Growth										*	*	*	*	O					*	
Innovate	E2	Turn Around Ohio's Lowest Achieving Schools																			O	
Innovate	P2	Amplify STEM Adoption		*											*		*	*				O

**Figure A1-2. Ohio's proposed RttT projects are aligned with both Ohio's comprehensive reform agenda and the RttT assurance areas.**

**(A)(1)(ii) THE PARTICIPATING LEAs ARE STRONGLY COMMITTED TO THE STATE'S PLANS**

In development of this application, Ohio has engaged its LEAs in an open process designed to assure:

- That each LEA has been able to **make a fully informed decision** as to whether or not to participate
- That each LEA that participates **has demonstrated strong commitment to implement all or significant portions** of Ohio's RttT plan
- That each participating LEA be **positioned for success, as demonstrated by the unanimous support** of its governing body, its chief executive; and the local teachers' union (all where applicable)
- That **LEA priorities and concerns** have informed this application.

All participating **LEAs have executed a common Memorandum of Understanding** (see Participating LEA Memorandum of Understanding) that contains terms **and conditions that strongly and unambiguously commit the LEAs** to participation in the Ohio RttT plan, and similarly **commit ODE to vigorous, effective support** of the participating LEAs. There are **no variations** among the executed MOUs. Highlights include commitments:

- By each LEA to **appoint a key contact** responsible for RttT implementation and communication
- By each LEA to **develop a district-wide Transformation Team** engaging appropriate stakeholders
- By each LEA to **full participation and open communication** in RttT coordination, planning, information sharing, reporting and other functions
- By each LEA to **make available all non-proprietary products** developed using RttT funds
- By each LEA and corresponding bargaining unit to **collaboratively address collective bargaining agreements** through the collective bargaining process where the RttT program differs from the existing agreement.

The MOUs also provide comprehensive State recourse for LEA non-performance.

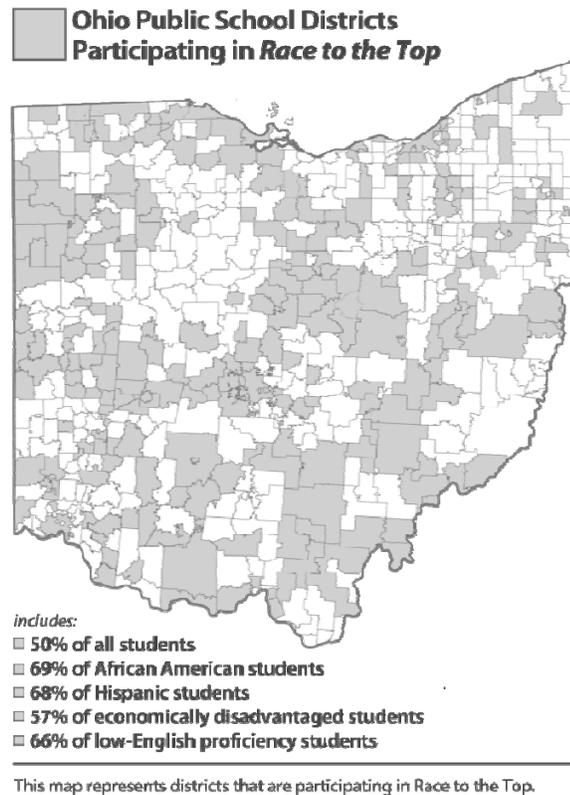
The MOUs contain **scope-of-work descriptions that require participating LEAs to implement all or significant portions of Ohio’s RttT plans.** The scope of work contains 23 elements, each directly aligned with RttT application requirements and Ohio’s RttT plan, as presented in this application. Of these 23 elements, **19 are required of all participating LEAs, and one is required of all LEAs with three-year average graduation rate of less than 80%.** For the three optional elements of the scope of work, between 55% and 95% of the LEAs have elected to participate. See Appendix A.1.6 for example of the State’s standard participating LEA MOU.

Because Ohio believes that partnership among the LEA governing body, administration, and teachers is essential for successful implementation of meaningful reform, **Ohio has required signatures from the governing body chair, LEA chief executive, and head of the local teacher’s union (if applicable) as a condition of participation.** Appendix A.1.5 confirms that Ohio has obtained **100% of the signatures** in each category from each participating LEA.

**(A)(1)(iii) THE PARTICIPATING LEAS WILL TRANSLATE INTO BROAD STATEWIDE IMPACT**

Ohio and its 479 participating LEAs are positioned to deliver broad statewide impact in two ways:

- By improving student achievement, reducing achievement gaps, and improving graduation and college enrollment rates in the partner LEAs themselves
- By developing, validating and sharing successful practices statewide that will in time be adopted by non-participating LEAs.



**Figure A1-3. Ohio Public School Districts Participating in Race to the Top.**

As shown in Table (A)(1)(iii), our participating LEAs offer a **demographic mix well-aligned with the RttT emphasis** on reducing achievement gaps and turning around low-achieving schools. The participating LEAs include five of Ohio’s six largest districts and encompass 53% of Ohio’s public schools, including 48 of 69 (70%) of Ohio’s persistently low-achieving schools. These LEAs serve 50% of Ohio’s almost 1.8 million K-12 students. This student population also includes a disproportionate share of Ohio’s economically disadvantaged, minority, low English performer, and disabled student populations, including 57% of Ohio’s students in poverty, 68% of Ohio’s Hispanic and 69% of Ohio’s African American students. In consequence, **achieving our specific goals for improving achievement and reducing**

**achievement gaps between subgroups in reading and mathematics for participating LEAs translate into significant gains for statewide metrics**, even before including progress achieved in non-participating LEAs consequent on Ohio’s previous and ongoing reform agenda.

For example, achieving Ohio’s goal of reducing achievement gaps by 50% between African American and Hispanic students and white students in participating LEA districts translates into statewide reductions of almost 30% in these measures, even if gaps remain constant in non-participating districts. A 2% increase in high school graduation rate for either Hispanic or African American students in participating LEAs **yields nearly a 1.4% improvement in statewide graduation rates for those populations** (again before including progress in non-participating LEAs). Similarly, the fact that 70% of Ohio’s persistently low-achieving schools are in participating LEAs assures that successful achievement of Ohio’s goal in this area will impact a sizeable majority of this population of schools.

See Appendix A.0.1 for a Glossary of Terms used throughout this application.

**Summary Table for (A)(1)(ii)(b)**

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	<b>479</b>	<b>100%</b>
<b>C. Data Systems to Support Instruction</b>		
<b>(C)(3) Using data to improve instruction:</b>		
(i) Use of local instructional improvement systems	<b>479</b>	<b>100%</b>
(ii) Professional development on use of data	<b>479</b>	<b>100%</b>
(iii) Availability and accessibility of data to researchers	<b>479</b>	<b>100%</b>
<b>D. Great Teachers and Leaders</b>		
<b>(D)(2) Improving teacher and principal effectiveness based on performance:</b>		
(i) Measure student growth	<b>455</b>	<b>95%</b>
(ii) Design and implement evaluation systems	<b>479</b>	<b>100%</b>
(iii) Conduct annual evaluations	<b>479</b>	<b>100%</b>
(iv)(a) Use evaluations to inform professional development	<b>479</b>	<b>100%</b>
(iv)(b) Use evaluations to inform compensation, promotion and retention	<b>262</b>	<b>55%</b>
(iv)(c) Use evaluations to inform tenure and/or full certification	<b>444</b>	<b>93%</b>
(iv)(d) Use evaluations to inform removal	<b>479</b>	<b>100%</b>
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals:</b>		
(i) High-poverty and/or high-minority schools	<b>372</b>	<b>78%</b>
(ii) Hard-to-staff subjects and specialty areas	<b>0</b>	<b>0%</b>
<b>(D)(5) Providing effective support to teachers and principals:</b>		
(i) Quality professional development	<b>478</b>	<b>100%</b>
(ii) Measure effectiveness of professional development	<b>479</b>	<b>100%</b>
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	<b>300</b>	<b>63%</b>

**Notes:**

(C)(3)(i): The number of LEAs participating constitutes either 1) a commitment to active classroom-level use of a functioning instructional improvement system or 2) the adoption of a qualifying functional improvement system if one does not currently exist.

(C)(3)(iii): In addition to the 100% participation for this reform element, 350 LEAs (73% of participating LEAs) committed to an optional reform of partnering with institutions of higher education to evaluate and implement innovative educational models.

(D)(2)(i): 353 LEAs (74% of participating LEAs) committed to an optional Ohio reform of participating in pilot projects to develop additional measures of student growth and extend value-added reporting to additional grades and subjects.

(D)(2)(iv)(b): Ohio's LEA MOU separated (D)(2)(iv)(b) into two parts: 1) *Required* commitment to using evaluation results in promotion and retention decisions; and 2) *Optional* commitment to link evaluation system outcomes to compensation practices. 479 LEAs (100% of participating LEAs) committed to using evaluation results in promotion and retention decisions.

(D)(2)(iv)(c): Not all LEAs offer tenure.

(D)(3)(i): The response reflects LEAs committing to create and implement a plan to place effective teachers in high poverty and/or high minority schools. This is not applicable to all LEA respondents.

(D)(3)(ii): Beginning in 2011-12 LEAs will begin measuring and collecting evidence of educator effectiveness.

Communications Strategy: 479 LEAs (100% of participating LEAs) committed to developing a transparent RTTT communications strategy to include, at a minimum, a monthly update in public to the local Board of Education.

### Summary Table for (A)(1)(ii)(c)

#### Signatures acquired from participating LEAs:

Number of Participating LEAs with all applicable signatures	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	479	479	100%
President of Local School Board (or equivalent, if applicable)	477	477	100%
Local Teachers' Union Leader (if applicable)	270	270	100%

#### Notes:

- The signature for the President of Local School Board is not applicable to one community school and one STEM School.
- The signature for a Local Teachers' Union Leader is not applicable to six public districts, 201 community schools, one STEM school, and one school under construction.

**Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%)</b> (Participating LEAs / Statewide)
<b>LEAs</b>	<b>479</b>	<b>947</b>	<b>51%</b>
<b>Schools</b>	<b>2,154</b>	<b>4,040</b>	<b>53%</b>
<b>K-12 Students</b>	<b>899,743</b>	<b>1,789,549</b>	<b>50%</b>
<b>Students in poverty</b>	<b>390,051</b>	<b>692,374</b>	<b>57%</b>

**Notes:**

K-12 Students includes public districts, community schools, and STEM schools in October enrollment (ADM). These counts include Kindergarten, Handicapped, and Ungraded students. Students in poverty reflects FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12.

**Detailed Table for (A)(1)**

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA

**For full table, see Appendix A.1.5**

**SECTION (A)(2):**  
**BUILDING STRONG STATEWIDE CAPACITY TO IMPLEMENT,  
SCALE UP, AND SUSTAIN PROPOSED PLANS**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS  
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

The extent to which the State has a high-quality overall plan to—

- (i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)
  - (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
  - (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
  - (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
  - (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
  - (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and
- (ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)
  - (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
  - (b) Other critical stakeholders, such as the State's legislative leadership; charter

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

**OHIO'S NARRATIVE RESPONSE TO A(2) IS FOUND ON THE FOLLOWING PAGES A2-1 - A2-10 APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(A)(2) BUILDING STRONG STATEWIDE CAPACITY TO IMPLEMENT,  
SCALE UP, AND SUSTAIN PROPOSED PLANS**

The promise of reform can only be achieved for every child if successful reforms are implemented at scale and sustained over time. Ohio has a comprehensive plan to implement, scale up and sustain system-wide education reform supported by a well-aligned infrastructure. Ohio’s plan is built around three core strategies:

- Sustain Ohio’s strong political and administrative leadership, dedicated to child-centered priority setting and strong stakeholder engagement.
- Manage a robust organizational and management approach for implementing educational reform initiatives and providing grant administration and performance tracking.
- Establish a comprehensive approach to support and engage LEAs tailored to the capacity and circumstances of individual LEAs.

**GOAL.** Ohio’s plan is designed to **assure that capacity is never the limiting factor in implementing, scaling up, and sustaining meaningful reform while providing best-in-class grant administration and comprehensive support to participating LEAs.** Ohio commits to:

- Providing effective, accountable leadership and transparent grant administration.
- Making comprehensive support readily available to all participating LEAs appropriately tailored to LEA capacities and needs.
- Assuring that successful projects have transitioned to appropriate homes in Ohio’s public education infrastructure upon conclusion of the grant.

Details of these actions, which include two RttT-supported projects tied to critical management supports, are provided in Sections (A)(2)(i)(a-e). The importance of these actions is such that Ohio has exceeded the recommended page limit for this section to more fully communicate Ohio’s well-developed capacity plan.

**(A)(2)(i)(a) Providing strong leadership and dedicated teams to implement reform**

Education reform in Ohio begins at the top. Governor Strickland has strongly committed himself to H.B. 1, the most significant and comprehensive education reform in Ohio for decades and the cornerstone of the strategy reflected in our RttT application. Commitment to education reform includes senior leadership from a broad group of stakeholders. Ohio has a new Superintendent of Public Instruction who is deeply committed to reform and is driving change

within ODE. Similarly, the Chancellor of the Board of Regents has set an ambitious reform agenda for a University System of Ohio that aligns well with the K-12 system. The Governor, Superintendent, and Chancellor enjoy a strong working relationship that further supports Ohio's ability to coordinate the necessary activity required for success. Finally, Ohio's education governance structure is sheltered from short-term political pressures in a way that ensures continuity and implementation of our RttT plan regardless of political climate as the State Board of Education is a bipartisan organization and holds the responsibility for appointing the Superintendent.

The plans laid out in this application, and the organizational structure laid out in Section (A)(2)(i)(c) **provide the strongest possible assurance of ongoing leadership** for education reform. Key elements of the application supporting this claim include:

- Participation of high-level public and private leadership in the **State Reform Steering Team** focused on the support for and effective implementation of the State's high-quality plan.
- Engagement of Ohio thought leaders through the **Business Coalition for Educational System Improvement** provides an influential source of independent leadership and engagement (Appendix A.2.2 for a description of this organization).
- **Assignment of the Deputy Superintendent of Public Instruction** as Executive Manager and creation of a dedicated program office for RttT providing single-point accountability and reflecting the top-level priority that Ohio places on RttT. (Appendix A.2.3 for the qualifications of leaders on Ohio's RttT management team.)
- Creation of the **Office of Strategic Initiatives**, a significant entity within ODE, whose portfolio initially will consist of RttT responsibilities and the execution of a high-quality State plan.

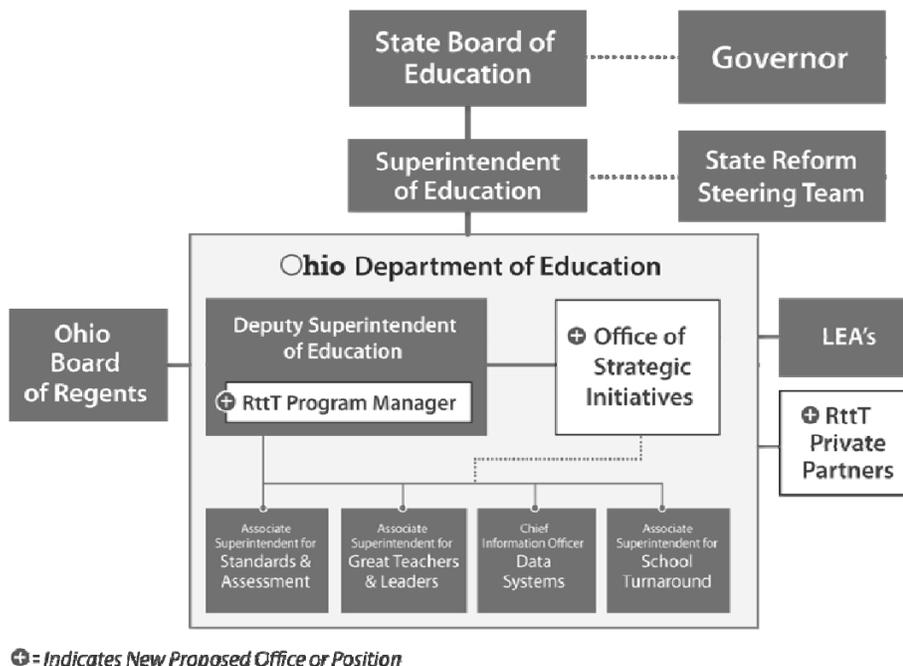
A central feature of the Ohio project "**SUSTAIN CAPACITY TO EXECUTE STATEWIDE**" is a comprehensive management model, shown below, that leverages Ohio's strong infrastructure, engages non-RttT resources, and makes the specific changes necessary to deliver high performance Ohio RttT projects. Key features include direct alignment from the State's political leadership; leveraging the existing ODE management infrastructure; and single point accountability. **Ohio's existing infrastructure already has centers devoted to the themes of the four assurances and this plan places execution accountability with the Associate**

**Superintendents responsible for those areas for whom execution of RttT will be made their dominant priority.** A critical supporting role is the RttT Program Manager, who will assist the Deputy Superintendent in the administration of the grant.

**(A)(2)(i)(b) Supporting participating LEAs in successfully implementing RttT**

Ohio’s proposed management structure and partnership strategy are designed to support LEA implementation of the Ohio reform agenda and the RttT projects as follows:

- Ohio will establish six LEA Support Teams, organized by region or special focus, to ensure essential coordination and knowledge transfer.
- Ohio’s Educational Service Centers will receive resources to increase the support they provide to districts in recognition of their key role.
- Participating LEAs have committed to supporting an RttT liaison, who will be responsible not only for local execution but also for collaborating with other LEAs.
- The creation of the Business Coalition for Educational System Improvement as a critical support for State and local reform management and collaboration.
- Additionally, individual initiatives have modest resources for regional support and implementation.



**Figure A2-1. RttT Management Structure.**

The Coalition will assist in two immediate areas with critical supports: (1) initiate executive coaching, and (2) facilitation assistance for implementation teams. The Coalition will be operating through in-kind and voluntary participation by Ohio’s businesses. This visible support also reinforces the public endorsement of positive change and creates a cohort of non-traditional educational performance champions who hold high credibility. As LEAs begin the promised work of executing plans, coalition members commit to provide supports to increase the effectiveness of groups of LEAs working together. The Coalition will bring tools for facilitation of these multiple stakeholders and build facilitation skills among education leaders in Ohio.

Within the 90-day timeframe for completion of signed contracts with LEAs and partners, the Coalition will have enlisted a minimum of 25 CEOs and chief operating officers from across the Ohio business community. The participating individual will spend at least two years in a direct mentoring relationship with selected school superintendents or other LEA leaders. Carrying out executive-to-executive mentoring on a regular basis will enable business CEOs to serve as sounding boards for the critical change agenda that education leaders confront.

Participating CEOs also commit to provide opportunities within their own businesses to expose LEA leaders to business practices that could be translated appropriately to education.

Support for high performance LEA implementation will also come through:

- Identifying and disseminating promising practices through partnerships between the Education Research Center (described in Section (C)(3)) and non-profit partners.
- Enabling intervention at multiple

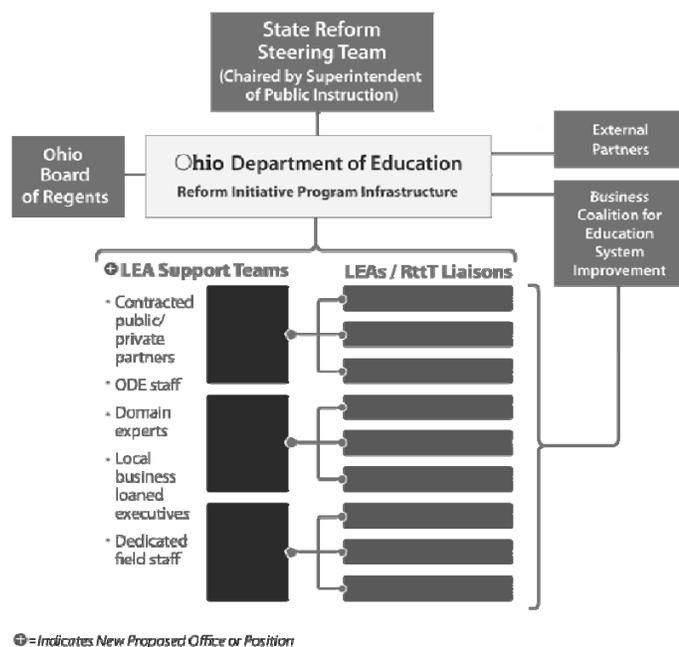


Figure A2-2. RttT Support Strategy.

levels through Ohio’s program management approach. This includes holding LEAs accountable through tracking of performance against milestone commitments. Significant policy issues, substantive disagreements, or failure to vigorously implement RttT programs can be addressed by the State Reform Steering Team.

**(A)(2)(i)(c) Provide effective and efficient operations and processes for implementing**

Ohio has a long history of successfully implementing Federal grants and all of the required systems and processes are already in place to ensure that the administration of RttT is fully conforming to all grant requirements. ODE has a Grants Management office with extensive experience in managing grants to LEAs with established routines and reporting protocols familiar to LEAs. Ohio has successfully administered over \$16 billion of Federal grants over the last 15 years.

Because Ohio has existing centers within ODE that are dedicated to each of the four assurances, the structures and processes for effective and efficient implementation are in place and will be leveraged efficiently in the execution of this plan. Domain expertise is resident within the organization, performance-driven relationships exist with the field, and the means of communicating and coordinating with LEA partners are well established.

Ohio’s existing grant administration platforms are an essential dimension of our plan for ensuring efficiency of investment and fidelity to LEA plans. Ohio incorporates its proven infrastructure for administration of grants to LEAs, including the CCIP (Appendix A.2.1 and described in Section (A)(1)) for **empowering LEAs to manage RttT grants** in conjunction with other reform efforts and provides **transparent capabilities for performance and financial reporting** fully integrated with ODE. Articulated goals, activities, and five-year budgets will exist for every participating LEA and provide an essential mechanism for monitoring progress and adjusting strategies as results unfold.

**(A)(2)(i)(d) Using the funds for this grant to accomplish the State’s plans**

Ohio’s reform agenda, described in Section (A)(1), encompasses a comprehensive suite of ongoing and new activities funded by State and LEA resources and foundation and other 3<sup>rd</sup> party investments. This application requests RttT funding for 15 well-defined and high-leverage projects directly aligned and fully integrated with Ohio’s reform agenda and the RttT priorities.

Ohio's approach for development of the proposed RttT budget is based on a set of principles, designed to give **the greatest possible assurance that the projects funded under this grant accomplish ambitious but achievable goals** and enable Ohio to meet its performance targets.

- *Leverage:* As detailed in Section (A)(3), Ohio will utilize other sources of funding to magnify the impact of its RttT investments. For example, 1003(g) funds will be used to double the number of school turnarounds that Ohio will directly sponsor during the grant period. TIF funds will be used to extend compensation reform initiatives that are highly complementary to the work outlined in Section (D) and SLDS grant funds will be used to make improvements to the State's longitudinal data systems that dovetail with those outlined in Section (C).
- *Impact:* RttT investments are focused on a carefully selected set of high-leverage projects that accelerate what works, promote high performance innovations, and reinforce system capabilities.
- *Extend:* Ohio will continue to leverage project management and grant administration capacities for whole system change. RttT funds are not used to duplicate existing functionality nor will RttT funds support tasks to which other resources can be readily redirected.
- *Partnership:* Ohio recognizes that individual LEAs have very different needs and capacity to implement reform projects. Additionally, numerous non-profit partners offer considerable expertise and assets. Accordingly, Ohio's plan incorporates substantial efforts to develop cross-cutting relationships, for instance the creation of the School Innovation Support Network, that connect State, LEA, non-profit, business, and other stakeholders for the purposes of supporting reform.
- *Sustainability:* Recognizing that RttT grants are a "one-time investment" in significant reform, Ohio has selected RttT projects that accelerate reform implementation, demonstrate innovative solutions to major education challenges, and reinforce capacity. Ohio will incorporate practices proven effective into ongoing operations and the discontinuation of less effective practices at both the State and local level.
- *Transparency and accountability:* Ohio's proposed budget aligns funding with specific activities and outcomes, and LEA work plans, to be developed within sixty days of award, will be similarly performance driven. Use of Ohio's CCIP tool assures that State

and LEA expenditures, as well as progress, are tracked and reported against targeted outcomes.

**The translation of these principles to a detailed project plan is included as the *Sustain Capacity to Execute Statewide* project in the budget narrative.**

**(A)(2)(i)(e) Using the resources of the State to continue reforms**

Ohio's plan includes the following elements:

- *Establish a clear post-RttT future.* For example, the Office of Strategic Initiatives, created under this proposal to manage the RttT grant has been approved as a permanent component of ODE by the State Board of Education. Additionally ODE is already organized around centers corresponding to the four assurance areas. At the conclusion of RttT, responsibility to sustain each assurance areas' initiatives will continue to reside in the relevant ODE center. Assurance-oriented centers essentially will serve as platforms to accelerate what works and amplify the impact of proven innovations.
- *Incorporate improvements into existing, State-supported functions.* For example, the RttT-funded project on improving access to student data (Section (C)(2)) will result in enhancements to Ohio's current State-supported longitudinal data system.
- *Redirect resources from ineffective or less effective programs.* For example, RttT programs proven to be successful will be targeted for support through strategies such as repurposed funding. The State Reform Steering Team will be a valued asset for this type of activity.

Ohio **has demonstrated the capacity** to sustain innovative public and private collaborations focused on high-performance educational innovations. Notable examples include Early College High Schools, novel approaches to STEM schools, and conversion of comprehensive high schools to small learning communities. All were initially leveraged by public and private partners and now are successfully transitioned into school reform assets for the entire State.

**(A)(2)(ii) Use support from a broad group of stakeholders to better implement its plan**

Ohio has been committed to stakeholder engagement throughout the process of developing the plan. Noteworthy elements of Ohio's process include:

- Regular consultation with a statewide advisory committee comprised of educators, higher education, statewide organizations, public officials, and the Board of Regents.
- **A sustained process for engagement of LEA administrative and bargaining unit leadership** including sessions led by teachers’ union leadership.
- Multiple targeted presentations to LEA superintendents for solicitation of input.

Ohio is delighted with the breadth of support received from key stakeholders for not only this application but Ohio’s integrated and comprehensive reform agenda as a whole. To assure informed, strong commitment from participating LEAs, Ohio set the **most stringent possible conditions** for LEA participation (Section (A)(1)). The extensive LEA participation documented in Section (A) testifies to the strength of LEA commitment and to the ambitious but achievable innovations and goals.

Ohio has **strong support from its statewide teachers’ unions demonstrated** by active outreach during the application development and by the commitments contained in letters of support: *“To achieve this vision, OEA will offer technical assistance and consulting advice to our local affiliates ... We are pledging OEA’s support for the RtT application and Ohio’s ambitious school transformation agenda”* (Ohio Education Association); and *“We will continue to provide resources and guidance to our locals so that they can use Race to the Top grants in the most effective way possible for Ohio’s students”* (Ohio Federation of Teachers).

**Ohio’s school administrators are strongly committed to this application.**

Appendix A.2.2 includes letters of support from the State Board of Education, the Ohio Association of Secondary School Administrators, the Ohio Association of Elementary School Administrators, the Buckeye Association of School Administrators, the Ohio School Boards Association; and the Ohio Association of School Business Officials. Similarly, the **Ohio Alliance for Public Charter Schools** and the **Ohio PTA** have committed their support. **Critical support for enhancing teacher preparation** is provided by the State University Education

Deans, the University System of Ohio, and by private institutions, such as the University of Dayton, home to a distinguished School of Education.

Ohio is extraordinarily fortunate to be home to leading nonprofit organizations focused on education. This application is supported by commitments from Battelle for Kids, KnowledgeWorks, and The Ohio STEM Learning Network, three organizations nationally recognized for **value-added measurement, school turnarounds, and STEM school**

**development**, respectively. As described in the letter of support from Battelle, several of Ohio’s leading corporate citizens have committed to participate in the Business Coalition for Educational System Improvement (Appendix A.2.4), to catalyze local, State, and national business engagement with LEAs in support of high performance RttT implementation.

Appendix A.2.2 also includes robust commitments for support and action from key political leaders in Ohio, including the Governor, both Ohio Senators and members of the Congressional delegation and leaders from the General Assembly. As Governor Ted Strickland has championed Ohio’s participation in RttT, it is fitting to close with an excerpt from the Governor’s letter :

*“With Ohio’s existing education reform agenda, a Race to the Top Award would enable our State to accelerate our compatible education reforms into immediate action and lead the nation in meeting the academic needs of all children”* (Governor Ted Strickland; emphasis added).

**ACTIVITIES.** Ohio’s RttT proposal has two budget-level projects designed to help the State manage the grant wisely and well and use the investment to put the learner at the center of the system. The first, *Sustain Capacity to Execute Statewide*, will support the infrastructure required to execute responsibly. The second, *Engage Stakeholders in Collaboration*, supports the interactive leadership necessary to change behaviors and generate systemic reform (see Project Boxes).

SUSTAIN CAPACITY TO EXECUTE STATEWIDE		REINFORCE	
<i>Budget:</i>	\$26.0 million / 13% of total	<i>Project Home:</i>	<b>A2</b>
<i>Accountability:</i>	Deputy Superintendent of Public Instruction	<i>Integrates with:</i>	All
<i>Scope and purpose:</i> Ohio will reinforce the statewide organizational and fiscal capacity to execute its RttT plan and sustain it over time.			
<i>Management’s top execution question:</i> What are we doing to attract the best people in Ohio education to fill these critical roles?			
For detailed activities, timelines and responsible parties, please refer to budget.			

ENGAGE STAKEHOLDERS IN COLLABORATION		REINFORCE	
<i>Budget:</i>	\$7.8 million / 4% of total	<i>Project Home:</i>	<b>A2</b>
<i>Accountability:</i>	Deputy Superintendent of Public Instruction	<i>Integrates with:</i>	All
<i>Scope and purpose:</i> RttT local, state and national leaders will engage in relevant statewide messaging and effective communication strategies and actions.			
<i>Management’s top execution question:</i> How will we know that the conversation is changing and that new forms of collaboration are working well?			
For detailed activities, timelines and responsible parties, please refer to budget.			

<b>Timing and Milestones (Responsible parties identified in project budgets)</b>
<b>Complete by end of June 2011</b>
<ul style="list-style-type: none"> <li>• Establish State Reform Steering Team (grant initiation)</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate program management readiness (grant initiation) including grant management and reporting procedures</li> </ul>
<ul style="list-style-type: none"> <li>• Revise ODE job functions to align with RttT responsibilities for acceleration projects (grant initiation)</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate preparation for LEA support</li> </ul>
<ul style="list-style-type: none"> <li>• Implement the Business Coalition for Educational System Improvement</li> </ul>
<ul style="list-style-type: none"> <li>• Establish clear guidelines and mandate for the Office of Strategic Initiatives</li> </ul>
<ul style="list-style-type: none"> <li>• Create and staff the Office of Strategic Initiatives</li> </ul>
<ul style="list-style-type: none"> <li>• Form LEA support teams to comprehensively align with portfolio of needs</li> </ul>
<ul style="list-style-type: none"> <li>• Develop accountability metrics for individual LEAs and State plan performance</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance the capacity of 16 Educational Service Centers to provide comprehensive regional support to LEAs</li> </ul>
<ul style="list-style-type: none"> <li>• Identify key stakeholders in local areas to engage in RttT communication activities</li> </ul>
<ul style="list-style-type: none"> <li>• Identify and negotiate arrangements with third party facilitators contracts to support communications and stakeholder engagement</li> </ul>
<ul style="list-style-type: none"> <li>• Develop communications plan, leveraging private sector partners' communications expertise</li> </ul>
<b>Complete by end of June 2012</b>
<ul style="list-style-type: none"> <li>• Align ODE RttT staff performance evaluations with new job functions</li> </ul>
<ul style="list-style-type: none"> <li>• Business Coalition creates strategic plan to engage local business support for LEAs</li> </ul>
<ul style="list-style-type: none"> <li>• Employ communications outlets for distribution of RttT information</li> </ul>
<ul style="list-style-type: none"> <li>• Engage communications at regional levels coordinated by third party facilitators</li> </ul>
<b>Complete by end of June 2013</b>
<ul style="list-style-type: none"> <li>• State Reform Steering Team reports State's progress toward RttT goals</li> </ul>
<ul style="list-style-type: none"> <li>• Communications team distributes Steering Team annual report of LEA and State progress toward RttT goals</li> </ul>
<ul style="list-style-type: none"> <li>• Office of Strategic Initiatives organize performance evaluations tied to LEA performance evaluations</li> </ul>
<b>Completed by end of June 2014</b>
<ul style="list-style-type: none"> <li>• State Reform Steering Team reports State's progress toward RttT goals</li> </ul>
<ul style="list-style-type: none"> <li>• Communications team distributes Steering Team annual report of LEA and State progress toward RttT goals</li> </ul>
<ul style="list-style-type: none"> <li>• Complete review of project management systems and adjust as needed</li> </ul>

**SECTION (A)(3):**

**DEMONSTRATING SIGNIFICANT PROGRESS IN RAISING ACHIEVEMENT AND CLOSING GAPS**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS  
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
  - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
  - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
  - (c) Increasing high school graduation rates.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

*Recommended maximum response length: Six pages*

**OHIO'S NARRATIVE RESPONSE TO A(3) IS FOUND ON THE FOLLOWING PAGES A3-1 –A3-6  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(A)(3) DEMONSTRATING SIGNIFICANT PROGRESS IN RAISING  
ACHIEVEMENT AND CLOSING GAPS**

Ohio's steady advancement on Education Week's *Quality Counts* state rankings is one indicator of the State's capacity for difficult, large scale and performance driven change. This reflects the dedicated efforts of all constituencies, including teachers and administrators, and a deep sense of collective responsibility for the academic achievement of our children. The State, and ODE specifically, have worked to support Ohio's educators by providing structures and resources that reinforce their efforts in the classroom. The significant advances of the last decade are related to a conscious and sustained effort to build a more coherent and results-oriented system. Over the next four years, Ohio leadership is committed to working very hard to move from fifth to first on the *Quality Counts* performance index.

**(A)(3)(i) The State has demonstrated its ability to make progress in the four reform areas**

Ohio has demonstrated consistent progress against the four reform areas over the past decade, substantially elevating the State's readiness for executing against this plan.

**Standards and Assessments:** Ohio has embraced rigorous academic standards and aligned assessments as the requisite foundation to the education system as a whole. Statewide academic content standards in reading and mathematics were established in 2001, followed by science and social studies in 2002, and fine arts, foreign language and technology in 2003. These have been augmented since as Ohio has led the nation towards the adoption of internationally-benchmarked standards, and will further evolve with Ohio's planned adoption of the Common Core. This work has relied heavily on the expertise of Ohio's teacher and higher education communities, involving them in public review and revision processes to ensure that the work reflects a complete set of perspectives. In 2006, Ohio elevated high school graduation expectations by requiring students to take four years of mathematics and English, and three years of science and social studies in order to graduate.

Senate Bill 55 created an accountability system for school districts in 1997 and Senate Bill 1 expanded its scope to include schools in 2001. These actions pre-dated the federal No Child Left Behind (NCLB) law and demonstrated Ohio's commitment to the use of rigorous and relevant academic standards to drive significant performance improvements. Sub-group performance was incorporated in 2003 as Ohio continued to extend the boundaries of the accountability framework.

Rigorous standards, aligned assessments, and a predisposition towards data transparency are critical to a high quality continuous improvement system. This theme is discussed in greater depth in Section (C)(2). The utility of standards also lies in their ability to shape classroom practice. Ohio has invested heavily in aligned resources that establish those connections. Educators have access to aligned model curricula that include lesson and unit plans, assessment supports, and access to related research and content resources.

**Data Systems:** Ohio has participated in the national movement to enhance the quality of data systems, longitudinal and otherwise, in support of education. The State wholly embraces the philosophy that significant improvements to student outcomes can only occur in a system that measures progress and makes data broadly available to all stakeholders.

Technology is a means of linking the important foundation of standards and aligned assessments to classroom practice. Many of Ohio's valuable tools have been developed in recent years. The model curricula described above are available to all educators through Ohio's Instructional Management System. Additionally, Ohio has made a substantial investment in a data system for educators called Data Driven Decisions for Academic Achievement (D3A2). This system extends educator access to longitudinal student data in order to encourage use of data in the classroom to improve instruction and provides access for researchers examining the challenges of student academic performance.

Underlying Ohio's data systems strategy is a comprehensive statewide longitudinal data system. Ohio has invested heavily over the past decade and the system is now compliant with nine of the 10 essential elements defined by the Data Quality Campaign, and plans to complete the work are in place. This data is a core support to the expansion and use of value-added assessment across the State. It also supports the State accountability system, which provides the transparency so essential to reform.

**Great Teachers and Leaders:** In 2004, Ohio created the Educator Standards Board (ESB) to develop educator standards. The ESB reflects many constituencies and contains a majority of teachers. Its work led to the adoption of three important standards in 2005, the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals, and the Ohio Standards for Professional Development. Collectively, these standards provide a cohesive framework for improving educator quality.

House Bill 1 (H.B. 1) (Appendix A.1.1) establishes by law substantial reforms that influence the teaching profession. These include changes to tenure, the State’s educator licensing system and a career ladder for teachers, and are described in detail in Section (D)(2).

Ohio is committed to addressing the inequitable distribution of high quality teachers. In 2004, ODE partnered with the Education Trust to complete a two-year research project to assess issues of equity across the State. This work informed the Ohio Teacher Equity Plan in 2006, which was one of only three state plans to satisfy every provision of panel requirements, and resulted in the creation of the Office of Educator Equity in 2006 to implement the plan. Complementary reforms related to credentialing and incentives supported the plan and continue today, both within that office and as a priority of Governor Strickland through his Closing the Achievement Gap initiative. Ohio’s LEAs have creatively attacked this issue at the local level, some in a district-wide fashion, others with pilots. These efforts are described in Section (D)(3).

**Turning Around the Lowest-Achieving Schools:** Ohio believes that persistently low-achieving schools fail our children and cannot be tolerated. In 1997, H.B. 215 established community schools (commonly known as charter schools) in Ohio to provide choice for families in underperforming school districts.

Substantial efforts to address Ohio’s lowest-achieving schools began in 2005. The Educational Choice Scholarship Program was established, providing vouchers to students in underperforming public schools to attend private schools. More significantly, Ohio was one of six states awarded the use of differentiated accountability by USED. The Ohio Improvement Process (Appendix A.3.1) offers a data-driven approach to needs assessment, which assists districts and their schools in targeting improvement efforts on their greatest needs and focused goals. The supports available to lowest-achieving schools are described in Section (E)(2).

**(A)(3)(ii) The State has demonstrated its ability to improve student outcomes**

The strategies highlighted above have led to significant improvement in student achievement as measured by NAEP and the Ohio Achievement Tests. Additionally, Ohio’s overall graduation rate increased from 81.1% in 2001-2002 to 84.6% in 2007-2008. Ohio struggles with persistent achievement gaps, but several promising initiatives are underway at the both the State and local levels.

**Ohio has evidence that alignment of academic standards and curricula can effectively drive improvements in student outcomes.** Ohio has achieved consistent

improvements in student outcomes across virtually all grades and subjects. The State has achieved particularly strong growth in mathematics, where proficiency growth has materially outstripped national growth at each grade level.

Ohio attributes this improved performance to the adoption of rigorous standards in 2001-2003 accompanied by greater transparency offered through improved longitudinal data systems and Ohio’s School Report Cards. Ohio believes that substantially greater potential exists to accelerate student outcomes by addressing challenges in human capital and turnaround schools. The State has made significant reforms in these areas, as described above, and intends to build on them through RttT. The effective delivery of statewide delivery of high quality professional development in reading and math has been a key factor in the State’s educational improvement effort over

the last decade. Beginning in 2000, Ohio offered intensive summer professional development in reading for K-4 teachers and elementary school principals, with follow-up during the school year. Over time, these sessions were translated to online learning modules, and expanded to cover grades K-12 engaging over 20,000 educators. In recent years, literacy coaches have been provided at both the regional and school levels. Regional literacy consultants work with districts and school literacy consultants by providing job-embedded professional development and face-to-face coaching. Over the same time, Ohio has provided multiple mathematics professional development opportunities, beginning with the statewide Ohio Mathematics Academy Program. Ohio has partnered with its State universities to provide Lesson Lab professional development for elementary and middle school math teachers, and IMPACT training for K-3 teachers in math content. The

**PERCENTAGE POINT INCREASE IN STUDENTS SCORING AT LEAST PROFICIENT BY ASSESSMENT, 2003-2007**

**Reading**

<i>Grade</i>	<i>NAEP National Avg.</i>	<i>NAEP Ohio</i>
4 <sup>th</sup> Grade	2.0%	2.1%
8 <sup>th</sup> Grade	-0.8%	2.0%

**Math**

<i>Grade</i>	<i>NAEP National Avg.</i>	<i>NAEP Ohio</i>
4 <sup>th</sup> Grade	7.3%	10.1%
8 <sup>th</sup> Grade	3.6%	5.0%

**PERCENTAGE POINT INCREASE IN GRADUATION RATE, 2003-2008**

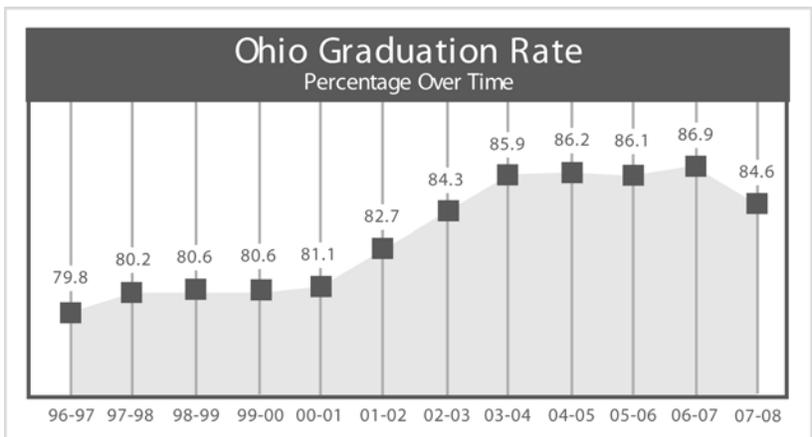
<i>Segment</i>	<i>2008 Graduation Rate.</i>	<i>Change Since 2003</i>
All Students	84.6%	0.3%
African American	64.3%	1.4%
Hispanic	64.5%	-7.1%
White	89.4%	0.8%
Limited English Proficiency	71.6%	-2.2%
Non-Limited English Prof.	84.7%	0.3%
Economically Disadvantaged	72.7%	-8.3%
Non-Economically Disadvant.	88.7%	3.9%

Mathematics Coaching Program provides school-embedded content-focused professional development and coaching for urban districts. Through this partnership with the Ohio State University, the average increase in these urban districts' math scores has exceeded State average increases.

**Ohio has not made substantial progress against closing the achievement gap and that is unacceptable.** Despite the efforts made to address the problem the achievement gap persists and substantial work remains. Ohio's RttT plan calls for substantial investment in the State's lowest-performing

schools, not only through direct investment in turnarounds, but also in teacher preparation and professional development, the development of principals prepared for the the unique challenges of those settings, and the overarching

prioritization placed on dedicating RttT resources to these settings first. Ohio recognizes that its ambitious statewide goals can only be achieved with a meaningful reduction in achievement gaps.



**Figure A3-1. Ohio Graduation Rate.**

**Past experience demonstrates that intensive action and strong partnerships can have a substantial impact on student outcomes. Ohio's successful efforts to increase graduation rate is a prominent example of this in practice.** Over the four year period of 2000 to 2003, Ohio's graduation rate increased by nearly five percentage points. This improvement can be directly linked to actions taken at the national, State, and local level.

In the early 2000's, high school graduation rates assumed an increased prominence in the national dialogue on education reform. In part supported by grants provided by the Bill and Melinda Gates Foundation, Ohio embarked upon the Ohio High School Transformation Initiative (OHSTI) which embraced small school models and instituted Early College High Schools (ECHS), particularly those in struggling urban districts. Through a seven year partnership with KnowledgeWorks that leveraged nearly \$100MM in federal, State, local and philanthropic

investment, Ohio launched 73 redesigned high schools across 11 urban districts and nine Early College High Schools in eight districts in Ohio. Overall high school graduation rates in OHSTI schools increased by 32% from 2002 to 2008 and the graduation gap versus all Ohio high schools closed dramatically.

Statewide gains over the last decade were made possible through the mobilization of a broad array of stakeholders for a common goal. Districts across the State have participated in this effort with great dedication, finding unique and local approaches to motivating students and ensuring graduation. In some districts, door to door campaigns have been organized to encourage student participation and attendance. Collectively, this groundswell of creative action to address a common problem has had a discernable impact on student outcomes.

Ohio has taken great strides in the four assurance areas and has established a strong platform for accelerated improvement of student achievement. The State's RttT plan leverages past successes while candidly recognizing the significant work still need to ensure that the core goals of RttT are realized.

Please see Appendix A.3.2 for requested evidence.

**SECTION (B)(1):**

**DEVELOPING AND ADOPTING COMMON STANDARDS (40 points)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS  
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order. Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

- (i) The State's participation in a consortium of States that— (20 points)
  - (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
  - (b) Includes a significant number of States; and
  
- (ii) — (20 points)
  - (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
  - (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>1</sup>

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

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<sup>1</sup> Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

**(B)(1) Developing and adopting common standards (40 points)**

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: *Two pages*

**OHIO'S NARRATIVE RESPONSE TO (B)(1) IS FOUND ON PAGES B1-1 - B1-3.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

## **(B)(1) DEVELOPING AND ADOPTING COMMON STANDARDS**

### **(B)(1)(i) OHIO PARTICIPATES IN A CONSORTIUM OF STATES TO DEVELOP AND ADOPT COMMON STANDARDS.**

Ohio has joined the consortium of 51 states and territories (Common Core Standards Initiative) in partnership with the National Governors Association, the Council of Chief State School Officers, Achieve, ACT, and the College Board to engage in a vital, comprehensive strategy. A copy of the Memorandum of Understanding, the list of states participating, and the draft standards are in Appendix B.1.1, Appendix B.1.2, and Appendix B.1.3. This consortium is developing K-12 standards in mathematics and English language arts that are internationally benchmarked and ensure students are successfully prepared for college and careers. Drafts of the college- and career-readiness standards were released for public review and feedback in July, 2009. The K-12 standards and learning progressions will be released in February, 2010 for public feedback. For both sets of drafts, ODE provided state-level feedback to the writing teams. The final Common Core documents are expected to be released in early 2010.

### **(B)(1)(ii) OHIO'S HIGH QUALITY PLAN IMPLEMENTS A COMMON SET OF K-12 STANDARDS.**

**GOAL.** For all of Ohio's students to be well prepared for post-secondary education, it is essential that Ohio work tirelessly to clarify what it is that students should know, and be able to do, upon graduation from high school. Rigorous and transparent new standards, together with aligned assessments and teacher supports, form the foundation of a comprehensive system that will enable Ohio's students to succeed globally in the 21st century. Ohio's plan is to adopt and implement the Common Core by June 8, 2010, while building on the State's history of standards leadership by adopting and implementing new rigorous, internationally benchmarked, college and career readiness aligned Ohio standards for science and social studies, and contributing them to standards consortia for those subjects as they emerge. Should a Common Core set of standards for social studies and science be developed, Ohio will be well poised to join and inform that initiative.

**APPROACH.** Ohio's plan to adopt and implement a common set of K-12 standards has three components: (1) finalization of relevant standards; (2) public review and State Board of Education (SBE) adoption; and (3) development and roll-out of aligned assessments and interim support to LEAs and educators.

**ACTIVITIES.**

- ***Finalization of relevant standards:*** Ohio will continue its ongoing participation in the Common Core Consortium to develop English and mathematics standards, with completion of those standards expected by May, 2010. The State will finalize the development of Ohio science and social studies standards on a concurrent basis, using criteria comparable to the Common Core. The Ohio standards will be completed by June, 2010.
- ***Public review and adoption:*** The ODE will sponsor regional meetings to collect public input on Common Core standards from February through March, 2010 (the public comment process for the new Ohio science and social studies standards has already been completed). The State Board of Education will make a public comment period available after announcing its intent to adopt the Common Core in April, 2010. The SBE will then adopt the Common Core and Ohio standards for science and social studies at its meeting on June 8, 2010, as mandated by Ohio law (Appendix B.1.4.).
- ***Development and roll-out of aligned assessments and interim supports:*** New assessment systems, aligned to the new standards, will be developed and phased in over the next three years, or in accordance with the schedule developed by the common assessments consortia in which Ohio is participating (see Section (B)(2) for details). In the interim, the State will provide guidance and resources to school districts to assist them in the transition to the new standards (see Section (B)(3) for details).

**PRECONDITIONS FOR SUCCESS.** Ohio is well-positioned to achieve its plan for adopting and implementing a common set of K-12 standards, as the State has long been a leader in driving reform in standards and assessment development and translation into effective classroom practice. Ohio's participation in the Common Core continues the State's ongoing work to establish internationally benchmarked standards, building toward college and career readiness. For a more complete description of Ohio's leadership in standards development and implementation, please see Section (B)(3).

**REQUIRED EVIDENCE.** The SBE is required under H.B. 1 to adopt revised standards for English language arts, mathematics, science, and social studies by June 30, 2010. Under Ohio law, the SBE has the authority to adopt content standards without approval by the General Assembly. The process specified by Ohio law requires the SBE to announce its intent to adopt new standards and provide an opportunity for public comment before doing so. The SBE will announce its intent to adopt the Common Core standards for English language arts and mathematics, together with the new Ohio standards for science and social studies, at its meeting on April 13, 2010. The SBE will then make available a period of public comment during April and May, 2010, and will adopt the standards at its meeting on June 8, 2010. The State Superintendent of Public Instruction is required to brief the General Assembly on the revised standards, prior to board adoption.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by April 2010</b>
<ul style="list-style-type: none"> <li>• SBE announcement of intent to adopt Common Core and revised Ohio standards</li> </ul>
<b>February – May 2010</b>
<ul style="list-style-type: none"> <li>• Public Comment Period</li> </ul>
<b>Complete by June 2010</b>
<ul style="list-style-type: none"> <li>• SBE adoption of Common Core and revised Ohio standards</li> </ul>
<b>Complete by September 2011</b>
<ul style="list-style-type: none"> <li>• Collect and incorporate input from public on Common Core standards</li> </ul>
<ul style="list-style-type: none"> <li>• Develop plan for implementation of the Common Core and Ohio Science and Social Studies Standards</li> </ul>
<b>Complete by 2012</b>
<ul style="list-style-type: none"> <li>• Align college entrance expectations across university system</li> </ul>

**SECTION (B)(2):**

**DEVELOPING AND IMPLEMENTING COMMON, HIGH-QUALITY ASSESSMENTS (10 points)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS  
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

**OHIO'S NARRATIVE RESPONSE TO (B)(2) IS FOUND ON PAGES B2-1 - B2-2.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

## **(B)(2) DEVELOPING AND IMPLEMENTING COMMON, HIGH-QUALITY ASSESSMENTS**

Ohio has entered into Memoranda of Understanding with three multi-state consortia that are jointly developing and implementing common, high-quality assessments aligned with the Common Core set of K-12 standards. Participation in consortia creates economies of scale, leverages expertise across states, and assures equity of education across states. Since no single consortium has emerged to lead the migration toward high-quality assessments aligned with the Common Core, Ohio has elected to participate in multiple consortia until those groups consolidate or a single leader emerges. The State believes that this is the best strategy to ensure that its perspectives are incorporated into the Common Core assessment development process and that Ohio's development of assessments in support of its new science and social studies standards is consistent with the principles of that process. The consortia in which Ohio is currently participating include:

- **Balanced Assessments Consortia** (coordinated by Council of Chief State School Officers-36 states) will: (a) create and deploy curriculum frameworks for the Common Core standards; (b) build and manage an assessment system that includes both on-demand and curriculum-embedded assessments; (c) develop scoring rubrics, identify exemplars of student work and provide training for teachers to score assessments and create tasks and items; and (d) create moderation and auditing systems that meet validity and reliability standards and yield useful results for students, families, educators, and policymakers.
- **Multiple Options for Student Assessment and Instruction (MOSAIC, led by Wisconsin, Nebraska and Missouri-27 states)** will use an online system to: (a) create, field-test, and load formative local assessment and benchmark items and instructional materials aligned to the Common Core standards; and (b) create materials and provide professional development around learning progressions within content areas, instructional strategies, use of assessments, and results.
- **Summative Multi-State Assessment Resources for Teachers and Educational Researchers** (led by Oregon-23 states) will (a) transition to online adaptive tests, innovative item designs, and open-ended items to assess the breadth and depth of the Common Core standards; and (b) report assessment results benchmarked to several achievement standards including the National Assessment of Educational Progress, international assessments, and benchmarks predictive of student success in college and careers.

**EVIDENCE FOR (B)(2).**

- See Appendix B.2.1 for a copy of each Memorandum of Understanding that Ohio has executed with multi-state assessments consortia.
- See Appendix B.2.2 for the number of states participating in each consortium and the lists of such states.

**SECTION (B)(3):**

**SUPPORTING THE TRANSITION TO ENHANCED STANDARDS AND HIGH-QUALITY ASSESSMENTS**  
*(20 points)*

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

**(B)(3) PERFORMANCE MEASURES**

<p><b>Performance Measures</b>                      Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

*Copy of Government Instructions  
 See end of section for completed table.*

**OHIO'S NARRATIVE RESPONSE TO (B)(3) IS FOUND ON PAGES B3-1 - B3-9.  
 APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(B)(3) SUPPORTING THE TRANSITION TO ENHANCED STANDARDS AND  
HIGH-QUALITY ASSESSMENTS**

**GOAL.** Driving radical change in student outcomes requires not only the adoption of higher standards, but also corresponding changes in classroom practice. Ohio’s plan to support the transition to enhanced standards and high quality assessments will ensure that, within three years, every educator in Ohio is teaching to the State’s enhanced standards and has all the supports and resources needed to do so effectively.

**APPROACH.** Ohio recognizes that local ownership is essential if its rigorous new standards and aligned assessments are to improve student outcomes. As a local control state, Ohio must be mindful of the variations in needs and resources that exist at a local level and must develop a migration plan that reflects those differences. The two key elements of Ohio’s standards and assessment migration plan are to (1) develop and distribute high-quality assessments and instructional supports aligned to the new standards (including both model resources made available by the State and peer-reviewed instructional supports developed by educators in the field) and (2) provide every educator statewide with robust professional development in the use of the new standards and assessments that are tailored to local requirements at the LEA level.

As detailed in Section (C)(3) of this application, Ohio plans to establish a state-level instructional improvement system which will be the technological centerpiece of the State’s plan for transitioning to its new enhanced standards and assessments. In addition to providing formative assessment functionality to LEAs that currently lack that capability, Ohio’s instructional improvement system will serve as a platform for disseminating the new standards, and for storing and distributing formative assessment items, curricular supports, lesson plans, and other resources. By leveraging the instructional improvement system as a distribution platform, the State will develop and distribute a comprehensive set of assessments that are aligned with the State’s enhanced standards, including performance-based and formative assessments, Kindergarten Readiness Assessments, and student growth measures. In addition, ODE will contract with external organizations to develop supplementary curricular resources that are similarly aligned with the new standards. This core set of aligned assessments and instructional supports will be distributed through the Ohio instructional improvement system.

In addition to these resources, Ohio will utilize its instructional improvement system as a platform for field-based, practice-sharing and create a new peer review process that will serve to screen field-level submissions, thereby ensuring consistency, quality, and alignment with the new standards. To encourage the participation of Ohio educators in the development, dissemination, and implementation of aligned resources and supports, Ohio intends to leverage its powerful array of statewide networks, including its 56 Educational Service Centers, for educator outreach and engagement. This “bottoms-up” approach to development and distribution will transfer classroom-level best practices efficiently, at scale, and in a manner that is consistent with the State’s goal of aligned instruction.

To ensure that educators are equipped not only with assessments and resources aligned to the new standards, but also with the skills needed to apply them effectively, Ohio will provide professional development to help every educator in the state translate new standards and aligned assessments into effective classroom practice. This professional development will be created by the State in collaboration with statewide, regional, and local entities, and customized at the LEA level to address local needs. To inform this customization to local needs, the State will create a database of statewide formative assessment results (see Educational Research Center described in Section (A)(2)), which will provide LEAs with a synthesis of identified local needs that can be addressed through professional development.

Finally, to ensure that the State’s enhanced standards are appropriately integrated into a seamless P-20 system, Ohio will invest in expanding its Kindergarten Readiness Assessment literacy to include other measures of school redness. Additionally, the Ohio Board of Regents (OBR), in collaboration with ODE’s RttT implementation team, will mobilize the University System of Ohio, and as many private academic officers as possible, to ensure that all higher education institutions in Ohio are thoroughly aligning their entry level curricula and training their entry level faculty to the new standards so that Ohioans truly move seamlessly from high school to college.

**ACTIVITIES.** Designated RttT-funded projects will greatly enhance a teacher’s capacity to offer formative instruction that personalizes learner success.

- ***PROJECT: Personalizing Education Through Formative Instruction*** (for additional detail on this project, see the main project description in Section (C)(3) and the detailed activity summary in the related budget narrative).

The two goals of this project are (1) the creation of a state-level, web-based Instructional Improvement System that will provide formative assessment capability to LEAs and disseminate the new standards, together with aligned assessments and instructional support and (2) the delivery of professional development that will enable every educator in the state to translate the new standards into effective classroom practice. Specific relevant activities will include the following:

- ODE will define specifications for the instructional improvement system contract with a vendor to develop the platform, and launch it for use in the 2012-2013 school year. The instructional improvement system will be an integrated web-based technology that will promote the use of ODE resources and those of partner agencies and nationally recognized organizations.
- ODE will contract with third-party vendors to develop 56 online professional development modules across a range of foci, in collaboration with higher education, statewide organizations, regional entities, and local education organizations. These modules will help educators translate new standards into classroom practice. Topics available for selection by educators will include use of data to inform instruction, as well as modules with a specific content focus.
- ODE will roll out in-person training to educators statewide by providing training in the State's five largest urban districts and employing a train-the trainer model for other LEAs through ESCs in each of the State's 16 regions. Content focused professional development will include integration of content, learning progressions, and formative assessments. The professional development and associated resources will include an emphasis on differentiating instruction for ESL, special needs, and gifted student populations; integrating inquiry, design, and student-centered learning strategies with academic content; and developing and implementing assessments that inform instructional decision making. This professional development will be made available to every LEA in the state within three years.
- ***PROJECT: Align Curriculum to Support Teachers.*** The goal of this project is to support educators in transitioning to the new standards by developing and disseminating a portfolio

of curricula and instructional supports that are aligned to standards and developed through collaboration of educators and educational networks. Resources developed or identified as a part of this project will be available via the Ohio state standard instructional improvement system and will be accessible to educators in Ohio and across the country. This project includes five key initiatives, as described below.

- Establish Peer Review Panel.* Ohio will tap the collective expertise of educators across the state by creating 16 peer review panels linked to ESCs in the State’s 16 regions. These collaborative teams will be comprised of teacher leaders, curriculum specialists, higher education faculty, and other community members, and will leverage existing Ohio networks and providers focused on education for additional resources (e.g., the Ohio Resource Center for

ALIGN CURRICULUM TO SUPPORT TEACHERS		INNOVATE	
<i>Budget:</i>	\$1.5 million / 1% of total	<i>Project Home:</i>	<b>B3</b>
<i>Accountability:</i>	Associate Superintendent, Center for Curriculum and Assessment	<i>Integrates with:</i>	C3, D2, D3, D5, E2
<i>Scope and purpose:</i> 108,000 teachers statewide will have online access to the new Common Core, science and social studies standards and instructional supports aligned to those standards.			
<i>Management’s top execution question:</i> How do we know these curricular supports are being used?			
For detailed activities, timelines and responsible parties, please refer to <b>budget</b> .			

Mathematics and Sciences, and the Ohio STEM Learning Network). These peer review panels will be charged with developing and identifying high-quality instructional resources, aligned with the new standards, for inclusion in the Ohio instructional improvement system. These will include resources developed by educators in Ohio. To ensure rigor in the review process, ODE will drive a process to adopt a clear set of standards and guidelines developed by Ohio educators. Peer review panels will be established during the 2010-2011 school year.

- Continue Development of Curricula and Instructional Supports.* ODE will continue its work to develop curricula and instructional supports aligned with the new standards. Approximately 30 curriculum consultants at ODE have been developing model curricula and revising model lesson plans for English language arts, mathematics, science, and social studies. This initiative represents the continuation of an ongoing effort that is central to the State’s plan to transition to enhanced standards and high-quality assessments but it does not require incremental funding under RttT.

- *Supplementary Resources.* To provide curricula support for 21<sup>st</sup>-century skills (e.g., creativity and innovation) and ensure that teachers have access to a variety of high-quality instructional activities, ODE will work with external organizations (e.g., resource centers, OSLN, professional organizations, and universities) to develop supplementary components of the curricular and instructional resources, appropriately aligned with the State's new standards.
- *Extend Participation in International Database of Evidence-Based Resources.* Ohio is the only state participating in an international program, Innovative Learning Environments (ILEs), sponsored by the Organization of Economic Cooperation and Development (OECD)/Center for Education Research and Innovation. This initiative is focused on understanding how people learn and defining the conditions under which they can learn better. Ohio will contribute to and have access to an international database as a means of providing guidance to teachers about the components of an effective student-centered, learning environment that encourages innovation and creativity. Ohio will be requesting assistance from RttT to fund the identification of ILEs in Ohio and to disseminate the international findings to educators across the state.
- *Drive Alignment of High-School Exit and Higher Education Entry Requirements.* The ODE will create five task forces linked to the regional LEA Support Teams, described in Section (A)(2). These task forces will be responsible for working with LEAs, institutions of higher education, and the Ohio Board of Regents to ensure that college-entry requirements are appropriately aligned with high-school exit requirements, and that teacher preparation programs are providing instruction similarly aligned with those standards. These task forces will convene working groups to perform analyses and program alignment work for this purpose. The Ohio Board of Regents will work with the University System of Ohio to support this effort. Funding will also be used to enhance existent Early College High School efforts. These schools will lead the way in helping educators implement college and career ready standards.
- ***PROJECT: Continue Assessment Leadership.*** The goal of this project is to accelerate Ohio's transition to high-quality assessments aligned with the State's enhanced standards. Although Ohio expects to roll-out summative assessments aligned to its new standards, in concert with the assessments consortia in which it is participating (see Section B-2), the State will move

immediately to begin transitioning towards aligned assessments of other types. This project includes four initiatives, each addressing the development of a distinct assessment type.

- ***Develop Aligned Formative***

***Assessments.*** A central goal of Ohio’s RttT plan is to bring formative instruction to every classroom in the state. Doing so requires an appropriately aligned set of formative assessments that can provide timely performance feedback to support personalized instruction. Using research-based models and best practices (such as the ATLAST model developed by Horizon

CONTINUE ASSESSMENT LEADERSHIP		ACCELERATE
<i>Budget:</i>	\$22.1 million / 11% of total	<i>Project Home:</i> <b>B3</b>
<i>Accountability:</i>	Associate Superintendent, Center for Curriculum and Assessment	<i>Integrates with:</i> C3, D2, D3, D5, E2
<i>Scope and purpose:</i> Ohio will develop performance assessments, formative assessments and shared item banks aligned to the new standards, and make them available to teachers statewide.		
<i>Management's top execution question:</i> How do we know these assessment tools and supports are being used to personalize learning success?		
For detailed activities, timelines and responsible parties, please refer to budget.		

Research under the auspices of the National Science Foundation), ODE will engage educators in developing and evaluating cognitively rich formative assessments directly aligned to the revised standards. These assessments will be developed using Universal Design for Learning (UDL) to ensure their appropriateness for all student groups, including English language learners, students with disabilities, and gifted students. ODE will engage a third-party to work with three cohorts of three districts each, which collectively represent a cross-section of statewide needs, to develop a formative assessment item bank that is closely aligned to the new State standards. After being evaluated through peer review and inquiry-based field testing, they will be made available statewide on Ohio’s instructional improvement system.

- ***Roll-Out Performance-Based Assessments.*** Curriculum-embedded performance assessments require students to demonstrate higher levels of thinking and provide evidence of mastery of content and skills that cannot be measured with paper-and-pencil assessments. Because they are embedded in instructional units, they require teachers to think of curriculum, instruction, and assessment as one seamless system. Through RttT, Ohio will contract with a third-party to develop performance-based assessments aligned to the new standards in a 23-district pilot project. In preparation for a subsequent

statewide roll-out, Ohio will also create 17 state and regional moderation panels to ensure comparability in scoring the new performance-based assessments.

- ***Implement Kindergarten-Readiness Assessments.*** An aligned system of standards and assessments achieves its greatest power when it is fully integrated across the entire P-20 system. Ohio already requires the assessment of all first-time kindergarten students using the Kindergarten Readiness Assessment Literacy (KRAL). While the results collected from the KRAL are beneficial for informing early literacy strengths and areas of need for entering kindergarten students, there is a need to expand the assessment beyond literacy skills to include other measures of school readiness, and to do so in a manner that is aligned with the State's new standards. Ohio plans to work with a multi-state consortium to develop such an assessment. The Early Childhood Assessment Consortium of the Council of the Chief State School Officers (CCSSO) State Collaboration on Assessment and Student Standards is currently in discussions with Ohio to define such an effort. This initiative will identify or develop a nationally recognized kindergarten student assessment that meets standards for design implementation and appropriate use for young children.
- ***Develop Additional Student Growth Measures.*** Capturing and analyzing value-added data is a critical prerequisite to many of the human-capital reforms embedded in Ohio's RttT plan and overall reform strategy. Value-added data is currently available for mathematics and reading in grades four through eight. LEAs submitting MOUs for participation in RttT expressed interest in participating in a state-level consortium to develop measures of student growth in other grade levels and discipline areas. The ODE will oversee a process to select a subset of interested LEAs and contract with a qualified third-party to work with selected districts in a collaborative effort to develop growth measures in areas outside of those for which value-added data is currently available. The measures will be made available to all participating districts and are expected to form the basis for an eventual expansion of statewide value-added reporting.

**PRECONDITIONS FOR SUCCESS.** Ohio is well-positioned to successfully implement its standards and assessments transition plan, due to its prior experience in managing such transitions and the strong infrastructure that already exists to support this process.

- Ohio has a long history of leadership in the development, adoption, and implementation of standards and assessments. In 2000, Ohio initiated a comprehensive, standards-development

effort. As a result of the extended engagement between ODE and LEAs that this process required, Ohio already enjoys an environment of collaboration and trust in standards implementation. The state also has a large number of curriculum development professionals and others with relevant experience at all levels of the State educational system.

- Ohio’s broad-based, educational delivery and support infrastructure provides a ready-built platform for the dissemination of new standards, the delivery of professional development training, and related supports. Ohio’s 56 ESCs offer a network that the State intends to leverage extensively in the roll-out of its enhanced standards and aligned assessments. Additionally, the state has a wealth of education support networks and related organizations that will be partners in the implementation process. For example, the Ohio Resource Center for Mathematics, Science, and Reading (ORC) is a virtual best practices center at The Ohio State University that offers a pre-existing model for field-level development of instructional supports. ORC uses a peer-review process to select best-and-promising practice lessons, correlates them to Ohio’s standards, and makes them available to all educators statewide, with high levels of usage. Additionally, The Ohio STEM Learning Network (OSLN) is intentionally designed for continuous growth and enhancement. It will partner with established networks (see Appendix B.3.1 for complete list) and new networks (i.e., proposed School Innovation and Support Network) to support the rollout of new standards, curriculum supports and assessments.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by end of June 2011</b>
<ul style="list-style-type: none"> <li>• Post standards online and conduct regional meetings/webcasts to present standards to the field</li> </ul>
<ul style="list-style-type: none"> <li>• Develop 19 web-based PD modules on new standards, curricula and assessments</li> </ul>
<ul style="list-style-type: none"> <li>• Develop rigorous guidelines for peer reviewers on evaluating and recommending curriculum and instructional supports</li> </ul>
<ul style="list-style-type: none"> <li>• Create peer review panel to evaluate instructional supports by Ohio teachers, multi-state consortia, and other national developers</li> </ul>
<ul style="list-style-type: none"> <li>• Contract with external organizations to provide assistance in incorporating 21<sup>st</sup> century skills into curricula</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct 4-day meeting to share findings on internationally researched innovative learning tactics</li> </ul>

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<ul style="list-style-type: none"> <li>• Complete performance-based assessment pilots in 23 districts for mathematics, science English language arts and social studies</li> </ul>
<b>Complete by end of June 2012</b>
<ul style="list-style-type: none"> <li>• Develop an additional 19 web-based professional development modules on new standards, curricula, and assessments</li> </ul>
<ul style="list-style-type: none"> <li>• Incorporate 21st-century skills into curricula</li> </ul>
<ul style="list-style-type: none"> <li>• Develop one state-level and four regional moderation panels to ensure consistency in score across performance-based assessments</li> </ul>
<ul style="list-style-type: none"> <li>• Expand performance assessment pilot to RttT partner districts</li> </ul>
<ul style="list-style-type: none"> <li>• Complete 2-year formative assessment project with 3 districts to develop and evaluation formative assessments</li> </ul>
<b>Complete by end of June 2013</b>
<ul style="list-style-type: none"> <li>• Develop an additional 18 web-based professional development modules on new standards, curricula and assessments, for a total of 56 modules over 3 years</li> </ul>
<ul style="list-style-type: none"> <li>• Expand regional moderation panels to ensure consistency in score across performance-based assessments</li> </ul>
<ul style="list-style-type: none"> <li>• Complete 2-year formative assessment project with second group of three districts to develop and evaluation formative assessments</li> </ul>
<b>Complete by end of June 2014</b>
<ul style="list-style-type: none"> <li>• Complete teacher training on new standards, curricula and assessments statewide</li> </ul>
<ul style="list-style-type: none"> <li>• Implement performance assessment system statewide</li> </ul>
<ul style="list-style-type: none"> <li>• Complete 2-year formative assessment project with third group of three districts to develop and evaluation formative assessments</li> </ul>
<ul style="list-style-type: none"> <li>• Align new standards to college-entrance requirements and educator preparation program standards</li> </ul>

**(B)(3) PERFORMANCE MEASURES**

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percent of teachers accessing newly revised standards and associated curriculum supports online	0%	25%	55%	100%	100%
Percent of teachers participating in at least one professional development program funded by RttT on new standards	0%	28%	56%	78%	100%
Percent of teachers accessing assessment data banks online	0%	4%	12%	27%	35%

**SECTION (C)(1):**  
**FULLY IMPLEMENTING A STATEWIDE LONGITUDINAL DATA SYSTEM**  
*(24 points – 2 points per America COMPETES element)*

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**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

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**(C)(1) Fully implementing a statewide longitudinal data system** *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

*Recommended maximum response length: Two pages*

**OHIO'S NARRATIVE RESPONSE TO (C)(1) IS FOUND ON PAGES C1-1 - C1-2.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

### (C)(1) FULLY IMPLEMENTING A STATEWIDE LONGITUDINAL DATA SYSTEM

Ohio's Statewide Longitudinal Data System currently meets nine of the America COMPETES Act elements. The state has a plan in place, with funding proposals pending and all legislative preconditions satisfied, to meet the remaining three elements by 2012.

Ohio has made monumental strides over the past several years to expand upon its P-20 data system and to become a national leader in statewide longitudinal data systems (SLDS).

Evidence of Ohio's leadership in SLDS development includes the following:

- The Data Quality Campaign's (DQC) 2009 report on the 10 Essential Elements of a High Quality Longitudinal Data System, in which Ohio is recognized for meeting 9 of the 10 essential elements (Appendix C.1.1)
- Ohio's receipt of two competitive grants from the USDoE's Institute of Education Sciences, totaling almost \$8.6 million dollars since 2006, for the expansion and improvement of its SLDS (Appendix C.1.2 and Appendix C.1.3)
- Ohio's selection by the Bill & Melinda Gates Foundation to participate in a project with the Center for Education Leadership and Technology (CELТ) and four other states to develop and implement a best-practice definition of teacher-of-record and a standard process for linking and validating teacher-to-student data (Appendix C.1.4).

Ohio is committed to the continuous improvement of its Statewide Longitudinal Data System. In December 2009, the Ohio General Assembly took the critical step necessary to enable Ohio's SLDS to meet the final DQC recommended essential element and to fully meet all of the elements of the America COMPETES Act (ACA). Amended House Bill 290 (H.B. 290) passed by the 128<sup>th</sup> Ohio General Assembly on December 17, 2009 (Appendix C.1.5) removed the legislative restrictions that had historically prohibited sharing the P-12 unique student identifier with higher education, and had thereby prevented the linkage of P-12 student data with postsecondary student data in Ohio.

With the passing of this ground breaking legislation, **Ohio has a plan in place to fully meet all ACA elements** and maintain leadership in SLDS. The system investments contained in Ohio's ARRA SLDS grant proposal (Appendix C.1.6) and the "Improve Access to Student Data" project plan outlined in (C)(2) of this proposal will be used to help meet these goals.

Appendix C.1.7 of this proposal includes diagrams and descriptions of Ohio's SLDS, including expected funding sources for the various components.

America COMPETES Act Elements	Status	Comments
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Meets	H.B. 290 allows the use of the P-12 identifier by higher education. Ohio's plan to complete implementation of this is provided in (C)(2).
(2) Student-level enrollment, demographic, and program participation information	Meets	These data are contained in Ohio's SLDS.
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Meets	
(4) The capacity to communicate with higher-education data systems	Planned	H.B. 290 enables this. Ohio's implementation plan is part of its ARRA SLDS grant proposal.
(5) A State data audit system assessing data quality, validity, and reliability	Meets	These data are contained in Ohio's SLDS.
(6) Yearly test records of individual students with respect to assessments under Section 1111(b) of the ESEA (20 U.S.C. 6311(b))	Meets	These data are contained in Ohio's SLDS.
(7) Information on students not tested by grade and subject	Meets	These data are contained in Ohio's SLDS.
(8) A teacher identifier system with the ability to match teachers to students	Meets	The quality and validity of these data in the SLDS will be improved as part of the Bill & Melinda Gates Foundation/CELT project referenced above. Ohio's plan to complete this implementation is provided in (C)(2) of this proposal.
(9) Student-level transcript information, including information on courses completed and grades earned	Meets	These data are contained in Ohio's SLDS with grades earned being added to the SLDS in 2011-2012.
(10) Student-level college readiness test scores	Meets	These data are contained in Ohio's SLDS.
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Planned	H.B. 290 enables the creation of a P-20 data repository and Ohio's plan is included in its ARRA SLDS proposal.
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Planned	

**SECTION (C)(2):**  
**ACCESSING AND USING STATE DATA (5 points)**

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**(C)(2) Accessing and using State data (5 points)**

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>1</sup>

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

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<sup>1</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

*Copy of Government Instructions  
See end of section for completed table.*

**OHIO’S NARRATIVE RESPONSE TO (C)(2) IS FOUND ON PAGES C2-1 - C2-4.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

## (C)(2) ACCESSING AND USING STATE DATA

**GOAL.** Significantly improving student outcomes can only occur in a system that measures progress and makes data broadly available to all stakeholders. A foundational theme of Ohio's reform plan is the system-wide use of data to personalize instruction, increase understanding of effective practice, and provide accountability at all levels. Ohio's plan to increase access to and use of State data will build on Ohio's continued leadership in SLDS to create a system in which data access drives stakeholder engagement and informs a cycle of continuous improvement decision-making.

**APPROACH.** Driving stakeholder engagement through data access requires that the relevant data sets exist, that appropriate means of access are provided, and that a communication and engagement strategy is in place to translate awareness into action. Ohio will address these requirements by completing its SLDS system with P-20 linkages and augmenting its robust set of data access tools. Ohio's plan will also significantly extend the State's existing commitment to use data for continuous improvement decision-making. In particular, the State will inform instructional improvement decisions through a Statewide roll-out of value-added data reporting at the classroom level, improve management and resource allocation by extending its Consolidated Continuous Improvement Planning tool, and augment data-driven policy research through its new Education Research Center.

**ACTIVITIES.** The activities required to execute Ohio's plan for improved access and use of State data are primarily contained within two projects described below – Improve Access to Student Data and Expand Value-Added Statewide – together with relevant activities from projects described elsewhere in this application.

- ***PROJECT: Improve Access to Student Data.*** The goals of this project are to reinforce our SLDS system by creating P-20 linkages, and to improve the ease with which this data is accessed by all constituent groups. This investment is critical to provide the foundation for data-driven decision-making and remove obstacles to the use of data by stakeholders. Specific activities are described below.
  - Extend statewide longitudinal data system: Ohio will expand upon the existing Statewide Student Identifier (SSID) system to include higher-education students, enabling Ohio's SLDS to meet all America COMPETES Act elements and meaningfully increasing the breadth of data available through the system. The State will also expand its SLDS Data

Warehouse to include additional, early-learning data, thereby making this information available to decision-makers and stakeholders for the first time while maintaining compliance with FERPA. Finally, the SLDS system architecture will be enhanced to support the significant increase in usage that is expected to result from the improvements described in this project.

EXPAND VALUE-ADDED STATEWIDE		ACCELERATE
<i>Budget:</i>	\$14.4 million / 7% of total	<i>Project Home:</i> <b>C2</b>
<i>Accountability:</i>	Executive Director, Policy and Accountability	<i>Integrates with:</i> C3, D2, D3, D5, E2
<i>Scope and purpose:</i> Ohio will accelerate value-added reporting to reach 95% of all 4 <sup>th</sup> -8 <sup>th</sup> grade math and reading teachers for continuous instructional improvement and growth-based accountability.		
<i>Management's top execution question:</i> What are we doing to get teachers and leaders to use value-added data productively?		
For detailed activities, timelines and responsible parties, please refer to budget.		

- **Improve access and usability:** To increase the usability of Ohio’s available data tools, the State will simplify data access by developing a series of Web portals, with single sign-on capabilities, designed for specific constituent groups. Additionally, the existing data tools that the State provides will be analyzed to determine where redundant functionality exists and then consolidated, where applicable, to reduce confusion and improve user experience.
- **PROJECT: *Expand Value-Added Statewide.*** The goal of this project is to aggressively accelerate value-added student growth reporting at the classroom level, which will put annual value-added student growth reports into every Eligible Teacher’s hands (Appendix A.0.1) for the purposes of continuous instructional improvement, and set the stage for more robust teacher evaluations across grade levels. Specific activities are described below.
  - **Develop accurate student-teacher linkages:** Ohio is partnering with the Bill & Melinda Gates Foundation and the Center for Educational Leadership and Technology to develop a standard state education agency process for tracking student-teacher linkages. The State’s implementation of the resulting best-practice approach will reduce its long-term reliance on third-party partners. Prior to roll-out of the State’s enhanced student-teacher linkage system in 2013, Ohio will rely on expansion of an existing third-party pilot to develop accurate linkages.

- Collect and analyze data: ODE will contract with a third-party vendor to conduct value-added analysis and produce teacher reports. These reports will be delivered annually with roll-out to 95% of eligible teachers by 2014.
- Develop and deliver professional development: ODE will contract with a third party to develop and deliver professional development to educators statewide, focused on understanding value-added analysis at the educator level. This training will be delivered via a train-the-trainer model leveraging ESCs in the State’s 16 regions, and will be supplemented through the third party’s online learning management system.
- Create and implement communications plans and change management plans: A local-level communications plan will be developed and implemented to increase understanding around the use of value-added information. The communication plan will include strategies around advocacy and public relations, Web content and portal design, and community outreach.

**PRECONDITIONS FOR SUCCESS AND RELATED EVIDENCE.**

Ohio is well-positioned for successful execution of its plan for data access and use because the State already has a strong SLDS with related tools, and because all legal obstacles to execution of this plan have been removed.

- Strong SLDS platform: Ohio already has a highly developed SLDS system that collects a wealth of data, together with a robust set of tools that provide access to parents, teachers, building and district administrators, the public, researchers, and policymakers. Included is a dynamic report card system for parents, a data-driven decision framework for districts in school turnaround situations, and a tool for teachers that enables the construction of personalized learning plans based on past student

<b>PRECONDITIONS FOR SUCCESS AND RELATED EVIDENCE. IMPROVE ACCESS TO STUDENT DATA</b>		<b>REINFORCE</b>
<i>Budget:</i>	\$4.2 million / 2% of total	<i>Project Home:</i> <b>C2</b>
<i>Accountability:</i>	Chief Information Officer	<i>Integrates with:</i> <b>All</b>
<i>Scope and purpose:</i> Ohio will expand its longitudinal data system to be fully compliant with the America COMPETES Act and provide more complete and easier access to relevant longitudinal data for all stakeholders.		
<i>Management's top execution question:</i> What evidence do we have that practices are changing as a result of increased access to student data?		
For detailed activities, timelines and responsible parties, please refer to budget.		

achievement. For a list of Ohio’s existing set of Web-based tools, see Appendix C.2.1 and Appendix C.2.2.

- Removal of legal barriers: H.B. 290 removes the legal barriers that previously prohibited Ohio from linking its SLDS to the State’s higher education system, paving the way for a fully comprehensive data infrastructure. Other grant applications are being leveraged to support this work.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by September 2011</b>
<ul style="list-style-type: none"> <li>• Assign SSIDs to all students, including Higher Education</li> <li>• Spread value added to 70% of all eligible teachers</li> </ul>
<b>Complete by September 2012</b>
<ul style="list-style-type: none"> <li>• Consolidate existing data tools for ease of use</li> <li>• Add Early Learning data to SLDS Data Warehouse</li> <li>• Spread value-added to 80% of all eligible teachers</li> <li>• Web portals in place for all stakeholders</li> </ul>
<b>Complete by September 2013</b>
<ul style="list-style-type: none"> <li>• ODE-enhanced, student-teacher linkage system complete</li> <li>• Spread value-added to 90% of all eligible teachers</li> </ul>
<b>Complete by September of 2014</b>
<ul style="list-style-type: none"> <li>• Spread value-added to 95% of all eligible teachers</li> </ul>

**(C)(2) PERFORMANCE MEASURES**

Ohio has defined a performance measure for our value-added project because it is the signature investment of this assurance and a fundamental supporting structure for much of our overall reform agenda.

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Value-added reports will be generated for the following percentage of eligible teachers in the state (those who teach reading and mathematics in grades 4 through 8)	14%	30%	60%	90%	95%

**SECTION (C)(3):**  
**USING DATA TO IMPROVE INSTRUCTION (18 points)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

*Copy of Government Instructions  
See end of section for completed table.*

**OHIO'S NARRATIVE RESPONSE TO (C)(3) IS FOUND ON PAGES C3-1 - C3-5.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(C)(3) USING DATA TO IMPROVE INSTRUCTION**

**GOAL.** Ohio is committed to personalizing instruction for every child in every classroom every day. To do so requires effective use of data by all stakeholders, including Ohio’s teachers, principals, administrators, and researchers. In partnership with LEAs and Information Technology Centers (Ohio’s regional IT providers to LEAs), ODE will put the right tools in the right hands, with associated professional development and supports, to ensure that data is being used where the child is every day.

**APPROACH.** Ohio’s RtT project, Personalize Learning Through Formative Instruction, will accelerate the use of data to improve instruction by providing an instructional improvement system and associated professional development, available to any LEA in the State. Formative instruction is instruction based on standards and formative assessments, with constant adjustments based on individual student progress.

A second component of Ohio’s plan is to launch an Education Research Center (ERC) to orchestrate high accessibility and use of impactful research that enables stakeholders across Ohio to make the best, data-based decisions for Ohio’s students. Ohio will prioritize the needs of the State’s persistently low-achieving schools in rolling out these tools, both by addressing their unique needs and by assuring that these schools have instructional improvement systems and associated professional development focused on formative instruction before other schools.

<b>PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION</b>		<b>ACCELERATE</b>	
<i>Budget:</i>	\$27.8 million / 14% of total	<i>Project Home:</i>	<b>C3</b>
<i>Accountability:</i>	Associate Superintendent, Center for Curriculum and Assessment	<i>Integrates with:</i>	B3, C2, D3, D5, E2, P2
<i>Scope and purpose:</i> ODE will provide access for all LEAs to a state standard instructional improvement system and formative instruction professional development to improve student-centered policy and practice.			
<i>Management’s top execution question:</i> How are we ensuring teachers and leaders are not only adopting the tools but bringing a data-driven approach to everyday classroom practice?			
For detailed activities, timelines and responsible parties, please refer to budget.			

**ACTIVITIES.** The creation of a State-level, web-based instructional improvement system will provide formative assessment capability to LEAs and disseminate the new standards, together with aligned assessments and instructional supports. Related professional development will enable every educator in the State to translate the new standards into effective classroom practice. Specific relevant activities include the following:

- ***Ohio will identify and define best-practice instructional improvement systems*** and formative instruction professional development. In addition, ODE will use student-growth measures to identify a group of LEAs that are using best-practice, instructional improvement systems, and formative instruction in the classroom. Using a proof-of-practice, field-based, peer-to-peer approach, ODE will define the gold standard in formative, instruction-oriented instructional improvement systems, particularly related to low-achieving contexts. Ohio has existing formative instruction professional development programs that could be adapted to any instructional improvement system and context.
- ***Ohio will create a State standard instructional improvement system***, available to any LEA in the State. The State standard instructional improvement system will include, but not be limited to, the following key components: online access to electronic curriculum and tools aligned to the standards; curriculum customization for differentiated instruction; on-line formative assessments; data-analysis capabilities, and early-warning indicators for teachers, administrators, parents, and students.
- ***Ohio will support Information Technology Centers (ITCs) and LEAs*** in rolling out the State Standard Instructional Improvement System and associated professional development. ODE will work with ITCs and LEAs to build a culture of responsiveness and capacity. Where the technology does not currently exist, Ohio’s instructional improvement system will provide teachers with classroom tools that increase teacher productivity and their ability to personalize instruction for individual students.
- ***Ohio will develop and activate a new Education Research Center*** to ensure that data from instructional improvement systems, together with data from the Statewide Longitudinal Data System, are available and accessible to researchers, in accordance with the Family Educational Rights and Privacy Act (FERPA) (Appendix C.3.1). The ERC will be managed by a third-party partner with the capacity to connect and develop key data and research audiences and experts around issues of data collection, reporting, analysis, and use. The primary focus of the ERC will be on data and research accessibility related to the effectiveness of instructional materials, strategies, and approaches for educating different subgroups of students (e.g., students with disabilities, English language learners and students in persistently low achieving schools). College and career readiness and STEM capability will also be important research themes for the Center. The ERC will amplify, accelerate, and

incentivize research on high-leverage problems embedded in everyday practice. It will encourage researchers, policymakers, and practitioners to work in close and open collaboration on data systems tied to specific improvement problems. For example, knowing and applying what works in turning around struggling schools will be considered a high-leverage problem of practice that demands focused and timely research. ODE has a variety of mechanisms in place that allow various appropriate data audiences access to student-level data to conduct more granular analysis. This includes analysis down to the item level for State tests. The ERC will facilitate ease of access to such usable data by various stakeholders – and for purposes of policy development and evaluation to drive improvement of practice. ODE and OBR will establish an oversight group for the ERC to ensure alignment between statewide achievement and college-and-career readiness goals, RttT priorities and projects, STEM, and the research agenda. This research agenda will be refined with input from a broad range of stakeholders and data users – including LEAs, institutions of higher education, teachers, philanthropic groups, professional associations, policymakers, and legislators. ODE, OBR, and the College and Career Ready Policy Institute (CCRPI) have developed a set of key research questions aligned to student progress and achievement from preschool through college that will serve as an initial platform for the research agenda (Appendix C.3.2). Additionally, the ERC will help the State stay connected to research being conducted by other states, as well as pertinent national and international research.

**PRECONDITIONS FOR SUCCESS.**

- Today, roughly 30% of Ohio’s LEAs have instructional improvement systems in place and more than 2,300 teachers have gone through high-quality, formative assessment professional development. Best-practice tools and professional development exist in the State today, but they do not exist everywhere. ODE is committed to leveraging these best practices, so that every school and LEA has access to them.
- On the technology side, Ohio is positioned to execute quickly and with great success, because the State already has sophisticated longitudinal data tools, including teacher-level, value-added assessments and the Data Driven Decisions for Academic Achievement (D3A2) platform that lay the foundation for the progressive use of formative educational analytics in every classroom. Using RttT funds and building from work ODE has done to date, every teacher, principal, and administrator will be equipped

with the technology to make informed instructional decisions at the student, building, and LEA level.

- With regard to professional development, Ohio is home to Battelle for Kids, a national non-profit organization focused on use of data to improve instruction. Battelle for Kids has established best practices to improve instruction through formative assessments and has delivered strategies to advance teacher effectiveness based on strong, empirical support. The organization has worked with more than 7,000 educators in Ohio and across the nation on formative assessment strategies. Battelle for Kids emphasizes practices over tools, processes over products, and analysis over best guesses.
- Ohio will be able to leverage the Ohio STEM Learning Network in its efforts to personalize instruction through the use of data and technology. OSLN promotes a systems-engineering approach to teaching and learning that is embodied by the use of instructional improvement systems and the practice of formative instruction.
- Finally, Ohio has permissive legislative language and there are no barriers to accelerating the progress. The Superintendent of Public Instruction and the Chancellor have the statutory authority to authorize research, analysis, and evaluation using Ohio’s P-20 data repository, in accordance with FERPA.
- Ohio is well-positioned for immediate implementation across the State. With an established longitudinal data system, leadership in value-added data usage at the teacher level, and a best-practice formative instruction model, Ohio is a national leader in this work.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by September 2011</b>
<ul style="list-style-type: none"> <li>• Complete vendor selection for formative instruction professional development, delivered to 12% of all teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Design instructional improvement system and select vendor</li> </ul>
<ul style="list-style-type: none"> <li>• Contract Educational Research Center management, establish network foundation</li> </ul>
<b>Complete by September 2012</b>
<ul style="list-style-type: none"> <li>• Deliver formative instruction professional development to 35% of all teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Implement instructional improvement system</li> </ul>
<ul style="list-style-type: none"> <li>• Educational Research Center operational, issue first grants</li> </ul>

<b>Complete by September 2013</b>
<ul style="list-style-type: none"><li>• Deliver formative instruction professional development to 60% of all teachers</li></ul>
<ul style="list-style-type: none"><li>• Instructional improvement system available to all</li></ul>
<b>Complete by September of 2014</b>
<ul style="list-style-type: none"><li>• Deliver formative instruction professional development to 75% of all teachers</li></ul>

**(C)(3) PERFORMANCE MEASURES**

<b>PERFORMANCE MEASURES</b>  Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
LEAs with instructional improvement systems	30%	30%	30%	50%	75%
Percent of teachers who have gone through formative assessment professional development	2%	12%	35%	60%	75%

**SECTION (D)(1):**  
**PROVIDING HIGH-QUALITY PATHWAYS FOR ASPIRING TEACHERS AND PRINCIPALS**  
**(21 POINTS)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**  
*Recommended maximum response length: Two pages*

**OHIO'S NARRATIVE RESPONSE TO (D)(1) IS FOUND ON PAGES D1-1 – D1-3.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(D)(1) PROVIDING HIGH-QUALITY PATHWAYS FOR ASPIRING TEACHERS AND PRINCIPALS**

Ohio’s alternative pathways are market-driven and designed to optimize the supply of high-quality teachers and principals in demand areas. Statewide data consistently show that Ohio needs an increased supply of teachers in the subject areas of mathematics, science, special education, foreign language and English language learner (ELL) programs, particularly in the state’s low-achieving schools. Ohio understands the critical importance of offering alternative pathways and has legal, statutory, and regulatory provisions in place that allow alternative routes to certification/licensure.

Ohio has a *proven track record* in successfully implementing the following alternative pathways that allow candidates to meet the State’s teacher and principal licensure requirements through institutions of higher education (IHEs) *and* other providers, and in a variety of ways *other than/in addition to* coursework: **(1) Alternative Educator License (AEL), (2) Alternative Principal License (APL), (3) Provisional STEM License (PSL) and (4) Credential Review Board (CRB)**. The CRB provides a pathway for candidates from Teach for America, The New Teacher Project, and other out-of-state providers to become licensed in Ohio. In July 2009, Ohio’s legislators passed groundbreaking educational reform legislation in House Bill 1 which reinforced the importance of alternative pathways and accountability for educator preparation programs.

**(D)(1)(i) LEGAL, STATUTORY, OR REGULATORY PROVISIONS THAT ALLOW ALTERNATIVE ROUTES TO CERTIFICATION FOR TEACHERS AND PRINCIPALS.**

See Appendix D.1.1 for related statutes and rules.

<b>Alternative routes to certification regulations</b>	
Alternative Educator License	ORC 3319.26 (statute) OAC 3301-24-10 (rule)
Alternative Principal License	ORC 3319.27 (statute) OAC 33001-24-11 (rule)
Provisional STEM License	ORC 3319.28 (statute) OAC 3301-24-15 (rule)
Credential Review Board	ORC 3319.65 (statute)

**(D)(1)(ii) ALTERNATIVE ROUTES TO CERTIFICATION THAT ARE IN USE [CURRENT STATUS FOR MEETING CRITERION]**

<b>Alternative routes to certification that are in use</b>	<b>State</b>	<b>AEL</b>	<b>APL</b>	<b>CRB</b>	<b>PSL</b>
Number of teachers who successfully completed the program 08-09		<b>395</b>		<b>141</b>	<b>0</b>
Number of principals who successfully completed the program 08-09			<b>80</b>		
Number of teachers certified statewide (08-09)	<b>9,004</b>				
Number of principals certified statewide (08-09)	<b>852</b>				

(See Appendix D.1.2 for more detailed description of elements of Ohio’s alternative routes.)

<b>Alignment of Ohio’s Alternative Pathways to Elements of the RttT Definition</b>				
<b>RttT Alternative Pathways Definition Elements</b>	<b>AEL</b>	<b>APL</b>	<b>CRB</b>	<b>PSL</b>
(a) Can be provided by various types of providers, including IHEs and non-IHEs	Yes	Yes	Yes	Yes
(b) Selective in accepting candidates	Yes	Yes	Yes	Yes
(c) Provide supervised, school-based experiences and ongoing support, such as effective mentoring and coaching	Yes	Yes	Yes	Yes
(d) Significantly limit the amount of coursework required or have options to test out of courses	Yes	Yes	Yes	Yes
(e) Upon completion, award the same level of certification/licensure that traditional preparation programs award upon completion	Yes	Yes	Yes	Yes

**(D)(1)(iii) A PROCESS FOR MONITORING, EVALUATING, AND IDENTIFYING AREAS OF TEACHER AND PRINCIPAL SHORTAGE AND FOR PREPARING TEACHERS AND PRINCIPALS TO FILL THESE AREAS OF SHORTAGE.**

Since 2002, Ohio has continuously monitored and has publicly reported areas of teacher and principal shortages through a suite of analytics.

<b>Data sources for tracking educator shortages</b>	<b>How data is used</b>
<b>Teacher Shortage Index (TSI) Methodology</b>	Determine the state’s critical subject shortage areas
<b>Educator Supply and Demand Report</b>	Analyzes the forces that influence educator mobility and attrition and how staffing needs are influenced by shifts in district enrollments

<b>Data sources for tracking educator shortages</b>	<b>How data is used</b>
<b>Web-Based Recruitment System Vacancy Report</b>	Analyze patterns and trends in district vacancy needs
<b>HQT Educator Distribution Report</b>	Identify the subject areas in which courses are being taught by teachers who do not meet HQT requirements
<b>Educator Supplemental License Data Report</b>	Identify the subject areas in which districts are requesting fully certified teachers to teach a new subject area of need
<b>Properly/Improperly Certified Data Report</b>	Identify subject areas in which teachers are not properly licensed

Ohio focuses continuously on educator supply/demand gaps. As part of the Improve Access to Student Data Project in (C)(2), Ohio will upgrade its recruitment system to improve the quality of data on subject area hiring needs across the state and its longitudinal data system to include measures that identify distribution patterns of effective and highly effective teachers and principals. The State will continue to refine and replicate its Teacher Shortage Index (TSI) each academic year. Assurance area (D)(3) describes Ohio’s plan to expand alternative pathways and increase the supply of effective and highly effective teachers and principals for its high-need subject areas and low-achieving schools.

**SECTION (D)(2):**  
**IMPROVING TEACHER AND PRINCIPAL EFFECTIVENESS BASED ON PERFORMANCE (58 POINTS)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(D)(2) Improving teacher and principal effectiveness based on performance (58 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*
  - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
  - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
  - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
  - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

**(D)(2) Improving teacher and principal effectiveness based on performance (58 points)**

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

*Recommended maximum response length: Ten pages*

<b>Performance Measures</b>		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.					
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	Copy of Government Instructions See end of section for completed table.				
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>					
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>					
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>					
<b>General data to be provided at time of application:</b>						
Total number of participating LEAs.						

Total number of principals in participating LEAs.		
Total number of teachers in participating LEAs.		
<b>Criterion</b>	<b>Data to be requested of grantees in the future:</b>	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) <sup>1</sup>	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

**OHIO’S NARRATIVE RESPONSE TO (D)(2) IS FOUND ON PAGES D 2-1 – D 2-9.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

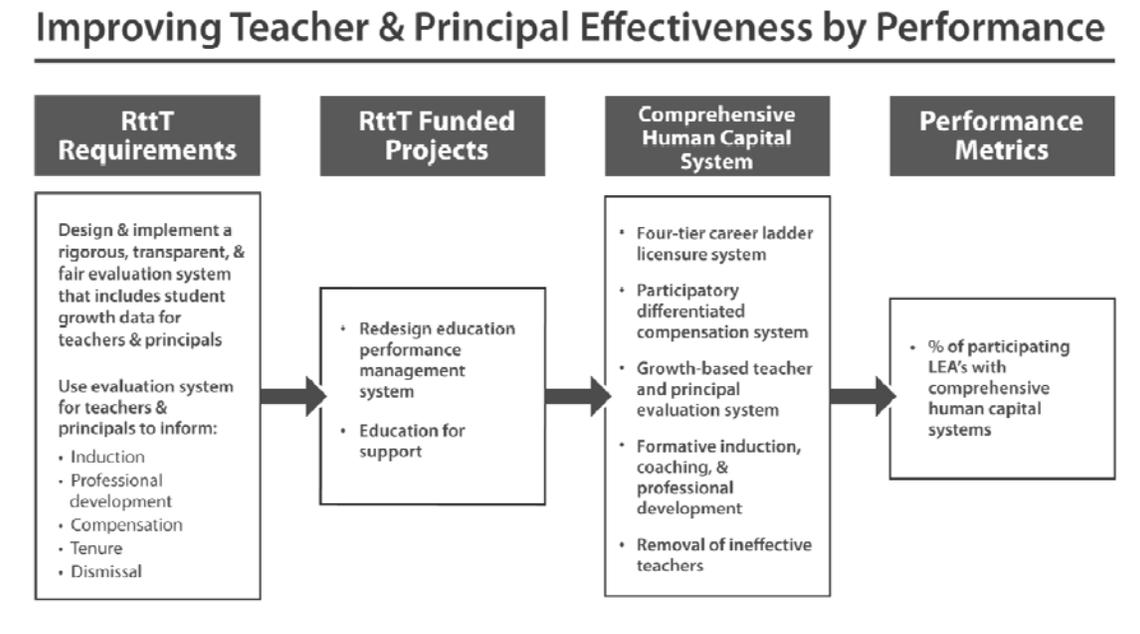
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<sup>1</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

**(D)(2) IMPROVING TEACHER AND PRINCIPAL EFFECTIVENESS BASED ON PERFORMANCE**

**GOAL.** Student success stems from great teachers and leaders. At the core of Ohio’s reform plan is the fundamental belief that the quality of the teacher is the single most important school factor in determining student success. Through RttT, Ohio will improve teacher and principal effectiveness based on performance, through a comprehensive human capital system (see graph below).

**APPROACH.** Ohio’s plan for improving teacher and principal effectiveness will ensure rigorous, fair, and transparent evaluation systems that incorporate measures of student growth. As a collective bargaining state, these evaluation systems will be memorialized in negotiated agreements between the participating LEA and the teachers’ union. These comprehensive evaluation systems will provide constructive and timely feedback to teachers and principals and will serve as a guide to professional development and advanced opportunities for educators. Decisions regarding advanced licensure and removal of ineffective teachers and principals will also be based on the evaluation system. Ohio’s two RttT funded projects in this assurance area are: 1) Redesign Educator Performance Management Systems and 2) Utilize Evaluation Results to Support Educators. These projects will accelerate Ohio’s efforts to transform educator evaluation, improve the quality of instruction, and enhance student growth.



**ACTIVITIES.** The first RttT-funded project, Redesign Educator Performance Management Systems, focuses on designing and implementing a rigorous, transparent, and fair evaluation system.

- ***Expanding Use of Value-Added Data:*** Reliable measures of student growth that are accepted as legitimate by educators are a fundamental precondition for achieving the long-term, structural changes to licensure and evaluation systems that Ohio is adopting. Ohio differentiates school and district performance using student growth measures as part of the existing accountability system. With the support of RttT, Ohio will expand the implementation of the student-level, value-added reporting system so that every eligible educator in the state of Ohio receives a report every year. [See Section (C)(2).]
- ***Developing Other Measures of Student Growth:*** For teachers in non-tested grades and subject areas, other measures of student achievement gains will be used to determine levels of teacher effectiveness, such as gains on literacy levels, supplemental tests, and performance-based assessments. ODE will work with LEAs, teachers unions, and other stakeholders to develop these measures with the guidance of national experts. In addition, formative assessments and performance-based assessments developed in Ohio's other RttT-funded projects will be utilized as part of a series of measures to document student growth. [See Section (B)(2).]
- ***Evaluation System for Teachers:*** ODE will collaborate with LEAs and teachers unions to develop a teacher evaluation model that includes annual evaluations, provides timely and constructive feedback, includes student growth as a significant factor, and differentiates effectiveness using multiple rating categories. The development of a model evaluation system for teachers is a core initiative that is already in process and is spearheaded by a team of Ohio's educators, including representatives from Ohio's teachers unions. The Educator Standards Board will recommend the evaluation system to the State Board of Education for Fall 2010 adoption. This work includes the design of a model evaluation framework that is standards-based; differentiates teacher effectiveness across five summative rating categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, and distinguished); incorporates student growth measures as a significant input; informs assistance to struggling and underperforming teachers; is adaptable to changes in a teacher's career development; and provides intensive

professional development and support to underperforming teachers to propel them to higher levels of performance. Prior to full implementation, ODE will pilot the Model Teacher Evaluation System with a range of schools across the state during 2010-11 and conduct validity studies on the evaluation system through support from RttT.

Participating LEAs will begin full implementation during the 2011-12 school year.

- Evaluator Training and Credentialing:** Using RttT funds, ODE and practicing educators from across the state will develop and implement an evaluator training and credentialing program that will be deployed by early summer 2011.
- Principal Evaluation System:** Ohio has developed a model principal evaluation system that differentiates effectiveness using multiple measures

of performance, including student growth. The design of the model principal evaluation system included practicing principals, superintendents, and teachers, as well as representatives from higher education and relevant professional associations. This model is being piloted at 140 schools in 19 districts statewide and over 90 educators have participated in a year-long training and certification program. At the start of RttT, Ohio expects 100 LEAs to have adopted the principal evaluation model. Through RttT, all participating LEAs will implement the statewide principal evaluation model if they have not done so already and training will be provided. Ongoing data will be gathered to modify the system as needed.

- Electronic Evaluation Software System:** ODE will implement a software system for teacher and principal evaluations which will facilitate educator effectiveness analysis and inform recommendations around continued employment, dismissal, promotion, tenure, and compensation of educators and to capture data for state-level analysis. In most

<b>REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS</b>		<b>ACCELERATE</b>	
<i>Budget:</i>	\$6.4 million / 3% of total	<i>Project Home:</i>	<b>D2</b>
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i>	<b>D3, D4, D5, E2</b>
<i>Scope and purpose:</i> ODE, in collaboration with educators and unions, will develop and implement rigorous evaluation models in the 479 participating LEAs and charter schools statewide that incorporate measures of student growth.			
<i>Management's top execution question:</i> What are we doing to constructively manage the tension in this change agenda?			
For detailed activities, timelines and responsible parties, please refer to budget.			

districts, evaluations are currently completed in paper format. An electronic system will allow schools and districts to maintain complete and accurate records of educator performance and track their growth and development over time. As required in the State Fiscal Stabilization Fund II application, ODE will require the submission of summative data on educator evaluation data aggregated by school. ODE will provide technical assistance to help LEAs implement the system and will provide additional funding for training.

- ***New State Licensure Requirements:***

Ohio will recommend statewide teacher and principal licensure requirements under the guidance of H.B. 1 to the State Board of Education in Fall 2010 for adoption. H.B. 1 requires the use of student achievement measures for obtaining and renewing advanced teaching licenses and principal licenses. The teacher licenses will be structured in

four steps, and support the implementation of a career-ladder system for teachers in Ohio. With each licensure step, teachers will be required to exhibit higher levels of performance, including impact on student growth, and assume additional responsibilities. The new licensure system is designed to recognize the talents of teachers, redefine the concept of leadership to go beyond titles, and provide additional leadership opportunities to teachers. The four-tier licensure program also provides a foundation for teacher compensation structures that are linked to student achievement and teacher leadership roles.

- ***Evaluation Model for Teacher Residency Program:*** H.B. 1 requires that starting in Fall 2011, beginning teachers must participate in the Four-Year Resident Educator Induction program. Beginning teachers, known as “resident educators,” will undertake rigorous interim assessments three to four times per year against Ohio’s Educator Standards and

UTILIZE EVALUATION RESULTS TO SUPPORT EDUCATORS		INNOVATE
<i>Budget:</i>	\$13.9 million / 7% of total	<i>Project Home:</i> <b>D2</b>
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i> D3, D5
<i>Scope and purpose:</i> Participating LEAs will leverage evaluation data to meaningfully support all educators, and all beginning teachers (8,000) will receive intensive supports and coaching through the Residency program.		
<i>Management's top execution question:</i> What are we doing to ensure feedback is personalized and actionable?		
For detailed activities, timelines and responsible parties, please refer to budget.		

will receive intensive support from mentors, especially in the first year. An annual summative assessment, employing multiple measures of performance, including student growth, will be conducted each year of the residency and will differentiate teacher performance across five rating categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, and distinguished). Beginning teachers who need additional support will be referred to the LEA's intensive program for continued assessment, coaching, and support. By year four, all teachers must receive a rating of *effective, highly effective, or distinguished* as a condition to advance to a five-year professional license. This is a substantial reform aimed at ensuring that only high-quality educators remain in the profession for the long term. RttT will help develop and test the assessment models, provide startup training to mentors, and support an independent evaluation of the Resident Educator Induction program.

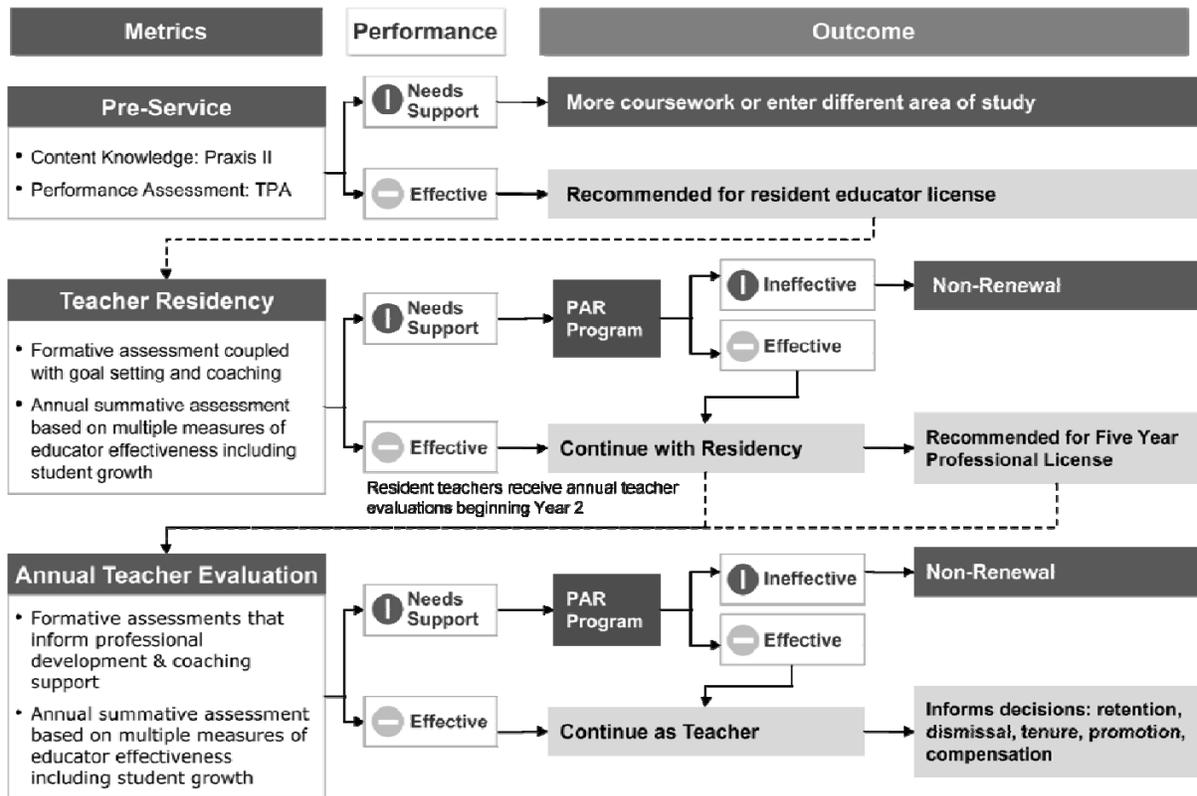
The second RttT-funded project, Utilize Evaluation Results to Support Educators, ensures that evaluation system outcomes inform decisions about teacher and principal effectiveness.

- ***Statewide Peer Assistance and Review Model:*** Teachers face many complex challenges in the classroom every day and need opportunities for further development of their skills through the first few years of teaching and when taking on new teaching assignments. H.B. 1 requires the State Board of Education to recommend a model Peer Assistance and Review (PAR) program to assist teachers who need additional support. LEAs can implement this option as part of the intensive coaching support provided within the teacher evaluation model. RttT investments will support the training of evaluators on the usage of the program. RttT will accelerate LEA adoption of PAR programs and train evaluators statewide.
- ***Teacher Residency Program:*** This program includes a strong component of professional development in the form of feedback and coaching from mentors and evaluators. Mentors will provide coaching support that is informed by the teacher residency assessments. Beginning teachers who are performing poorly will receive additional intensive coaching and mentorship support to help them improve. The primary goal of this intensive support is to help teachers diagnose gaps in their performance and develop strategies for improvement. Beginning teachers who continue to be unsuccessful and

who have had opportunities to improve will be removed. ODE, in collaboration with LEAs and ESCs, will provide startup training to mentors and support an independent evaluation of the success of the Resident Educator Induction program. RttT funds will ensure that this critical reform is implemented quickly and effectively.

- ***Statewide Tenure Review Model:*** Through H.B. 1, the tenure review period for teachers in Ohio has been extended from three to seven years (Ohio has no tenure law for principals). ODE will ensure this valuable structural change is paired with sound practices to elevate the rigor of tenure decisions. Through RttT and in collaboration with teachers' unions, school boards, and other stakeholders, the ODE will develop guidelines for rigorous tenure review, train LEAs to implement the guidelines, and provide financial support to LEAs implementing the model. ODE will analyze tenure data centrally to determine patterns and trends and will work towards publicly reporting aggregate data linking educator effectiveness and tenure decisions.
- ***Compensation Reform:*** LEAs opting to pursue compensation reform will work with ODE, national experts, and key stakeholders to assess existing compensation structures, explore other practices, and develop a plan and budget to implement a new compensation system. RttT funds will cover these development expenses. ODE will provide assistance in finding appropriate funders to support implementation of the new compensation system, and will pursue a Teacher Incentive Fund (TIF) grant in partnership with LEAs.

The flow chart below demonstrates how the various elements of a comprehensive human capital system can improve teacher and principal effectiveness based on performance.



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**PRECONDITIONS FOR SUCCESS.** Ohio has a history of supporting legislation, effective partnerships, and innovations at the state and local levels that will enable successful implementation of this plan.

- In 2004, the legislature created the Educator Standards Board comprised of teachers, administrators, and other education stakeholders and charged the board to create performance standards for teachers, principals, and superintendents. Ohio’s standards for teachers and principals are unique in that they differentiate performance across multiple stages of development.
- In 2009, the legislature created a new, four-tiered licensure system for teachers and principals that bases advanced levels of licensure on multiple measures, including student growth.
- The legislature created a four-year residency program for new teachers, extended the tenure review period for teachers to seven years, and called for the collaborative creation of a model-evaluation system that is standards-based, differentiates teacher effectiveness

using multiple rating categories, and incorporates student growth measures as a significant factor.

- Ohio already has created a model principal evaluation system that differentiates effectiveness and incorporates measures of student growth. This system is currently in 140 schools.
- Four of our major urban districts (Columbus, Cincinnati, Cleveland, and Toledo) have engaged in creating evaluation and compensation systems that incorporate student growth through a \$20 million Teacher Incentive Fund (TIF) grant.
- Over 100 districts have participated with a national, non-profit organization to validate and use student growth metrics for teachers, and Ohio is well-positioned to expand this work to all districts statewide.
- Ohio has a long history of nationally recognized and well-established Peer Assistance and Review programs in Toledo, Cincinnati, and Columbus.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by end of 2010</b>
• Adopt metrics for new teacher and principal licensure
• Adopt state model for teacher evaluation
• Report individual student achievement and growth data to teachers statewide for 4-
<b>Complete by end of 2011</b>
• Pilot model teacher evaluation system at a select number of schools
• Develop and conduct validity study on teacher evaluation model
• Develop tenure review model
• Develop Peer Assistance and Review model
• Develop and conduct validity studies on teacher residency assessments
• Design teacher residency mentoring program
• Design and implement electronic evaluation system
• Implement and train all participating LEAs on model principal evaluation system
• Train and certify all teacher residency mentors
<b>Complete by end of 2012</b>
• Implement and train all participating LEAs on model teacher evaluation system
• Implement teacher residency program at all LEAs and begin reporting effectiveness
• Implement and train all participating LEAs on tenure review model
• Train all participating LEAs on electronic evaluation system
• Train all LEAs on model principal evaluation system

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<ul style="list-style-type: none"> <li>• Report student achievement and growth metrics for principals in all LEAs</li> </ul>
<ul style="list-style-type: none"> <li>• Report effectiveness rating for teacher and principal evaluation system</li> </ul>
<b>Complete by end of 2013</b>
<ul style="list-style-type: none"> <li>• Train all LEAs on tenure review model</li> </ul>
<ul style="list-style-type: none"> <li>• Train all LEAs on electronic evaluation system</li> </ul>
<ul style="list-style-type: none"> <li>• Train all LEAs on model teacher evaluation system</li> </ul>
<ul style="list-style-type: none"> <li>• Report student achievement and growth metrics in participating LEAs, in aggregate by school</li> </ul>

**(D)(2) PERFORMANCE MEASURES**

<b>Performance Measures</b> Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	NA	0	50	75	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	NA	0	50	75	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	NA	25	50	75	100
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	NA				
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>	NA	25	50	75	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>	NA	0	25	50	75
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>	NA	0	50	75	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>	NA	0	50	75	100
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>	NA	0	50	75	100
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>	NA	0	50	75	100
<b>General data to be provided at time of application:</b>						
Total number of participating LEAs.		479				
Total number of principals in participating LEAs.		1834				
Total number of teachers in participating LEAs.		54,548				
<b>Criterion</b>	<b>Data to be requested of grantees in the future:</b>					
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.					

(D)(2)(iii) <sup>2</sup>	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

<sup>2</sup> Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

**SECTION (D)(3):**  
**ENSURING EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS (25 POINTS)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

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**(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the

**(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)**  
 purposes of the State’s Teacher Equity Plan.

*Recommended maximum response length: Three pages*

<b>Performance Measures for (D)(3)(i)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most	2011 End of SY 2010-	2012 End of SY 2011-	2013 End of SY 2012-	2014 End of SY 2013-
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	<i>Copy of Government Instructions.            See end of section for completed table.</i>				
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.					
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
<b>General data to be provided at time of application:</b>					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).					
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).					

Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).		
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).		
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).		
<b>Data to be requested of grantees in the future:</b>		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

<b>Performance Measures for (D)(3)(ii)</b>	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.					
Percentage of science teachers who were evaluated as effective or better.					
Percentage of special education teachers who were evaluated as effective or better.					
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.					
<b>General data to be provided at time of application:</b>					
Total number of mathematics teachers.					

Total number of science teachers.		
Total number of special education teachers.		
Total number of teachers in language instruction educational programs.		
<b>Data to be requested of grantees in the future:</b>		
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.		
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.		

**OHIO'S NARRATIVE RESPONSE TO D(3) IS FOUND ON PAGES D3-1 – D3-4.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(D)(3) ENSURING EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS**

**GOAL.** Ohio’s participating LEAs have committed to innovative strategies for placing highly effective teachers and principals in their high-poverty and high-minority schools. No longer will a student’s zip code determine access to educator quality.

**APPROACH.** Through removal of seniority barriers, addressing teaching and learning conditions, and providing supports and incentives, Ohio’s participating LEAs will place highly effective teachers and principals in their high-poverty and high-minority schools. Ohio also will train Turnaround School Leaders for low-achieving schools and will increase the number of effective teachers in mathematics, science, world languages, special education, and English language learner programs.

**ACTIVITIES.** Ohio will ensure equitable distribution and sufficient numbers of effective teachers and principals through the following projects and activities.

- *Ensure Equitable Distribution of Educators.*

ODE will immediately update the 2006 Teacher Equity Plan (Appendix D.3.1) to transition from a focus on highly *qualified* teachers to one on highly *effective* teachers and principals.

Ohio will provide data to LEAs statewide regarding the distribution of highly qualified teachers in 2010 and transition to data on effective and highly effective teachers and principals by 2012.

ODE will enhance the current *Teacher Distribution Data Analysis* tool to reflect improved multi-level definitions of educator effectiveness. Participating LEAs will use this tool to identify patterns of inequity. LEAs that show evidence of inequitable distribution have committed to

developing a district-specific equity plan in collaboration with their teachers union. The plans will address areas such as teaching and learning conditions, differentiated incentive packages,

ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS		ACCELERATE
<i>Budget:</i>	\$7.3 million / 4% of total	<i>Project Home:</i> <b>D3</b>
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i> <b>E2</b>
<i>Scope and purpose:</i> ODE will provide tools and work with the 479 participating LEAs and charter schools to address the inequities in the distribution of effective educators.		
<i>Management's top execution question:</i> How are we effectively calling LEAs and charters to action?		
For detailed activities, timelines and responsible parties, please refer to budget.		

professional development, opportunities for teacher leadership, and alternatives to seniority-based placement. ODE will provide technical support and identify external expertise to assist LEAs in plan development.

Ohio will use RttT funds to provide proven recruitment tools (such as Gallup and Venture for Excellence) and associated training so that participating LEAs adopt aligned, multi-tiered policies and strategies focused on recruitment, hiring, and retention. In addition, ODE will provide lowest-achieving schools working condition assessment tools that can be used by LEAs to assess current conditions and plan strategies for improvement.

- ***Expand Effective Educator Preparation Programs.***

On January 6, 2010, President Obama announced the expansion of the Woodrow Wilson STEM Teacher Fellowship program to Ohio. The program will be implemented in four higher education institutions focused on preparing STEM educators for low-achieving schools. Through RttT funding, Ohio will expand the program to four more sites, including the Ohio Appalachian Educators Institute at Ohio University.

Participating LEAs, in partnership with higher education institutions, other providers, and the Ohio STEM Learning Network, will develop Teach Ohio programs to train mid-career professionals in hard-to-staff subjects and specialty areas. The programs will be school-based and will prepare educators to work in low-achieving schools.

Through a public-private collaborative, Ohio will develop a cohort-based, statewide, turnaround leader program based on proven national models. This program is described in Section (E)(3).

EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS		INNOVATE	
<i>Budget:</i>	\$23.4 million / 11% of total	<i>Project Home:</i>	<b>D3</b>
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession & Associate Vice Chancellor, Academic Quality & Assurance	<i>Integrates with:</i>	D4, D5, E2
<i>Scope and purpose:</i> Teach Ohio and the Woodrow Wilson STEM Teacher Fellowship Program will produce an adequate supply of new high-need teachers annually.			
<i>Management's top execution question:</i> How are we creating conditions for these teachers to be hired and to succeed?			
For detailed activities, timelines and responsible parties, please refer to budget.			

**PRECONDITIONS FOR SUCCESS.**

- The ODE and the Education Trust completed a two-year research project gathering extensive district-level and school-level data regarding the experience and training of teachers.
- The Ohio Teacher Equity Plan, required by the US Department of Education, was approved in 2006 and was one of only three state plans to satisfy every required provision. Ohio not only won immediate and across-the-board approval, its plan was used by other states and by technical assistance providers in helping other states bring their plans up to standard (Appendix D.3.1).
- ODE created the Office of Educator Equity in 2006 to implement the Teacher Equity Plan and develop a tool for districts to conduct their own school-by-school analysis of teacher distribution.
- Ohio monitors and publicly reports the incidence of out-of-field teaching. Ohio also ended the temporary licensing of teachers, provided stipends to teachers for teaching hard-to-staff subject areas in high-needs schools, and created alternative licensure pathways.
- Ohio partnered with the Citizens’ Commission on Civil Rights to study the method in which teachers are assigned and to analyze teacher quality and student achievement in four small urban school districts in Ohio. The goal was to inform policies and initiatives that accelerate student progress, particularly by improving teaching.
- Major school districts, such as Toledo and Columbus, have created systems to incentivize effective teachers to work in challenging schools. Models and experiences from these and other districts will be shared with participating LEAs.

<b>Elementary Schools</b>	<b>Percentage of Core Academic Classes Taught by Highly Qualified Teachers</b>	<b>Secondary Schools</b>	<b>Percentage of Core Academic Classes Taught by Highly Qualified Teachers</b>
High Poverty	94.5%	High Poverty	96.2
Low Poverty	99.6%	Low Poverty	99.5
High Minority	95.9%	High Minority	94.2
Low Minority	99.6%	Low Minority	98.7

**EVIDENCE: DEFINITION OF HIGH-MINORITY AND LOW-MINORITY SCHOOLS IN OHIO**

The calculation of high-minority and low-minority schools is performed by ranking all schools by percentage of minority students. Schools were ranked based on their minority student percentage and divided into quartiles. Schools in the lowest quartile were considered low-minority and schools in the highest quartile were considered high-minority.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by end of 2010</b>
<ul style="list-style-type: none"> <li>• Provide access to best-in-class recruitment strategies and tools to all LEAs</li> </ul>
<ul style="list-style-type: none"> <li>• Provide professional development to LEAs on recruitment tools/strategies</li> </ul>
<ul style="list-style-type: none"> <li>• Develop the Teach Ohio Program</li> </ul>
<ul style="list-style-type: none"> <li>• Recruit 150 mid-career professionals into the Teach Ohio Program</li> </ul>
<ul style="list-style-type: none"> <li>• Launch the Teach Ohio Program</li> </ul>
<b>Complete by end of 2011</b>
<ul style="list-style-type: none"> <li>• Conduct working conditions assessments at 48 turnaround schools</li> </ul>
<ul style="list-style-type: none"> <li>• Develop strategy and action plan for improving working conditions at 48 turnaround</li> </ul>
<ul style="list-style-type: none"> <li>• Expand the Woodrow Wilson STEM Teacher Preparation Program by ten new cohorts (20 participants each)</li> </ul>
<ul style="list-style-type: none"> <li>• Recruit 175 additional mid-career professionals into the Teach Ohio Program</li> </ul>
<b>Complete by end of 2012</b>
<ul style="list-style-type: none"> <li>• Conduct working conditions assessments at 50 additional low achieving schools</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance <i>Teacher Distribution Data Analysis</i> tool to incorporate principal and teacher effectiveness data</li> </ul>
<ul style="list-style-type: none"> <li>• Develop strategy and action plan for improving working conditions at 50 additional low achieving schools</li> </ul>
<ul style="list-style-type: none"> <li>• Provide financial incentives to recruit 20 turnaround principals and 20 teacher leaders into turnaround schools</li> </ul>
<ul style="list-style-type: none"> <li>• Begin providing financial incentives to recruit new/beginning teachers in high-need subjects into low-achieving schools</li> </ul>
<ul style="list-style-type: none"> <li>• Expand the Woodrow Wilson STEM Teacher Preparation Program by ten additional new cohorts (20 participants each)</li> </ul>
<ul style="list-style-type: none"> <li>• Recruit 200 additional mid-career professionals into the Teach Ohio Program</li> </ul>
<b>Complete by end of 2013</b>
<ul style="list-style-type: none"> <li>• Report educator distribution data publicly</li> </ul>
<ul style="list-style-type: none"> <li>• Provide financial incentives to recruit 20 additional turnaround principals and 20 additional teacher leaders into turnaround schools</li> </ul>
<ul style="list-style-type: none"> <li>• Recruit 200 additional mid-career professionals into the Teach Ohio Program</li> </ul>
<ul style="list-style-type: none"> <li>• Expand the Woodrow Wilson STEM Teacher Preparation Program by ten additional new cohorts (20 participants each)</li> </ul>

**(D)(3)(i) PERFORMANCE MEASURES**

<b>Performance Measures for (D)(3)(i)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	10	15	20	25
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	10	15	20	25
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	15	10	5	0
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	15	10	5	0
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	10	15	20	25
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	10	15	20	25
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	20	10	5	0
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	10	5	3	0
[Optional: Enter text here to clarify or explain any of the data]					
<b>General data to be provided at time of application:</b>					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	1,217				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	1,590				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	30,224				

Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	49,060	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	1,075	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	1,516	
[Optional: Enter text here to clarify or explain any of the data]		
<b>Data to be requested of grantees in the future:</b>		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

**(D)(3)(ii) PERFORMANCE MEASURES**

<b>Performance Measures for (D)(3)(ii)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.	NA	80	85	90	95
Percentage of science teachers who were evaluated as effective or better.	NA	80	85	90	95
Percentage of special education teachers who were evaluated as effective or better.	NA	80	85	90	95
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	80	85	90	95
[Optional: Enter text here to clarify or explain any of the data]					
<b>General data to be provided at time of application:</b>					
Total number of mathematics teachers.	41,028				
Total number of science teachers.	37,788				
Total number of special education teachers.	11,761				
Total number of teachers in language instruction educational programs.	278				
[Optional: Enter text here to clarify or explain any of the data]					
<b>Data to be requested of grantees in the future:</b>					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.					

**SECTION (D)(4):**  
**IMPROVING THE EFFECTIVENESS OF TEACHER AND**  
**PRINCIPAL PREPARATION PROGRAMS (14 POINTS)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	<i>Copy of Government Instructions. See end of section for completed table.</i>				
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.					
<b>General data to be provided at time of application:</b>					
Total number of teacher credentialing programs in the State.					
Total number of principal credentialing programs in the State.					
Total number of teachers in the State.					
Total number of principals in the State.					
<b>Data to be requested of grantees in the future:</b>					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.					
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.					

**OHIO'S NARRATIVE RESPONSE TO (D)(4) IS FOUND ON PAGES D4-1 – D4-2.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(D)(4) IMPROVING THE EFFECTIVENESS OF TEACHER AND PRINCIPAL PREPARATION PROGRAMS**

**GOAL.** Ohio’s plan focuses on performance accountability for all levels, all the time, all across the state. It will, for the first time, hold teacher and principal preparation programs accountable for graduate success, based on student achievement and student growth. Such accountability for performance outcomes is an important component of a system designed to ensure effective classroom instruction and excellent student achievement.

**APPROACH.** To accomplish this outcome, Ohio will link K-12 student data to the students’ teachers and principals, link this information to the Ohio institutions where those teachers and principals were prepared, and publicly report this data on an annual basis. The Chancellor of the Ohio Board of Regents is committed to linking funding, accreditation, and expansion of educator preparation programs in the University System of Ohio to these performance outcomes.

**ACTIVITIES.** Through RttT funding, Ohio will:

- ***Develop a rigorous system of metrics for teacher and principal preparation programs that includes student achievement, student growth, employer satisfaction, and other measures.***
- ***Provide student achievement and student growth data to Ohio educator preparation programs for graduates of those programs, using currently available value-added data and other measures of student growth as those are developed.***
- ***Publicly report student achievement and student growth data of in-state teacher, principal, and superintendent graduates aggregated by institution and program.***
- ***Develop a mechanism for linking state funding for colleges of education to the new system of metrics and make resource allocation decisions regarding effective and ineffective educator preparation programs.***

INCREASE HIGHER EDUCATION ACCOUNTABILITY		INNOVATE	
<i>Budget:</i>	\$2.4 million / 1% of total	<i>Project Home:</i>	<b>D4</b>
<i>Accountability:</i>	Chancellor of the Ohio Board of Regents	<i>Integrates with:</i>	D1, D3, D2
<i>Scope and purpose:</i> OBR will hold all educator preparation programs accountable for the impact their graduates have on student growth.			
<i>Management's top execution question:</i> How are we allocating resources to drive change with the information we are getting?			
For detailed activities, timelines and responsible parties, please refer to budget.			

- *Expand educator preparation programs* that demonstrate superior outcomes and create centers of distinction within those programs.

**PRECONDITIONS FOR SUCCESS.** The following factors enable Ohio to be successful.

- Ohio has all the necessary authority and mechanisms to implement this new accountability system for educator preparation programs.
- The Chancellor of the Board of Regents and the Superintendent of Public Instruction are deeply committed to heightening accountability for teacher and principal preparation programs. Finally, H.B. 1, passed in July 2009, charges the Chancellor and the Superintendent with jointly establishing such metrics for educator preparation programs.

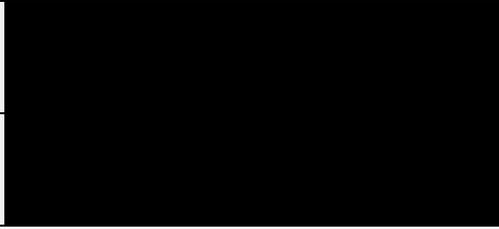
<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by end of 2011</b>
<ul style="list-style-type: none"> <li>• Develop and adopt a rigorous set of standards, metrics, and assessments for educator preparation programs.</li> <li>• Link student outcomes to specific educator preparation programs</li> </ul>
<b>Complete by end of 2012</b>
<ul style="list-style-type: none"> <li>• Develop and adopt a rigorous set of standards, metrics, and assessments for principal preparation programs</li> <li>• Develop performance funding and protocol-linking funding for preparation programs to more rigorous standards and metrics including measures of student achievement and student growth</li> </ul>
<b>Complete by end of 2013</b>
<ul style="list-style-type: none"> <li>• Report effectiveness of principal preparation programs publicly, including data on graduates' impact on student achievement and growth</li> </ul>
<b>Complete by end of 2014</b>
<ul style="list-style-type: none"> <li>• Report effectiveness of teacher preparation programs publicly, including data on graduates' impact on student achievement and growth</li> <li>• Identify specific programs that show multiple years of successful outcomes and provide financial incentives to program to expand/replicate</li> </ul>

**(D)(4) PERFORMANCE MEASURES**

<b>Performance Measures for (D)(4)</b>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	25	50	80
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	10	40	80	90
[Optional: Enter text here to clarify or explain any of the data]					
<b>General data to be provided at time of application:</b>					
Total number of teacher credentialing programs in the State.	50				
Total number of principal credentialing programs in the State.	21				
Total number of teachers in the State.	109,627				
Total number of principals in the State.	3,624				
[Optional: Enter text here to clarify or explain any of the data]					
<b>Data to be requested of grantees in the future:</b>					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					

Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.

Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.



**SECTION (D)(5):**  
**PROVIDING EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS (20 points)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)	<i>Copy of Government Instructions            See end of section for completed table.</i>				

**OHIO'S NARRATIVE RESPONSE TO (D)(5) IS FOUND ON PAGES D5-1 – D5-5.  
 APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

## **(D)(5) PROVIDING EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS**

**GOAL.** World class student success demands state-of-the-art human capital systems. If principals and teachers are to help every child achieve success, they must have the benefit of a professional development system that is tailored to their needs and designed to enhance their practice. Teachers can change students' lives, and the complexity of their work demands the best professional development possible. Ohio's goal is to provide such professional development to all teachers and principals.

**APPROACH.** Ohio will accelerate the transformation of professional development in Ohio schools and will ensure that principals and teachers have the necessary knowledge and skills to support high levels of learning for all students. Ohio's plan will enable LEAs to provide data-informed professional development, induction support for new principals and teachers, coaching for veteran teachers who need assistance, and common planning and collaboration time. Throughout this entire plan, practicing educators are an integral part of designing and shaping professional development. In addition, all professional development will be evaluated to determine its effectiveness and impact on student learning.

**ACTIVITIES.** Ohio's plan for professional development includes one project, Support Educators to Increase Student Growth. It has multiple dimensions and includes supports for new teachers and principals, with additional intensive supports for educators in low-achieving schools. Ohio's professional development plan also has a strong focus on standards-based instruction that is informed by formative assessments. Through collaboration with LEAs, unions, administrators' associations, and statewide networks (e.g., Ohio STEM Learning Network) Ohio will implement the following activities.

- ***Planning for Effective Professional Development.*** ODE and other service providers, such as the state's Educational Service Centers, will collaborate with LEAs, principals, and teachers as they create relevant, contextually based professional development plans. The plans will be created and evaluated to ensure that the goals are clear and sufficiently challenging, address the context of change and the degree of alignment with the LEA's performance outcomes, assess the potential to meet the goals, and contain strategies for gathering evidence. Evaluation of professional development will occur at all stages of implementation – beginning at the planning stages and continuing through follow-up and impact in the classroom. Professional development will be examined through analysis of

qualitative and quantitative indicators including participant reactions, participant learning, organizational changes, participants’ effective application of new knowledge and skills, and increases in student learning outcomes. Ohio’s professional development plan focuses on improving teacher content knowledge, methods of integrating content and assessment practices, and making connections across disciplines and real-world contexts.

- Teacher Residency Program [see also (D)(2)].** Beginning in fall 2011, all new teachers in Ohio schools will participate in the teacher residency program for the first four years of teaching. The program will provide intensive supports to educators through mentors, coaching, and professional development. The program will be centered on Ohio’s performance standards for teachers (Appendix A.3.4) with a developmental orientation, enabling teachers to move to successively higher levels of performance. Multiple assessment and feedback strategies will be employed as teachers document their growth and receive supports in the areas that need to be strengthened. Differentiated assistance and support will address challenges identified by individual participants.

<b>SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH</b>		<b>ACCELERATE</b>	
<i>Budget:</i>	\$3.5 million / 2% of total	<i>Project Home:</i>	<b>D5</b>
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i>	D2, D3, D4, E2
<i>Scope and purpose:</i> All LEAs, in collaboration with their educators, will develop and provide high quality, data-driven professional development for all teachers, principals, and district leaders.			
<i>Management's top execution question:</i> How are we ensuring professional development drives student growth?			
For detailed activities, timelines and responsible parties, please refer to budget.			

- Peer Assistance and Review [see also (D)(2)].** Ohio will develop a statewide Peer Assistance and Review model that participating LEAs and teachers’ unions can adopt or adapt to their local context. The goal is to provide constructive feedback and support to teachers in new assignments or teachers in need of further support. Through RttT, Ohio will accelerate the implementation of the model, support statewide training, and deepen technical assistance. Ohio’s four largest urban districts (Cleveland, Columbus, Cincinnati, and Toledo) have developed successful PAR programs in collaboration with their unions. These programs have demonstrated effectiveness at supporting underperforming teachers and serving as the basis for non-renewal of teachers who remain ineffective after receiving

intensive supports over time. Other districts will be able to learn from their colleagues in this important work.

- ***Co-Teacher Model.*** Beginning teachers in the lowest-achieving schools will be provided with additional mentor support. Beginning teachers at these schools will be placed with a highly effective teacher for their first year of teaching and provided with extensive opportunities to analyze and monitor student progress, modify instructional strategies based on student learning needs, and create a learning environment that promotes high levels of learning and achievement for all students. The co-teaching model can be adapted to the district's individual context and one highly effective teacher will work with up to six beginning teachers. Training will be provided to all mentors, who will be selected through a performance-based selection process.
- ***Beginning Principal Mentorship Program.*** New principals in low-achieving schools will be supported through a two-year program modeled on the New Teacher Center Leadership Institute. Principals will receive intensive coaching from a trained and certified coach, who is selected based on a proven record of successful practice.
- ***School Innovation Support Network.*** Educators in the lowest-achieving schools will also have access to multiple professional development and technical-assistance opportunities, as described in Section (E)(2).
- ***Leadership Training for District Staff.*** Building on the successful Ohio School Leadership Institute developed by the Buckeye Association of School Administrators in partnership with the Center for Creative Leadership, professional development will be provided to central office staff in districts that have low-achieving schools. This institute is designed to develop individual leadership skills, focus on systemic change, and develop strategies for working with turnaround schools.
- ***Formative Instruction [see also (B)(3), (C)(3)].*** Web-based professional development modules will be developed in collaboration with university partners and regional content specialists. Each module will be organized around high-quality curricular units linked to standards and will provide teacher support, such as detailed developmental learning progressions and formative assessment strategies, especially for high-need students. With support of learning progressions, formative instruction helps teachers identify specific

student needs along a continuum of learning, providing significant insights to inform subsequent instruction for individuals and groups of students.

- ***Content-Focused Professional Development [see also (B)(3)].*** Ohio's transition to revised standards and new assessments will include a strong focus on depth of teaching and appropriate assessment strategies. Professional development will concentrate on improving teacher content knowledge, methods for integrating content and assessment practices, and making connections across disciplines and real-world contexts. Teachers will be collaboratively engaged in creating relevant, contextually-based instructional units incorporating the revised standards and strategies for assessing student learning.

#### **PRECONDITIONS FOR SUCCESS.**

- Ohio is first in the nation to require a four-year induction program and extend the tenure decision to the seventh year of teaching. Building on our 15 years of experience in implementing Ohio's entry year program for new teachers and principals, the new four-year teacher residency program will provide unprecedented support and accountability for teachers in the early phases of their career.
- The career ladder embedded within Ohio's new, tiered licensure system will provide incentives and opportunities for teachers to assume new roles as they expand their expertise through excellent professional development.
- Ohio has extensive experience with training of mentors, providing induction support, professional learning communities, and Peer Assistance and Review programs, and will capitalize on those experiences to transform the way teachers and principals learn and grow.
- The new Evidence-Based Model for school funding provides for lead teachers in each school, and, as this model is phased in over the coming years, will provide a sustainability mechanism for continuation of the residency program after the RttT grant period.
- In the fall of 2009, The Ohio State University (OSU) was awarded a Teacher Quality Partnership Grant by the US Department of Education. Through the grant, OSU is partnering with Columbus City Schools to strengthen the teaching workforce in key identified areas of need, and is partnering with ODE in development of the new four-year teacher residency program.

- Ohio has also worked closely with the New Teacher Center in the design and development of the standards for teachers, principals, and professional development, and continues to partner with the Center in the design of the new teacher residency program.
- Over the past five years, LEAs have worked to align their professional development with the quality standards developed by Ohio’s Educator Standards Board (Appendix A.3.3) in 2005. These standards are consistent with those articulated in RttT – data-informed, job-embedded, ongoing professional development focused on instructional improvement. For three years, nearly 200 districts receiving Poverty-Based Assistance (PBA) Funds for professional development have submitted detailed plans aligning their districts’ initiatives to the quality professional development standards. As a part of signing on to Race to the Top, LEAs committed to using Ohio’s quality professional development standards as they design and implement professional development at the local level. As part of their final scope of work, LEAs will articulate how they will design professional development to meet these standards.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by end of 2011</b>
• Expand the Ohio School Leadership Institute to include central office staff who work in districts with low-achieving schools
• Develop beginning principal mentorship program
• Develop Peer Assistance and Review model [refer to (D)(2) for more details]
<b>Complete by end of 2012</b>
• Train all co-teaching mentors and match them to beginning teachers in low achieving schools in participating LEAs
• Implement co-teaching mentorship model at all participating LEAs
• Launch beginning principal mentorship program (phased in over 3 years)
• Launch Resident Educator Induction program [Reference (D)(2)]
• LEAs develop high-quality professional development plans
<b>Complete by end of 2013</b>
• Provide training to all beginning principal mentors (phased in over two years)
• Implement beginning principal mentorship program statewide
<b>Complete by end of 2014</b>
• Complete statewide training on new standards, curriculum and assessments [refer to (B)(3) and (C)(3) for more details]

**(D)(5) PERFORMANCE MEASURES**

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percentage of participating LEAs' professional development plans that meet state high-quality professional development standards	NA	25	50	75	100
Percentage of participating LEAs that have implemented common planning time	NA	25	50	75	100

**SECTION (E)(1):**

**INTERVENING IN THE LOWEST-ACHIEVING SCHOOLS AND LEAs (10 points)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS  
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order. Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*

**OHIO'S NARRATIVE RESPONSE TO E(1) IS FOUND ON PAGE E1-1  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

### **(E)(1) INTERVENING IN THE LOWEST-ACHIEVING SCHOOLS AND LEAS**

The Ohio Revised Code (O.R.C.) grants ODE extensive authority to intervene directly in the State's persistently lowest-achieving LEAs, and require them to take corrective action in their persistently lowest-achieving schools as defined in the RttT notice.

The Ohio State Board of Education is authorized under O.R.C. 3301.16 to issue and revoke "the charter of any school district or school which fails to meet the standards for elementary and high schools as prescribed by the board." Additionally, the State is authorized under Ohio Revised Codes section 3302.041 to reconstitute, turn-over or close chronically low-achieving schools.

US DOE approved Ohio's plan to pilot the use of a differentiated accountability model in July 2008. This model of intervention was codified in state statute. O.R.C. 3302.041 (B) states: "Beginning July 1, 2008, each school district that has been identified for improvement, or that contains a school building that has been identified for improvement, shall implement all corrective actions required by the model of differentiated accountability developed by the Ohio Department of Education and approved by the United States Department of Education. In any school year in which a district is subject to this division, the Ohio Department of Education shall notify the district, prior to the district's opening date, of the corrective actions it is required to implement in that school year."

All identified districts and their buildings are required to implement the Ohio Improvement Process (OIP). If a school district or school does not implement the Ohio Improvement Process or show improvement following implementation, the original sanctions under ESEA 2001 for school districts and school buildings, which include restructuring or corrective action, are reinstated. These sanctions can also be imposed on "High Support" districts (Appendix A.0.1) by the State at any time deemed appropriate. Possible actions include restructuring and closure of buildings and districts. This is clarified for school districts and schools in Ohio Administrative Code section 3301-56-01. LEA implementation of the OIP is supported by Ohio's unified State System of Support and the OIP, as described in Section (E)(2).

**SECTION (E)(2):**

**TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS (40 points)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS  
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(E)(2) Turning around the lowest-achieving schools (40 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

*Recommended maximum response length: Eight pages*

<b>(E)(2) Turning around the lowest-achieving schools (40 points)</b>		
<b>Evidence</b>		
<b>Approach Used</b>	<b># of Schools Since SY2004-05</b>	<b>Results and Lessons Learned</b>
	<i>Copy of Government Instructions. See end of section for completed table.</i>	
<b>Performance Measures</b>		<b>Actual Data: Baseline (Current school year or most recent)</b>
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.		
		<i>Copy of Government Instructions. See end of section for completed table.</i>

**OHIO’S NARRATIVE RESPONSE TO E(2) IS FOUND ON PAGES E2-1 - E2-9.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(E)(2) TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS**

**GOAL.** Ohio believes that every child deserves the opportunity to participate in the academic and economic success that comes from attending a high-performing school and will take bold and courageous action to ensure this opportunity for all. In partnership with LEAs, ODE promises the citizens of Ohio that school transformation will be an absolute imperative and together we will dramatically increase the quality of education for the 37,051 students in the State’s 69 persistently lowest-achieving schools. Building this capacity is central to Ohio’s reform agenda and especially to the attainment of our aggressive achievement gap targets.

**APPROACH.** Ohio has a high quality plan to attack the problem of struggling schools that addresses persistently lowest-achieving schools comprehensively through the following strategies:

- Increase our use of available student achievement data to identify and respond to local school contexts.
- Establish a collaborative infrastructure that leverages the many partners with expertise with these issues.
- Provide directed supports of established promising practices wherever possible.

Across the entirety of Ohio’s RttT plan, we prioritize persistently lowest-achieving schools. These schools will be the first to gain access to the additional instructional supports, such as instructional improvement systems, formative instruction tools, value-added reports, professional development, and STEM education capabilities. The State’s plan centers on a collaborative approach that strengthens SEA and LEA connections and capacities and links up with a public-private partnership to accelerate the turnaround process, and will be the priority of our partner LEAs as they develop action plans.

**ACTIVITIES.** Ohio’s plan to turn around the State’s persistently lowest-achieving schools

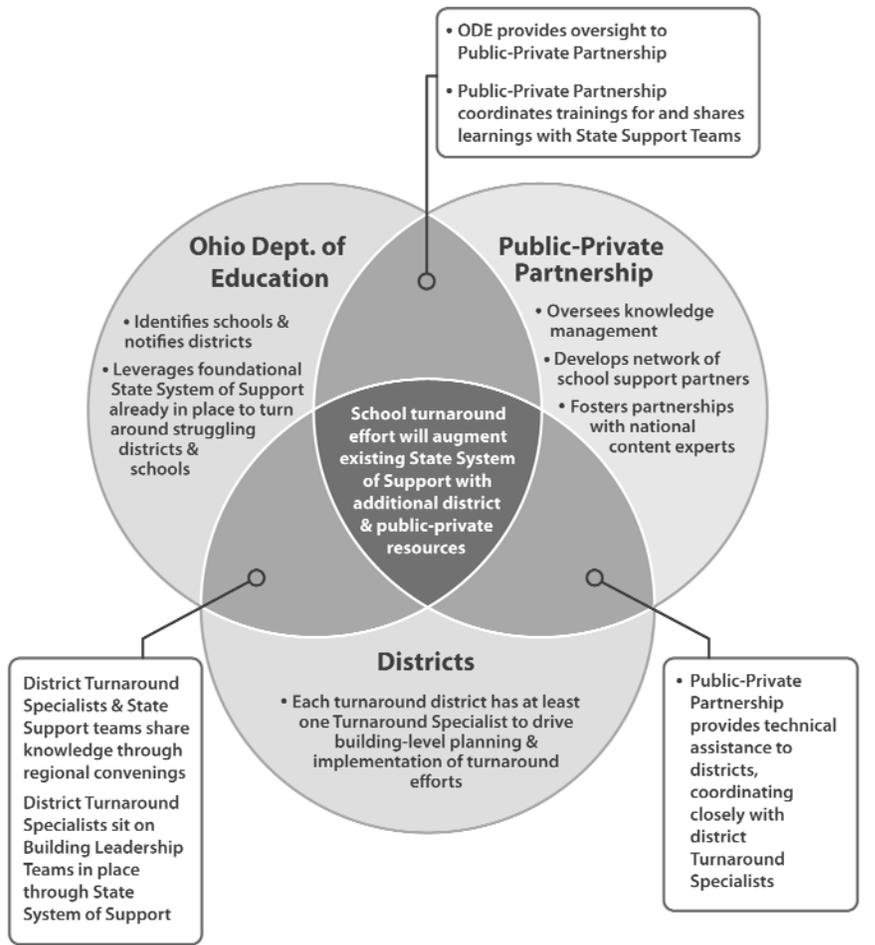
<b>TURN AROUND OHIO'S LOWEST ACHIEVING SCHOOLS</b>		<b>INNOVATE</b>	
<i>Budget:</i>	\$38.9 million / 19% of total	<i>Project Home:</i>	<b>E2</b>
<i>Accountability:</i>	Associate Superintendent, Center for School Improvement	<i>Integrates with:</i>	<b>P2</b>
<i>Scope and purpose:</i> ODE will develop and activate a comprehensive support system for its 69 persistently lowest-achieving schools to take on dramatic turnaround efforts in the next 4 years.			
<i>Management's top execution question:</i> How are we confirming local ownership and building a culture of performance?			
For detailed activities, timelines and responsible parties, please refer to <b>budget</b> .			

is aligned with a broader approach to school improvement. Not only will the ODE and LEAs intervene directly in persistently lowest-achieving schools to turn them around with the intervention models outlined in this notice, but Ohio’s stakeholders also will work collaboratively with schools that require additional supports to improve student achievement. Ohio’s plan encompasses the following eight elements:

- ***Continue existing support structures that are funded by other means.*** Ohio has a variety of supports dedicated to addressing issues in low-performing schools that will continue to exist and will be complemented by Ohio’s RttT investments. These include the nationally-recognized Differentiated Model of Accountability (Appendix E.2.1), the unified State System of Supports (Appendix E.2.2), and the Ohio Improvement Process.
- ***Leverage the State’s existing data and reporting mechanisms to identify and diagnose the State’s persistently lowest-achieving schools such that every persistently lowest-achieving school in Ohio is aware of its status and trajectory.*** Identification is the first step in turning around the State’s persistently lowest-achieving schools. ODE’s existing SLDS and accountability system enables immediate identification and notification of these schools, which will continue to occur annually. ODE has identified the persistently lowest-achieving schools as of this application date using a methodology consistent with the definitions in the RttT and School Improvement Grant notices (Appendix E.2.3). Using RttT funds, ODE and LEAs will collaboratively implement Building Planning & Diagnostic Teams to extend the diagnosis through “deep-dive,” building-level evaluations of student academic achievement and school climate. These teams also will support the planning process for turnaround, laying the foundation for the new leadership team.
- ***Design and activate the School Innovation Support Network to enable dramatic turnaround in at least 20 persistently low-achieving schools annually.*** The turnaround effort requires significant financial resources, innovation, and local-level collaboration to ensure success. Ohio proposes an innovative management structure to achieve these needs: one that links the expertise of ODE with that of Ohio’s strong district and non-profit partners and provides opportunities for business and other constituencies to participate in this critical work. Ohio’s RttT plan calls for the creation of a public-private partnership, the School Innovation and Support Network (SISN) run by a non-profit partner with demonstrated success in turnaround contexts. The SISN governance structure would include leadership

from ODE, the Governor's Office, LEA partners, and other important constituencies. The responsibilities of SISN include, but are not limited to, the following:

- Collaborate with LEAs and turnaround schools to provide technical assistance, including human capital in the form of District Turnaround Experts in each LEA with persistently lowest-achieving schools
  - Measure performance of turnaround schools and determine effectiveness of intervention models
  - Manage the School Turnaround Leader Program (STLP) (described below)
  - Oversee knowledge management, including identifying best-practice intervention models (consistent with the definition in the RttT notice) and sharing best practices with LEAs, State Support Teams (SSTs), and turnaround school leaders
  - Develop a strong network of local and national partners who will invest resources, time and funds in this work
  - Coordinate with the Ohio STEM Learning Network to help turnaround schools increase their STEM teaching and learning capabilities
- ***Create and implement the School Turnaround Leader Program and produce 20 prepared leadership teams annually.*** Ohio needs more leaders and teachers who are fully prepared to overcome the unique challenges in persistently low-achieving schools, without whom success will not be achieved. Ohio's RttT plans calls for the purposeful recruitment, screening, and selection of high-potential licensed principals and teacher leaders (in teams) to participate in the year-long STLP preparation program. SISN will oversee the program and will depend heavily on the expertise resident in Ohio's universities and school districts, as well as national turnaround leader training models, such as the University of Virginia Turnaround Specialist Training Program, the New York City Leadership Program, the Chicago Leadership Academy, and New Leaders for New Schools. Candidates successfully completing the clinically based training will be deployed in teams to turnaround Ohio's persistently lowest-achieving schools.
  - ***Extend Community Supports to all 69 school turnaround communities.*** Ohio believes that student learning is driven by two key elements: quality instruction and excellent learning conditions. As part of Ohio's effort to ensure excellent learning conditions in every school building, Ohio has established a comprehensive set of community supports for schools.



**Figure E2-1. School Innovation Support Network.**

Using RttT funding and through our LEA partners, Ohio will build from the existing set of supports to provide professional development, coaching, and customized school climate tools to each LEA with persistently lowest-achieving schools. Professional development and coaching will leverage the existing infrastructure of school supports in Ohio, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams. Topics include increased family and community participation in the school, alignment with community health and human services resources, and increased student attendance and performance. RttT grant funds will be used to create: a common set of data tools to assess school climate, individual and community risk, and protective factors will be used to compare schools within

and across districts; instruments to measure school and community readiness to collaborate and dedicate resources to impact student achievement; and facilitation guides on school and community collaboration and planning.

- ***Define a “portfolio” approach to school models in two large districts.*** Leveraging alternative school models is an essential dimension of moving past the comprehensive, high school model of the last century to a new approach to meeting the educational needs of all students. Using RttT funds, the State will support two large districts financially and technically to evaluate the need and chart a course for a “portfolio” approach to school models that includes a variety of models. This work will leverage external expertise and provide continued support to selected LEAs as they progress to implementation. Ohio plans to expand this portfolio work to additional districts after demonstrating early success.
- ***Accelerate the Governor’s Closing the Achievement Gap Program to reach 8,000 educators.*** Ohio has demonstrated success with high-poverty students through the Governor’s Closing the Achievement Gap (CTAG) initiative and will use RttT funds to accelerate these efforts. The investment will support management oversight for the acceleration of cultural competency professional development programs to 2,000 educators annually.
- ***Support emerging innovation focused on low-performing schools.*** Ohio will make investments in emerging innovations that demonstrate promise in turnaround settings. Partners have demonstrated success with alternative school models, and serve as examples of the type of entity we would support directly with RttT funds. A small reserve has been established to support innovative practice in participating LEAs that would not be sufficiently covered by RttT LEA allocations.

**PRECONDITIONS FOR SUCCESS:** Ohio is positioned to execute faster and with greater success because of the ongoing efforts of our LEA partners, and many existing supports already in place for low-achieving schools and LEAs in Ohio. These include the following:

- Ohio was selected by USDOE as one of a handful of states to lead the implementation of a new Model of Differentiated Accountability that helps the State accelerate support and better target resources, technical assistance, and interventions to the schools and districts that require the most assistance.

- Ohio’s unified State System of Support (SSOS) is designed to build capacity at all levels (i.e., state, regional, district, and school) to continuously improve instructional practices and student performance through the use of a structured four-stage process, the Ohio Improvement Process.
- The Ohio Improvement Process helps districts: (1) effectively use data to identify areas of greatest need; (2) develop a plan to address those areas of need that are anchored by a limited number of focused goals and strategies to significantly improve instructional practice and student performance; (3) implement the plan with integrity; and (4) monitor and evaluate the effectiveness of the improvement process in changing instructional practices and impacting student performance.

The Governor’s education plan supports the successful Closing The Achievement Gap initiative, which works intensively with underserved, minority students to improve their academic performance and close the achievement gap. By raising expectations and believing in the potential of all students, CTAG empowers students with the skills necessary to assume control over their own learning and life.

H.B. 1 sets an unprecedented level of school district accountability and transparency to achieve results. New reforms incorporate the revision of school operating standards that include a focus on the elements that matter most for turning around schools: a focus on the personalized and individualized needs of each student; effective connections and relationships with families and others who provide support for the social and emotional needs of students; and guidelines for Family and Civic Engagement Teams. The revised Operating Standards for Ohio’s schools, as prescribed in H.B. 1, require the establishment of a leadership team at each school to coordinate positive-behavior intervention supports, family and civic engagement services, positive-learning environments, thinking and learning systems, collaborative planning, planning time, student academic interventions, and student extended learning opportunities (O.R.C. 3301.07). By addressing non-academic barriers to success, such as mobility, poverty, and lack of enrichment experiences, Family and Civic Engagement teams are able to harness the support of community-based organizations. Thus, students become wrapped in a system of supports that focus on their social and emotional well-being as well as their academic success.

The State has an existing waiver process for innovative, education pilot programs (O.R.C. 3302.07), and these innovation zones create the foundation for eliminating many of the

operational and regulatory barriers that preclude schools from pursuing innovative solutions and models. ODE will support the innovative implementation of new school models in both turnaround schools and other low-achieving schools in the State.

Over the last decade, third-party partners have demonstrated great success in turning around Ohio's lowest-achieving schools. Through the Ohio High School Transformation Initiative (OHSTI) (Appendix E.2.4), ODE and LEAs worked closely with USDOE, the Bill and Melinda Gates Foundation, the KnowledgeWorks Foundation, and other partners to transform Ohio's urban high schools. KnowledgeWorks established small-school models and instituted Early College High Schools (ECHS) to boost opportunity, choice, and relevance for all Ohio students, particularly those in struggling urban districts. During the course of seven years and nearly \$100MM in leveraged federal, State, local, and philanthropic investment, the Ohio-KnowledgeWorks partnership launched 73 redesigned high schools across 11 urban districts and nine Early College High Schools in eight districts in Ohio. Overall high school graduation rates in OHSTI schools increased by 32% from 2002 to 2008. The graduation gap between OHSTI high schools and all Ohio high schools closed dramatically between 2002 and 2008, by more than 73%, with 38% of sites now exceeding the State average graduation rate. These partners and others are poised to expand their efforts in Ohio by leveraging their successful work here and around the country to transform Ohio's persistently lowest-achieving schools with proven turnaround models.

Ohio will also capitalize on the work of the national leadership of the Ohio STEM Learning Network (OSLN). OSLN helps low-achieving schools: (a) implement a rigorous course of study in STEM; (b) support teachers in inquiry-based applied learning approaches; and, (c) increase student motivation, competence and persistence to pursue advanced STEM academics and careers. OSLN plays a key orchestration role in an emerging national network of state-level STEM education systems (Ohio, Texas, North Carolina, New York, California, Washington, and Tennessee). Most importantly, OSLN can assist all of Ohio's schools in gaining a deeper understanding of how rigor and relevance are best exercised through personalized instruction as demonstrated in the State's STEM schools.

<b>Timing and Milestones (Responsible parties identified in project budgets.)</b>
<b>Complete by September 2011</b>
<ul style="list-style-type: none"> <li>• Design, staff, and research proven models for low-performing schools by SISN</li> </ul>
<ul style="list-style-type: none"> <li>• Develop School Turnaround Leadership Program and recruit first cohort of 20 leadership teams</li> </ul>
<ul style="list-style-type: none"> <li>• Select two districts for a school portfolio assessment through a competitive process, student needs analysis complete, situational assessment complete</li> </ul>
<ul style="list-style-type: none"> <li>• Complete first cohort of 2,000 educators' Cultural Competency professional development and hold two CTAG conferences</li> </ul>
<ul style="list-style-type: none"> <li>• Roll out professional development coaching for ten county core teams, implement parent leadership training</li> </ul>
<ul style="list-style-type: none"> <li>• Provide community supports to first cohort of turnaround communities, including readiness assessment and professional development for impacted educators</li> </ul>
<b>Complete by September 2012</b>
<ul style="list-style-type: none"> <li>• Receive technical assistance by 20 turnaround schools, baseline data and first network information exchange</li> </ul>
<ul style="list-style-type: none"> <li>• Complete first cohort of 20 leadership teams' residency in School Turnaround Leadership Program</li> </ul>
<ul style="list-style-type: none"> <li>• Complete school model portfolio assessment in two large districts</li> </ul>
<ul style="list-style-type: none"> <li>• Complete second cohort of 2,000 educators' Cultural Competency professional development and hold two CTAG conferences</li> </ul>
<ul style="list-style-type: none"> <li>• Provide community supports to first cohort of turnaround communities, including readiness assessment and professional development for impacted educators</li> </ul>
<b>Complete by September 2013</b>
<ul style="list-style-type: none"> <li>• Collect first year of data from 20 turnaround schools, baseline data for another 20</li> </ul>
<ul style="list-style-type: none"> <li>• 20 leadership teams (first cohort) now active in low-performing schools, 2nd cohort active in STLP</li> </ul>
<ul style="list-style-type: none"> <li>• Complete third cohort of 2,000 educators' Cultural Competency professional development and hold two CTAG conferences</li> </ul>
<ul style="list-style-type: none"> <li>• Provide community supports to first cohort of turnaround communities, including readiness assessment and professional development for impacted educators</li> </ul>
<b>Complete by September of 2014</b>
<ul style="list-style-type: none"> <li>• 20 additional schools enter the turnaround process and are supported by SISN</li> </ul>
<ul style="list-style-type: none"> <li>• 40 leadership teams (2 cohorts) active in low-performing schools, third cohort active in STLP</li> </ul>
<ul style="list-style-type: none"> <li>• Complete fourth cohort of 2,000 educators' Cultural Competency professional development and hold two CTAG conferences</li> </ul>
<ul style="list-style-type: none"> <li>• Provide community support to first cohort of turnaround communities, including readiness assessment and professional development for impacted educators</li> </ul>

**EVIDENCE (E)(2).**

<b>Approach Used</b>	<b># of Schools Since SY2004-05</b>	<b>Results and Lessons Learned</b>
NA	NA	NA (see explanation below)

The State has not historically tracked performance on school turnaround. ODE plans to document and make publicly available the number of persistently lowest-achieving schools that the State or LEAs attempt to turn around, the approach used, and the results and lessons learned. The State will complete analyses and publicly report data on progress made in reading and mathematics by students in Title I schools in improvement, corrective action, or restructuring. Additionally, the State will post the “persistently lowest-achieving schools” in the State and their implementation of intervention models. Ohio will:

- Identify which model (turnaround, restart, close or transformation) each “persistently lowest-achieving school” that is Title I-served and is in school improvement, corrective action, or restructuring has selected
- Identify which model (turnaround, restart, close or transformation) each “persistently lowest-achieving school” that is secondary and Title I-eligible (but not served) has selected
- Post Title I improvement and change model analyses on the ODE Web site

Performance measures follow on the next page.

<b>Performance Measures</b>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	<b>NA</b>	<b>9</b>	<b>20</b>	<b>20</b>	<b>20</b>

**SECTION (F)(1):**  
**MAKING EDUCATION FUNDING A PRIORITY (10 POINTS)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

Format compliance statement: Consistent with FAQ Addendum 3 (posted on 12/24/2009 by the US Department of Education on its web site), Question #L-9 *allows a State to use its own format for the response provided it is substantially similar, contains all of the same information, and in the same order.* Ohio's response is accordingly provided in a single narrative. Instructions from the US Government for this section are cut/pasted from the government document and inserted here, ahead of Ohio's response.

**(F)(1) Making education funding a priority (10 points)**

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

*Recommended maximum response length: Three pages*

**OHIO'S NARRATIVE RESPONSE TO (F)(1) IS FOUND ON PAGES F1-1 - F1-3.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

## **(F)(1) MAKING EDUCATION FUNDING A PRIORITY**

Education funding is a priority for the State of Ohio and, even in these challenging economic times, the State has increased its education budget.

### **(F)(1)(i) THE PERCENTAGE OF TOTAL REVENUES AVAILABLE TO SUPPORT EDUCATION**

The percentage of revenues used to support elementary, secondary, and public higher education increased from FY2008 to FY2009. In FY2009, Ohio spent \$11.4B to support elementary, secondary, and public higher education. This represented an increase to 52.5% of total statewide revenue, up from \$11.0B and 50.4% of statewide revenue in FY2008.

Ohio's commitment to making education funding a priority precedes the RttT grant. In July 2009, the Ohio legislature passed H.B. 1, which includes comprehensive education funding reform. H.B. 1 established the Ohio Evidence-Based Model (EBM), a new funding system that will reduce the burden on districts and increase the State share of funding for education to greater than 60% when fully phased (FY2018-2019). H.B. 1 emphasizes the State's commitment to making higher education accessible and affordable to its residents. After two years of tuition freezes, the budget will limit tuition increases to 3.5% at all State universities in FY2010 and FY2011. By the end of FY2011, Ohio will have held tuition growth to the lowest rate for a four-year period since before 1970. In FY2009, total revenue available to the State for higher education funding remained level.

### **(F)(1)(ii) THE STATE'S POLICIES LEAD TO EQUITABLE FUNDING.**

Ohio supports policies that lead to equitable funding between high-need LEAs and other LEAs and has a number of mechanisms to provide high-need LEAs with additional funding. In fact, Ohio provides on average \$1,780 more per pupil in State funding to high-need LEAs than those that are not high-need.

Ohio's funding formula supports the notion of a partnership between the State and the local school districts. The State determines the level of adequate funding for districts and the State's share, based upon the capacity of the district to raise local revenue or its property valuations. Through this approach, **high wealth districts receive less funding** from the State for their adequate funding level and **poorer districts receive more**. This methodology of funding has been used in Ohio for nearly 30 years.

To address disparities caused by school districts raising local revenue above the adequate funding level determined by the State, there historically have been a number of additional State supplements to help to equalize funding. Before the adoption of H.B. 1, Ohio provided high-poverty districts a series of funding supplements through Poverty-Based Assistance (PBA), which is set forth in Section 3317.029 of the Ohio Revised Code (ORC). The funding supplements included funding for all-day kindergarten (ORC 3317.029), reducing class sizes in kindergarten through third grade (ORC 3317.029), academic intervention (ORC 3317.029), dropout recovery programs (ORC 3317.029), community outreach (ORC 3317.029), limited English proficiency (ORC 3317.029), closing the achievement gap (ORC 3317.029), and professional development of teachers (ORC 3317.029). Ohio's Operating Standards require districts to allocate resources in an equitable manner and to include staff and parents among other stakeholders in a review of allocation decisions. To address disparities in local property tax wealth, Parity Aid was enacted in 2001 to provide less wealthy school districts additional State revenue on a formula basis. Parity Aid lessens the difference between revenue generation by districts with greater local property wealth and districts with low to moderate local property wealth. Parity Aid is set forth in Section 3317.0217 of the Revised Code. These supplements have been replaced by other mechanisms contained in H.B. 1.

The EBM, adopted as part of H.B. 1, is codified in Revised Code Chapter 3306. Whereas the previous funding model based allocations on a minimum per pupil funding amount and then added supplemental funding to address particular student or district needs, the EBM calculates funding on more specific components of a successful educational system. **Some of the EBM funding components are directly focused on economically disadvantaged students** (e.g., supplemental teachers per ORC 3306.05, family and community liaisons per ORC 3306.06, and summer remediation per ORC 3306.06) and many components are adjusted by the Ohio Educational Challenge Factor (ECF). The ECF, set forth in ORC 3306.051, is an index that accounts for differences that exist across school districts, in terms of college attainment, wealth, and concentration of poverty. A school district with low college attainment, low wealth, and high concentration of poverty has applicable EBM funding components adjusted upward by a higher ECF. This adjustment helps provide equitable funding to school districts with challenges of low wealth and poverty measures.

Ohio has a history of studying the resource allocation and practices of schools that better prepare challenged students for academic success. In fact, Ohio’s Operating Standards require LEAs to regularly review resource allocation within the district. Specifically, Rule 3301-35-06(J)(2) of the Ohio Administrative Code contains the following requirement:

“In addition to its regular budget process, the school district shall work with key stakeholders to review the school district’s allocation of educational resources. This evaluation shall be conducted at least once every three years to ensure that the school district’s resources are allocated in an effective and **equitable manner**. Allocation and expenditure of school district resources must be aligned with the school district’s strategic plan and reflect best practices in financial management.” (emphasis added)

“Stakeholders,” as that term is used in this rule, include school staff and employees, parents, students, local businesses, and community organizations. See OAC Rule 3301-35-01(B)(20).

The knowledge gained from studying Schools of Promise (schools with high performing economically disadvantaged students) and Schools of Distinction (schools with high performing special education students) has formed the basis for technical assistance from ODE that is provided to schools not meeting performance standards established by the State. This process highlights practices that are effective for students in poverty and creates a forcing mechanism for districts to allocate additional funds to high-poverty schools. Statewide, high-poverty schools spend on average \$1,600 more per pupil than schools that are not high-poverty.

Ohio’s philosophy of data transparency is evident in changes introduced in H.B. 1 that subject LEAs to increased reporting requirements, including annual budgets for each building under the LEAs’ control. These budgets must be made available to the public in a format understandable to the average citizen and will allow the State, districts, and the general public to review the resource allocations between schools within LEAs to more effectively manage the alignment of resources to needs. See Revised Code Sections 3301.07(B)(2), 3306.30, and 3306.35.

**SECTION (F)(2):**  
**ENSURING SUCCESSFUL CONDITIONS FOR HIGH-PERFORMING CHARTER SCHOOLS AND OTHER**  
**INNOVATIVE SCHOOLS (40 POINTS)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

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**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

*Recommended maximum response length: Six pages*

**OHIO’S NARRATIVE RESPONSE TO (F)(2) IS FOUND ON PAGES F2-1 - F2-6.  
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**(F)(2) ENSURING SUCCESSFUL CONDITIONS FOR HIGH-PERFORMING CHARTER SCHOOLS AND OTHER INNOVATIVE SCHOOLS**

A comprehensive and effective turn-around school strategy demands strong and mutually beneficial partnerships with Ohio's charter school community. Ohio's RttT strategy serves all children in any low-achieving school.

**(F)(2)(i) OPPORTUNITIES FOR CHARTER SCHOOL GROWTH**

Ohio does not cap the number of bricks-and-mortar charter schools. Ohio is the fifth-largest charter-school state in the nation. Currently, there are 296 bricks-and-mortar and 27 online charter schools, *enrolling more than 90,000 students*. Collectively, these schools represent nine percent of all public schools and *five percent of all public school students*. If viewed as a district, charters would be the State's largest by more than 30,000 students.

**Ohio law permits both new start-up and conversion charter schools and does not prohibit or effectively inhibit increasing the number of high-performing bricks-and-mortar charter schools.** There are no limits regarding how many bricks-and-mortar charter schools may operate in Ohio or how many conversion charter schools may open. Any school district, Educational Service Center, or Joint Vocational School may convert a building or part of a building to a charter school, pursuant to ORC Sections 3314.013, 3314.014, 3314.016, and 3314.017. State law does not prohibit an LEA from converting its schools into charter schools. The potential number of conversion charter schools is bounded only by the number of traditional public school buildings in the State.

The State allows new start-up charter schools in Ohio's eight large urban districts (Akron, Canton, Cleveland, Cincinnati, Columbus, Dayton, Toledo, and Youngstown) as well as any district-rated Academic Emergency or Academic Watch by the State's accountability system (seven additional districts in 2009-2010). **These districts cover 97 percent of the persistently lowest-achieving public schools in Ohio. There are no limits to the number of charters that may open in those districts.**

**Student enrollment in charter schools is unlimited.**

## **(F)(2)(ii) CHARTER SCHOOL AUTHORIZATION**

The rapid expansion of charter schools in Ohio has been accompanied by mixed performance. Because of this reality, the State has instituted strong performance accountability standards for charter schools. These standards, according to the National Alliance for Public Charter Schools, represent the toughest performance and closure laws in the nation and are effective at culling those that are chronically underperforming. **Student achievement is a key factor in the renewal of charter schools.**

Ohio's system of charter authorization places an intermediary, called a sponsor, between ODE and the individual charter schools. Included in H.B. 1 is a provision that clarifies ODE oversight over all sponsors, who in turn have responsibility for schools. **ODE has full authority to revoke the sponsoring organization's approval.**

The legal requirements of each charter are described in law (ORC 3314.03). Ohio law does not speak to the authorizer's approval process for creating charter schools, other than the requirement for a developer of a new start-up charter school to engage the services of an Operator, which is an individual, organization or franchise-trained individual(s) responsible for the daily operations of a highly rated charter school in Ohio or in another state. Extensive requirements regarding authorizer responsibilities to monitor, hold accountable, reauthorize and close schools (ORC 3314 and OAC 3301-102-05) exist in Ohio. Required monitoring includes: bimonthly reviews of the school's finances; comprehensive site visits conducted at the school at least twice annually, while school is in session, to review compliance with the school's contract and all applicable State and federal law; and submission of an annual report to ODE on each charter school compliance's with all legal and regulatory requirements, renewal decisions and disciplinary interventions, including probation, suspension, and termination (ORC 3314.07 and renewals in ORC 3314.072 and 3314.073).

Ohio's accountability system applies to all public schools, including charters, which issues annual Local Report Cards at the building level, reporting student and school performance data and assigning a rating scale from "Excellent with Distinction" to "Academic Emergency." Charters receive Local Report Cards annually, beginning at the end of the school's first year of operation. Student achievement is a key factor in charter renewals. Under ORC 3314.35, charter schools are subject to closure for continued poor performance if they meet the following student achievement criteria: for schools serving grades not higher than grade three, a rating of

Academic Emergency on the Local Report Card for three of the four most recent school years; for schools serving any grades 4-8, but not above 9, a rating of Academic Emergency for two of the three most recent school years where in at least two of the three most recent school years, the school showed less than one standard year of academic growth in either reading or mathematics; for schools offering any grade levels 10-12, a rating of Academic Emergency for three of the four most recent school years.

Charter school applications are made directly to sponsors rather than the State. As a result, the State has not tracked the number of applications approved and denied over the last five years. Authorizers submit copies of all approved charter applications but are not required to report the number of denied applications. During the past five years, 65 charter schools have closed. Some have closed because the school’s Governing Authority chose not to continue operations (voluntary closure) and fewer have closed because the sponsor non-renewed the charter for cause or revoked the charter (involuntary closure). Some schools may have more than one reason for closing and the reasons, where known, are categorized in the chart below.

School Year	Number Closed	Type of Closure			Reason for Closure					
		Voluntary	Ordered	NA	Financial	Academic	Low Enrollment	Compliance	Converted back to traditional public building	Unspecified
2004-2005	7	6	1	0	3	0	2	1	0	2
2005-2006	19	11	7	1	6	0	2	4	1	10
2006-2007	7	6	1	0	0	0	2	0	0	5
2007-2008	14	9	4	1	2	0	0	2	1	11
2008-2009	18	9	9	0	5	2	1	0	0	10
<b>Totals</b>	65	41	22	2	16	2	7	7	2	38

*Note: Schools may have multiple reasons for closing. NA means undocumented reason.*

Start-up and conversion charter schools may enroll students from within the district, from contiguous districts or statewide. **ORC 3314.03(A)(7) requires that each charter school’s contract specifying the ways it will achieve racial and ethnic balance reflective of the community it serves.**

**(F)(2)(iii) CHARTER SCHOOL FUNDING**

Charter schools are LEAs in Ohio and, as LEAs, are eligible for their commensurate share of all federal entitlement and competitive funding. The Ohio Legislature has established State funding levels for all community schools that are equitable with traditional public schools. Charter schools do not receive a share of locally generated funds.

Students attending charter schools are included in the number of funded students for the traditional school district where the student resides. State per-pupil funding is then transferred from the traditional district to the charter school, by the State, including the proportionate share of State funding provided to the district for traditional public education students. The per-pupil amount transferred for each student is calculated in accordance with the following formula:

- Base funding of \$5,718 (2009-2010 school year) or \$5,703 (2010-2011 school year) plus base supplements of \$50.91.
- For special education pupils, \$5,732 times applicable special education weight.
- For students in career-technical education programs, \$5,732 times applicable career-technical education weight.
- For economically disadvantaged students, a per-pupil amount based on the funding the resident district received for the 2008-2009 school year. A charter school receives funding for all-day kindergarten students if the resident district of the student met the eligibility requirements to receive all-day kindergarten funding in the 2008-2009 school year.
- A per-pupil amount based on the property and income wealth of the resident district to provide parity between disparate districts.

Charter schools receive transportation funds if they provide transportation services to students.

Ohio has been a recipient of the federal Public Charter School Program grant for three State award periods. This grant allows Ohio to provide implementation and start-up grants to new and developing charter schools on a competitive basis. The current average charter school award is \$500,000 over a three-year period.

**(F)(2)(iv) CHARTER SCHOOL FUNDING FOR FACILITIES**

In lieu of direct facilities funding, Ohio law governs access to existing facilities. When a traditional school district disposes of real property that is suitable for classroom space, it must first offer that property to new, start-up charter schools located in its district at a price that is not higher than the appraised fair market value. Charter schools have 60 days in which to decide to make the purchase. If more than one charter school wants the property, the sale must be awarded to the school who accepted the offer first. Additionally, when a traditional district has real property suitable for classroom space and it has not used that property for academic instruction, administration, storage, or any other educational purpose within the last year, and does not have a plan to do so during the next three years, it must offer that property to new start-up charter schools located in its district under the same conditions as outlined above, per ORC 3313.41(G)(2). No State-level facilities requirements are imposed on charter schools, which is a substantial difference from traditional public schools. Each school’s occupancy is locally approved through the zoning, health, and fire departments.

Charter schools cannot share in bond or mill levies.

**(F)(2)(v) LEA ABILITY TO OPERATIVE INNOVATIVE, AUTONOMOUS PUBLIC SCHOOLS**

Ohio has a variety of mechanisms for encouraging innovative, autonomous public schools other than charter schools and many districts across the State actively participate in this work. The broadest powers are provided to the Superintendent of Public Instruction and the State Board of Education under the Innovative Education Pilot Program waiver as captured in H.B. 1. (ORC 3302.07), which allows the school districts to apply for exemptions from specific statutory provisions or rules. This authority is extremely broad, though appropriate restrictions to the flexibility offered relative to funding and special education requirements are not subject to waiver.

The Operating Standards for Ohio Schools, Ohio Administrative Code 3301-35-01 (B)(8) provides flexibility at the student level for alternative means of credit attainment through “educational options.” These are defined as learning experiences or activities that are designed to extend, enhance, or supplement classroom instruction and meet individual student needs. Educational options are offered in accordance with local board of education policy and with

parental approval and may include independent study, study abroad programs, tutorial programs, distance learning, and community service, among other options.

Credit flexibility is an essential component of innovation and autonomy and is intended to motivate and increase student learning by customizing around individual student needs and providing access to more learning resources, especially real-world experiences. Senate Bill 311 (the Ohio Core legislation) included a provision a requirement that by March 31, 2009, the State Board of Education adopt a plan that enables “students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.” Students may earn credits by completing coursework, testing out of or demonstrating mastery of course content, or pursuing one or more educational options as described above.

Many compelling examples of innovative, autonomous public schools exist in LEAs across the State of Ohio. For instance, Ohio has nine Early College High School (ECHS) sites in eight school districts, serving roughly 2,500 students. These schools build significant college-going identity and culture and students earn up to 60 college credits (the equivalent of an Associate’s degree) prior to graduation. Ohio’s STEM schools have the authority to define their instructional models and associated curriculum. Per ORC 3326.08, STEM school governing bodies have the authority to hire administrative officers, teachers, and other personnel. Provided the statutory minimums are met in terms of length of the school year, these schools have the discretion to define their school day and year, as well as control their budget (ORC 3326.08, 3326.21, 3326.51(B)(2)-(5)).

**SECTION (F)(3):**  
**DEMONSTRATING OTHER SIGNIFICANT REFORM CONDITIONS (5 POINTS)**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
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**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

*Recommended maximum response length: Two pages*

**OHIO'S NARRATIVE RESPONSE TO (F)(3) IS FOUND ON PAGES F3-1 - F3-3.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

### **(F)(3) DEMONSTRATING OTHER SIGNIFICANT REFORM CONDITIONS**

Ohio is uniquely positioned to accelerate, innovate, and reinforce reform at every level of the education system to increase student achievement. While many of Ohio's most prominent reform conditions have been detailed throughout this application, others exist that will complement Ohio's reform agenda. These reform conditions fall into the following categories:

- A P-20 systems investment perspective focused on strong educational and economic development
- Improvements to structural constraints that have the potential to restrict student achievement
- Investments in school design innovations.

**P-20 Systems Investment Perspective.** All-day kindergarten is a priority of the Governor's education reform plan and starting in fiscal year 2011, all districts are required to offer this opportunity to all students. Additionally, H.B. 1 creates the Center for Early Childhood Development to focus on early childhood issues. This cross-agency center, comprised of staff from ODE, the Ohio Department of Jobs and Family Services and the Ohio Department of Health, is charged with administering early childhood programs and services for children, beginning with prenatal care until entry into kindergarten across various state agencies.

Successful reform conditions must include pulls to motivate and reward students to achieve at high levels. Ohio aggressively and purposefully links college and career readiness to jobs and economic development. Ohio has numerous strategies to promote access to postsecondary education and to grow a talented workforce. Ohio's \$1.6 billion Third Frontier initiative is a comprehensive effort to build world-class research capacity, promote interaction between educational organizations and industry, commercialize R&D and incentivize talent development. This includes an internship program to develop a pool of talented workers for Ohio's businesses and assist students in obtaining permanent full-time employment in Ohio after graduation. Aligned with the Third Frontier are a variety of actions to promote access to postsecondary education through collaborative approaches. Seniors-to-Sophomores is a dual degree program to help students aspire and be successful in college while also making college more affordable. Since 1989, the Postsecondary Enrollment Options policy encourages high school students to take college courses. The Ohio College Access Network provides early outreach to K-12 students and their families. The Ohio STEM Learning Network connects K-12,

higher education, and business partners in the five largest metropolitan areas to align STEM education investments to growth.

**Improvements to structural constraints.** H.B. 1 includes a number of reforms that collectively improve reform conditions in Ohio. Conspicuous in these changes is an effort to extend the school year. This legislation reduced the annual number of excused calamity days from five to three for the 2010-2011 school year. It also requires the State Superintendent to provide recommendations on extending the school year to the General Assembly by December 31, 2010. Additionally, H.B. 1 retains “good and just cause” as statutory grounds for termination of a school district teacher employment contract.

Recognizing the value of spending flexibility, H.B. 1 specifies that districts rated as “excellent” or “excellent with distinction” are not subject to spending rules, except for the requirements of all day kindergarten. This change is also representative of Ohio’s broader philosophy that local flexibility coupled with transparency and reasonable accountability is among the most effective means of supporting innovation. Ohio’s LEAs who demonstrate the ability to deliver academic achievement are a critical driver of the reform work that must continue.

The Comprehensive System of Learning Support Guidelines exists to reinforce schools and districts in identifying and intervening with students who are risk of not passing the Ohio Achievement or Graduation Tests as required by ORC 3313.6012. Ohio’s School Climate Guidelines describe how schools can reinforce environments where every student feels welcomed, respected, and motivated to learn.

**Investments in school design innovations.** In 2001, Ohio and its non-profit partners instituted the Ohio High School Transformation Initiative (OHSTI) as part of the broad national effort placed against improving graduation rates. This support, coupled with heightened transparency brought by the inclusion of graduation rate on the School Report Card, yielded an immediate and substantial impact in results increasing graduation rates from 81% in 2001 to 86% in 2004.

Ohio is the only state participating in an international program, Innovative Learning Environments (ILEs), from the Organization of Economic Cooperation and Development (OECD), and the Center for Education Research and Innovation to understand how students learn and under which conditions and dynamics learning can be enhanced. The program

includes an international knowledge management repository that provides guidance to teachers about the components of an effective, student-centered learning environment that encourages learning and creativity. A small initiative supporting this work is included in Ohio's RttT application.

**Alignment with competitive and invitational priorities.** STEM education, early learning, expanded longitudinal data systems, P-20 vertical and horizontal alignment, and school level conditions for reform and innovation can significantly shape reform conditions. The next section of this document outlines how Ohio links and leverages these priorities in an overall plan to go from fifth to first on the Quality Counts performance index.

**PRIORITY (P)(1):**  
**ABSOLUTE PRIORITY -- COMPREHENSIVE APPROACH TO EDUCATION REFORM**

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS**  
**FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR INITIAL FUNDING**

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**Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

**PRIORITY (P)(2):**  
**COMPETITIVE PREFERENCE PRIORITY -- EMPHASIS ON SCIENCE, TECHNOLOGY,**  
**ENGINEERING, AND MATHEMATICS (STEM). (15 POINTS, ALL OR NOTHING)**

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**Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

**OHIO'S NARRATIVE RESPONSE TO (P)(2) IS FOUND ON PAGES P2-1 – P2-3.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

## PRIORITY 2: EMPHASIS ON STEM

**GOALS.** Ohio intends to provide a STEM foundation for every child not just those who demonstrate an interest in math or science. The State’s plan supports high quality STEM education in both low achieving and performing schools by leveraging an established statewide and national STEM learning network to help: a) implement a rigorous course of study in STEM; b) support teachers in inquiry-based applied learning approaches; and, c) build student motivation, competence and persistence to pursue advanced STEM academics and careers (Appendix P.2.1). Ohio has set ambitious but achievable targets. By 2014: OSLN STEM schools and SIIN schools (particularly New Tech High affiliated schools) will serve as the State’s innovation platform for the implementation of a rigorous course of study in STEM grounded in applied and inquiry-based learning contexts; Ohio will ensure that science and math teachers and specialists in all of its turnaround schools are engaging students in inquiry-based, applied learning opportunities supported by STEM-capable resource partners; and, Ohio will double the number of students pursuing STEM academic majors in college and quadruple the number of students from underrepresented populations.

**APPROACH.** The RttT requirement for a cross-cutting STEM approach encourages states to be systemic and integrative. Ohio will leverage its existing Ohio STEM Learning network to advance such an approach. Initiated as a public/private partnership in statute in 2007, the Ohio STEM Learning Network now includes 10 STEM platform schools, 28 K-8 programs of excellence, and more than 300 K-12, higher education and business partners. More than \$100 million has been deployed – with only 20% from state dollars. The OSLN enables regions and districts to build on distinctive assets and simultaneously benefit from the lessons learned and knowledge gained from others. The same design is now being built into networks in six other states with assistance from Ohio. The OSLN is part of an emergent multi-state consortium of other statewide STEM networks. The OSLN has connected with several other states pursuing the RttT grant to work together (e.g., Ohio and Tennessee).

Ohio’s RttT plan aligns STEM education efforts within and across the four assurance areas.

- **Standards and Assessments:** All students must meet the Ohio Core requirements for high school graduation, including four credits in mathematics, at least one of which must be at Algebra II, and three credits in science, all of which must be inquiry-based and laboratory-

experienced. The established state STEM schools serve as research and development laboratories for the introduction of new content and assessments.

- **Data Systems to Support Instruction:** Ohio will expand use of instructional improvement systems in the classroom and in doing so encourage the technology competency of teachers and their students. This activity is included in the “Personalize Learning Through Formative Instruction” project described in Section (C)(3). As with standards and assessments, STEM schools offer the state platforms for the utilization of technology for personalized instruction and teacher professional development.
- **Great Teachers and Leaders:** Ohio will support innovative models of STEM educator preparation, especially the Woodrow Wilson STEM Fellows Program described in the “Expand Effective Educator Preparation Programs” project described in Section (D)(3). Ohio STEM platform schools are integrated with institutions of higher education teacher preparation programs participating in the Woodrow Wilson program.
- **Turning Around the Lowest-Achieving Schools:** Ohio will support innovative models of transformation. When identified struggling schools select an early college or STEM model for transformation, they will be connected to the OSLN immediately. Coaching, transfer of tools and lessons, and rapid prototyping of new ideas will be mobilized for first transfer to the selected struggling schools. They will also receive professional development aligned with supports for the School Innovation Support Network.

The budget narrative identifies activities for OSLN partner LEAs and the core OSLN support team to mobilize and respond to the RttT efforts as they proceed. The RttT funds will be amplified by an additional \$10 million already authorized and defined in H.B. 119 for support of the OSLN infrastructure. Ohio is home of one of the nation’s premiere STEM high schools. Metro Early College High School is located on the campus of the state’s flagship

AMPLIFY STEM LEADERSHIP		INNOVATE	
<i>Budget:</i>	\$4.9 million / 2% of total	<i>Project Home:</i>	<b>P2</b>
<i>Accountability:</i>	Associate Superintendent, Center for Curriculum and Assessment	<i>Integrates with:</i>	A2, D3, D5, E2
<i>Scope and purpose:</i> Ohio’s STEM schools will serve as teacher training, professional development and R&D sites available to schools through a statewide network.			
<i>Management’s top execution question:</i> How do you best leverage and sustain a small set of R&D-oriented STEM schools?			
For detailed activities, timelines and responsible parties, please refer to budget.			

university. Metro Early College High School serves as a key school innovation support service for dozens of schools across the state and nation (Appendix P.2.1). OSLN will connect with networks such as the Ohio Resource Center and informal science education organizations to capture and spread STEM teaching and learning support innovations focused on teacher quality, leadership, curriculum, and applied learning. The OSLN also will continue to connect education and economic development efforts such as the Third Frontier Project to enrich the STEM talent pipeline particularly for students from underrepresented populations.

**PRIORITY (P)(3):**  
**INVITATIONAL PRIORITY – INNOVATIONS FOR IMPROVING EARLY LEARNING OUTCOMES**  
**(NOT SCORED)**

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**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes**

*(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

**OHIO'S NARRATIVE RESPONSE TO P(3) IS FOUND ON PAGES P3-1 – P3-2.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

### **PRIORITY 3: INVITATIONAL PRIORITY – INNOVATIONS FOR IMPROVING EARLY LEARNING OUTCOMES**

Through Ohio’s School Readiness Solutions Group (chaired by executives from Ohio Business) recommendations and the continued work of the Early Childhood Cabinet, Ohio is moving toward the creation of a comprehensive and fully integrated early childhood system. Governor Ted Strickland added strength to this goal in 2009 by introducing language in H.B. 1 to create the Center for Early Childhood Development. The Center is authorized to become the single administrative structure with the responsibility for state-funded early childhood programs and services for children pre-natal through entry into kindergarten. The Center integrates programs previously administered by Ohio’s Departments of Education, Job and Family Services, and Health.

To ensure an effective, coherent, and integrated early childhood accountability system, it is critical for state agencies to be able to link and track children’s program experiences, progress, and development from birth to age six. The innovation in this approach is the comprehensiveness of the program tracking combined with the transparency it provides to Ohio public and policy makers. The accountability system is further strengthened by linking data collected in the early childhood years to data collected in the public education system from kindergarten to post-secondary, and comprehensive assessment system that is vertically aligned prekindergarten through grade 3.

The accountability framework focuses on program quality measures (e.g., monitoring teacher credentials and classroom observations focusing on quality of the literacy environment), curriculum embedded performance measures, and child and family outcome measures (at preschool and kindergarten).

LEAs participating in state-funded early education programs of Early Childhood Education Entitlement (for children in poverty) and Preschool Special Education (for children with disabilities) share the accountability for progress. Participating LEAs agree to collect program, teacher, and child data and report it to the State through the PK-12 centralized data collection system, Education Management Information System (EMIS). With the new Center, the early-learning accountability framework will be expanded to include children ages 0-3 participating in state services and funding, other children ages 3-5 participating in such programs such as subsidized child care. RttT funding discussed in the Ohio application adds

improvements to existing accountability and data collection systems which focus on providing information and data at the state, community, and local levels for improvements in instruction to support young children, educational outcomes for high need students, quality of preschool programs, and transition between preschool and kindergarten. Conducting the RttT project in Ohio lays the foundation to weave in four cross-cutting initiatives for improving early learning outcomes.

- (1) Development of a comprehensive kindergarten readiness assessment,
- (2) Expansion of a data warehouse to include prekindergarten child outcomes and workforce data,
- (3) Inclusion of more children ages 0-5 in the state's unique identification number system,
- (4) Integration and development of a common workforce data system to support early childhood educators and service providers of children ages 0-5 that will link to child outcomes.

Progress in the core plans for RttT will establish the natural points for moving ahead with these initiatives over the course of the next four years using combinations of state, federal, and private funding. Effective early learning strategies and systems provide a firm foundation for addressing the problem of low-achieving elementary schools. Ohio will place particular attention on improving early learning outcomes for students connected to low achieving schools.

**PRIORITY (P)(4):**  
**INVITATIONAL PRIORITY – EXPANSION AND ADAPTATION OF STATEWIDE LONGITUDINAL**  
**DATA SYSTEMS (NOT SCORED)**

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**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*  
*Recommended maximum response length, if any: Two pages*

**OHIO'S NARRATIVE RESPONSE TO P(4) IS FOUND ON PAGES P4-1 – P4-2.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**PRIORITY 4 INVITATIONAL PRIORITY-EXPANSION AND ADAPTATION OF STATEWIDE  
LONGITUDINAL DATA SYSTEMS (2 PAGES)**

The Ohio RttT application describes a comprehensive and aggressive plan to improve longitudinal data systems. The restructuring of the ODE centers and the formal partnership with other Ohio departments and across the LEAs establishes the ability for data to be accessible for many other critical niche purposes. At the periodic meeting of the State Reform Steering Team, a standing agenda item will be the delivery of a synthesis of the data trends as they relate to issues of culture and climate. This information is intended to be the driver for generations of informed system-wide questions that can be asked by stakeholders, and also data to understand what solutions or actions could be most likely to have biggest impact. A transparent P-20 SLDS allows Ohio to gather information and perform longitudinal analysis for students across their entire academic history. Ohio's SLDS contains data for preschool students participating in state programs. Ohio will add data for children participating in early childhood programs not administered by ODE to its existing data warehouse. This will enable more effective tracking of the impact of services and programs on early learning students. The two individual data systems for professional development for educators, (one for P-12 educators and one for early learning educators) will be integrated so that early learning professional development can be added to the SLDS. This will increase Ohio's ability to track and analyze the effectiveness of teacher professional development longitudinally for all types of teachers.

Ohio currently links students to teachers using a data system that allows one teacher to be identified for each student in each course. The system does not account for team-teaching environments or mobility of students who change courses, buildings or districts during a reporting period. RttT will enable Ohio to establish data collection via a more robust student-to-teacher linkage system to track student mobility and assess the impact individual teachers have on students. Ohio is one of five states selected to develop best practices for student-to-teacher linkages with the Center for Educational Leadership and Technology. Ohio will use the best practices defined as part of this program to develop the framework needed to build Ohio's statewide student-to-teacher linkage system and continue to work with state partners to continuously improve such tools and make them available.

In Ohio, human resources data for teachers, principals and other staff has traditionally been stored locally at LEAs. Ohio is expanding its SLDS to include teacher and principal

effectiveness data. The data gathered by LEAs will be integrated into SLDS to analyze and report on the correlation between teacher effectiveness and student achievement. Most importantly, this will enhance the support the state teams provide for LEAs to rapidly infuse practice and progress data.

Through RttT Ohio will create a much improved and robust architecture for supporting the anticipated future growth of the SLDS. For example, ODE will convert from a third-party operated job application system to a new in-house system that enables integration of teacher and district data into the SLDS. This will allow districts to gather longitudinal data on teachers, including certification, employment history and professional development, resulting in a more efficient candidate selection process and more informed hiring decisions.

A robust architecture also enables online access to electronic resources aligned to the standards and customized curriculum for differentiated instructions, online assessments and early warning indicators. A transparency policy will apply at all times so that districts, teachers, parents and students are able to access customized reports to understand achievement, progress and improvement.

The web portals will provide non-secure data to the public and secured data to stakeholders in compliance with FERPA. Existing data tools provided by Ohio and third-party vendors will be consolidated into one easily accessible location, allowing stakeholders to identify all available resources. ODE will create and contract for professional development to provide additional clarification on the use of these tools via the portals.

**PRIORITY (P)(5):**  
**INVITATIONAL PRIORITY -- P-20 COORDINATION, VERTICAL AND HORIZONTAL ALIGNMENT**  
**(NOT SCORED)**

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**Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment**  
*(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

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*Recommended maximum response length, if any: Two pages*

**OHIO'S NARRATIVE RESPONSE TO P(5) IS FOUND ON PAGES P5-1 – P5-2.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**PRIORITY 5: INVITATIONAL PRIORITY—P-20 COORDINATION,  
VERTICAL AND HORIZONTAL ALIGNMENT**

Ohio is pursuing a strategy of convergence around (a) a comprehensive vision of local and regional educational and economic development with a particular focus on STEM; (b) optimization of resource and program alignment; (c) data systems to identify priorities and performance; and, (d) rapid scale up of promising initiatives.

P-16 councils across the state have identified institutional barriers and formulated strategies to strengthen the transition from elementary to middle school, middle to high school and high school to college. With the support of the Knowledge Works Foundation five councils have received state and national recognition in efforts to increase student performance, reduce achievement gaps, decrease post-secondary remediation and workforce development (Clark County ASPIRE P-16 Collaborative, Highland County P-16 Council, Ashtabula Partnership for Continued Learning, Greater Cincinnati’s Strive P-16 Council, P-16 Alliance of Summit County).

The Cincinnati Strive Council’s *“Roadmap to Success: Critical Benchmarks and Transition Years”* has become a national model and is being used in five major metropolitan areas across the country (Appendix P.5.1). The Stark Education Partnership in northeast Ohio also is a nationally benchmarked effort focused on the rapid acceleration of student college-going rate. Stark notes that 600 additional bachelor degrees in their county each year results in an additional one percent income increase each year.

Ohio recently joined the national Partnership for 21<sup>st</sup> Century Learning Skills and will use this framework to establish a P-20 advisory group focused on an alignment of college and career ready learning skills.

The Ohio STEM Learning Network is a public/private collaborative enacted by law that connects and develops regional P-20 collaboratives, specialty STEM schools and K-8 programs of excellence focused on accelerating STEM talent development to grow the regional and state economy. OSLN is aligned with Ohio’s Third Frontier Project.

**HORIZONTAL ALIGNMENT**

The Ohio Public-Private Collaborative Commission (P2C2) was established by Governor Strickland and the legislature to make recommendations for promoting high levels of student

achievement with a strong focus on non-academic barriers. The group’s report “*Supporting Student Success: A New Learning Day in Ohio*” includes four recommended action priorities to assist with the personalization, extension and acceleration of learning for students: (a) create a new culture of learning in which entire communities share responsibility for the well-being and educational performance of every student; (b) meet the learning needs of all students through a system of extended, accelerated and connected learning; (c) make dropout prevention, early intervention and recovery a priority in every Ohio school and school district, beginning in the early grades; and, (d) enhance school leaders' willingness and capacity to build strategic bridges with families and communities.

Ohio was one of the first states in the nation to establish state and local family and children first councils to enhance the opportunities for high-need students to have access to the broad array of services they need to succeed beyond what a school can provide. The Ohio Family and Children First (OFCF) is statutorily defined as the Governor’s Cabinet for children and families that was established in 1993 by Section 121.37 of the Ohio Revised Code. The OFCF Cabinet Council is comprised of eleven state agencies and the Governor’s Office and is responsible for: advising the Governor, General Assembly, and local government regarding the state’s provision of services and the needed alignment of resources to build a coordinated service delivery system for children and families

County Family and Children First Councils are responsible for mobilizing child and family serving partners to address the needs of children and families through comprehensive planning to identify, prioritize, and implement needed services to fill the gaps and policies/rules to reduce the duplication of services.

**PRIORITY (P)(6):**  
**INVITATIONAL PRIORITY -- SCHOOL-LEVEL CONDITIONS FOR REFORM, INNOVATION, AND**  
**LEARNING (NOT SCORED)**

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**Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning** *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (*e.g.*, by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

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*Recommended maximum response length, if any: Two pages*

**OHIO'S NARRATIVE RESPONSE TO P(6) IS FOUND ON PAGES P6-1 – P6-2.**  
**APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

**PRIORITY 6: INVITATIONAL PRIORITY -- SCHOOL-LEVEL CONDITIONS FOR REFORM, INNOVATION, AND LEARNING (NOT SCORED)**

Ohio has created conditions that enable reform, innovation, and learning at the school level. Ohio's status as a local-control state and Ohio's robust cohort of charter schools has fostered a culture of locally driven innovation to improve student results. Ohio's RttT plan leverages existing statutes, regulations, and policies to accelerate schools' adoption of innovative best practices for student success. LEAs seeking to provide schools with more autonomy in school staffing, resource allocation, and overall operations may elect to operate buildings under an alternate administrative structure authorized in Ohio statute. Ohio Revised Code Section 3314.20 allows any school district with a total student enrollment of more than 5,000 "to designate one school building to be operated by a site-based management council." The site-based management council is detailed and clarified in Ohio Administrative Code Section 3301-35-10. LEAs seeking additional autonomy, relative to the use of time and school schedules, may elect to operate for more than the state's minimum school year of 182 days, or, with approval from ODE, they may institute an alternate schedule (for example, year-round sessions), per ORC 3313.481.

In 2010, all LEAs are adopting local plans to comply with *Ohio's Credit Flexibility Plan* (Appendix P.6.1). Per ORC 3313.603(J) the State Board of Education, in consultation with the Chancellor of the Ohio Board of Regents, adopted a statewide plan implementing methods for students to earn units of high school credit based on a demonstration of subject-area competency, instead of or in combination with completing hours of classroom instruction. Ohio's "Credit Flex" plan shifts focus from evaluating student learning based on "seat time" to assessing students' demonstrated academic and skill level or performance. Under *Ohio's Credit Flexibility Plan*, LEAs will retain seat time as one option and expand the number of options for earning credit by adding demonstration of subject-area competency and structures that support it irrespective of any time requirements.

Ohio Revised Code 3313.6012, requires public schools to identify students who may not pass Ohio Achievement or Graduation Tests and help them acquire grade-level skills by providing necessary interventions. To assist schools and LEAs in meeting this requirement, Ohio adopted the *Comprehensive System of Learning Support Guidelines* (Appendix P.6.2) to assist LEAs in establishing a Comprehensive System of Learning Supports (CSLS), a collection

of resources, strategies, and practices – as well as environmental and cultural factors extending beyond the classroom – that together provide the physical, cognitive, social, and emotional support that every student needs to succeed in school and in life. Participating LEAs will have the opportunity to enhance their local CSLS through activities outlined in Assurance E.

The fundamental document establishing school-level reform conditions is the *Operating Standards for Ohio's Schools*. Following revisions mandated in H.B.1, all of Ohio's LEAs make a commitment to focus on:

- The personalized and individualized needs of each student;
- The shared responsibility among the school board, administrators, faculty and staff to develop a common vision, mission and set of guiding principles;
- the shared responsibility among the school board, administrators, faculty and staff to engage in a process of collective inquiry, action orientation and experimentation to ensure the academic success of all students;
- The commitment to teaching and learning strategies that utilize technological tools and emphasize inter-disciplinary, real-world, project-based and technology-oriented learning experiences to meet the individual needs of every student;
- The commitment to high expectations for every student and a commitment to closing achievement gaps so that all students achieve core knowledge and skills in accordance with the statewide academic standards;
- The commitment to the use of assessments to diagnose the needs of each student; establish effective connections and relationships with families and others that support student success;
- The commitment to the use of positive behavior intervention supports throughout the LEA to ensure a safe and secure learning environment for all students.

Ohio's participating LEA schools may pursue additional autonomy and flexibility to enact RttT reforms through Section 3302.07 of the Ohio Revised Code (ORC) which allows the board of education of any school district, the governing board of any educational service center, or the administrative authority of any chartered nonpublic school to submit to the State Board of Education, an application proposing an innovative education pilot program which requires exemptions from specific statutory provisions or rules prior to implementation.

# Fifth First: *Ohio's Race to the Top Strategy*

## *Budget Volume*



*submitted by:*

**Ted Strickland**  
*Governor of Ohio*

**Deborah S. Delisle**  
*Superintendent of Public Instruction*

**Deborah Cain**  
*President, State Board of Education*

*submission date:* Jan 19, 2010



## **BUDGET PART I: BUDGET SUMMARY NARRATIVE**

### **INSTRUCTIONS.**

Describe, in an Appendix, the overall structure of the State's budget for a Race to the Top grant, including the list of projects for which there is a project-level budget, and a rationale for how these will be organized and managed.

The State should also describe how other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds will be leveraged to further support Race to the Top education reform plans.

The State must include, on Line 14 of the Budget Summary Table, the amount of funding to be subgranted to its participating LEAs based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year (that is, FY 2009), as required under section 14006(c) of the ARRA. States are not required to provide budgets for how the participating LEAs would use their funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that participating LEAs spend these funds in accordance with the State's plan and the scope of work described in the agreement between the State and the participating LEA.

## BUDGET PART I: BUDGET SUMMARY NARRATIVE

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**Budget Part I: Budget Summary Table  
(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$5,180,370	\$5,365,744	\$6,694,727	\$6,837,878	<b>\$24,078,719</b>
2. Fringe Benefits	\$1,283,751	\$1,347,181	\$1,387,597	\$1,429,225	<b>\$5,447,754</b>
3. Travel	\$633,107	\$393,014	\$373,403	\$378,953	<b>\$1,778,477</b>
4. Equipment	\$244,000	\$1,056,800	\$216,800	\$216,800	<b>\$1,734,400</b>
5. Supplies	\$337,590	\$353,386	\$412,869	\$359,795	<b>\$1,463,641</b>
6. Contractual	\$37,933,913	\$35,473,228	\$30,321,525	\$26,054,599	<b>\$129,783,265</b>
7. Training Stipends	\$1,000,000	\$6,166,667	\$6,333,333	\$6,333,333	<b>\$19,833,333</b>
8. Other	\$1,165,224	\$2,290,551	\$3,001,678	\$2,490,319	<b>\$8,947,773</b>
9. Total Direct Costs (lines 1-8)	<b>\$47,777,955</b>	<b>\$52,446,572</b>	<b>\$48,741,932</b>	<b>\$44,100,903</b>	<b>\$193,067,362</b>
10. Indirect Costs*	\$621,400	\$651,812	\$671,366	\$691,507	<b>\$2,636,086</b>
11. Funding for Involved LEAs	\$3,055,840	\$1,964,413	\$1,529,533	\$864,533	<b>\$7,414,320</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$831,980	\$831,980	<b>\$1,663,960</b>
13. Total Costs (lines 9-12)	<b>\$51,455,195</b>	<b>\$55,062,797</b>	<b>\$51,774,811</b>	<b>\$46,488,924</b>	<b>\$204,781,728</b>
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$51,455,195	\$55,062,797	\$51,774,811	\$46,488,924	<b>\$204,781,728</b>
15. Total Budget (lines 13-14)	<b>\$102,910,391</b>	<b>\$110,125,594</b>	<b>\$103,549,622</b>	<b>\$92,977,848</b>	<b>\$409,563,455</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

## BUDGET PART I: BUDGET SUMMARY NARRATIVE

**OVERVIEW:** Ohio is requesting **\$409,563,455** in funding from Race to the Top, divided evenly between the state and participating LEAs. The reform plan articulated in this application is comprehensive and the aggressive goals we have set are achievable with the contemplated funding. Ohio fully recognizes the one-time nature of the RttT opportunity and the corresponding bias towards structural reform and investments with a clear path to sustainability. This plan reflects that preference and Ohio believes that the fiscal discipline reflected in these budgets is itself an important contributor to our long-term success. It will be a leveraged investment in education reform, complementing the approximately \$300 million invested annually by philanthropic partners in the state of Ohio and the many state resources dedicated to education.

**PHILOSOPHY:** Ohio has comprehensive plans addressing each of the four assurance areas, as well as the competitive and invitational priorities outlined in the RttT application instructions. This application proposes 15 RttT projects, fully integrated into the Ohio reform agenda. These 15 projects are designed to **accelerate** reforms already underway in Ohio, **innovate** with new efforts that will push the boundaries of the system, and **reinforce** the infrastructure required to sustain fundamental reform. This balanced and integrated portfolio of actions will drive radical change in a compressed timeframe at the LEA, building, and classroom level, thereby producing dramatic gains in student outcomes. A description of this framework is included in section (A)(1).

Detailed budgets for the LEA spending will be developed as local operating plans are created and approved by the ODE during the 90 days following the award of a RttT grant. These plans will reflect the priorities of Ohio's application as a whole and will be tailored to the unique circumstances of each participating LEA.

Investment Area	Primary Section	New Title	Project Relationship to Assurance Plans (O = primary, * = secondary)																		
			A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	F2	F3	P2
Reinforce	A2	Sustain Capacity to Execute Statewide		O			*	*			*	*	*	*	*	*	*			*	
Reinforce	A2	Engage Stakeholders in Collaboration		O							*										
Accelerate	B3	Continue Assessment Leadership				*	*	O			*		*	*		*	*				
Innovate	B3	Align Curriculum to Support Teachers				*		O			*		*	*		*	*				
Accelerate	C2	Expand Value-Added Statewide							O	*		*	*	*		*	*				
Reinforce	C2	Improve Access to Student Data							O	*		*	*	*		*	*				
Accelerate	C3	Personalize Learning Through Formative Instruction					*			*	O				*	*	*			*	
Innovate	D2	Utilize Evaluation Results to Support Educators											O	*		*	*				
Accelerate	D2	Redesign Educator Performance Management Systems											O	*	*	*	*		*		
Innovate	D3	Expand Effective Educator Preparation Programs												O	*	*	*		*		
Accelerate	D3	Ensure Equitable Distribution of Educators												O					*		
Innovate	D4	Increase Higher Education Accountability									*		*		O				*		
Accelerate	D5	Support Educators to Increase Student Growth										*	*	*		O			*		
Innovate	E2	Turn Around Ohio's Lowest Achieving Schools																	O		
Innovate	P2	Amplify STEM Adoption		*										*		*	*				O

**ADMINISTRATION:** The plan assures that Ohio’s leadership, management and oversight infrastructure are in place from the initiation of the RttT grant, and that Ohio’s capacity to support LEAS to implement scales at a rate that meets the requirements of all projects described in this application. Ohio’s comprehensive management model fully leverages existing ODE management infrastructure for education reform and grant management, providing single point accountability for program management, reporting and oversight in the Deputy Superintendent. Each project also has single point accountability with a senior member of the ODE management team in the directly relevant center within the department. This alignment of budgets with activities, in conjunction with the disciplined project and financial reporting, allows leadership to react to changing conditions in the field for the highest possible impact on student achievement. Responsibility for individual projects is summarized below.

Assurance Criteria	Project	Responsible Party
A2	Sustain Capacity to Execute Statewide	Marilyn Troyer, Deputy Superintendent of Public Instruction
	Engage Stakeholders in Collaboration	
B2	Continue Assessment Leadership	Associate Superintendent, Center for Curriculum and Assessment
B3	Align Curriculum to Support Teachers	
C3	Personalize Learning Through Formative Instruction	
C2	Expand Value-Added Statewide	Executive Director, Policy and Accountability
C2	Improve Access to Student Data	Chief Information Officer
D2	Utilize Evaluation Results to Support Educators	Associate Superintendent, Center for the Teaching Profession
	Redesign Educator Performance Management Systems	

D3	Ensure Equitable Distribution of Educators	
D5	Support Educators to Increase Student Growth	
D3	Expand Effective Educator Preparation Programs	Associate Superintendent, Center for the Teaching Profession & Associate Vice Chancellor, Academic Quality & Assurance
D4	Increase Higher Education Accountability	Chancellor of the Board of Regents
E2	Turn Around Ohio's Lowest Achieving Schools	Associate Superintendent, Center for School Improvement
P2	Accelerate STEM Adoption	Associate Superintendent, Center for Curriculum and Assessment

Ohio’s oversight of its RttT activities will utilize the state’s proven infrastructure for administration of grants to LEAs, including the Consolidated Continuous Improvement Planning (CCIP) tool. CCIP, designed specifically to manage federal and state grants to LEAS, provides the capacity to link grant funds to specific projects and provides fully transparent reporting. This enables LEAs to integrate RttT operating plans with other strategic projects and to fully understand the nature of future resource allocation trade-offs. This capability is unique to Ohio.

To further highlight Ohio’s ability to be an effective steward of RttT funds, it is important to note that Ohio rapidly implemented the challenging reporting capabilities required for the state’s ARRA funds and has met all requirements since inception. Thus, Ohio has an internal structure that been highly successful in meeting all federal reporting requirements.

The sustainability of RttT investments is a paramount concern and encompasses three essential dimensions: leadership, capacity to execute the work, and finances. Ohio is well positioned across each of these dimensions and fully expects that the reforms articulated in this application will extend far beyond the horizon of this grant. Political leaders and stakeholders across Ohio have tremendous political alignment around the importance of education to Ohio’s economic vitality and our two decades of historical cooperation on these issues will continue. Ohio is investing in capacity at all levels of the education system, but most especially in the classroom, and the state expects that the benefits of these investments will persist long into the future. The investments included in the plan emphasize one-time costs wherever possible, prioritizing structural improvements that yield an altered future system. The projects devoted to standards development, data systems, and human capital reforms are good examples of this principle. Some investments necessarily have a tail, as the work of education reform will not

occur overnight. Ohio's leading longitudinal data and financial management systems ensure that an infrastructure is in place to monitor performance, recognize future spending conflicts, and resolve resource allocation questions with the maximum degree of understanding of how investments impact student achievement.

**COMPLEMENTARY RESOURCES:** A strength of Ohio's RttT application is that a comprehensive reform plan is already in place and poised for breakout success. The availability of multiple complementary funding streams provides tremendous leverage to the RttT investment in Ohio.

**Ohio will participate in all related federal educational grant programs:**

- **School Improvement Grant (SIG):** Ohio will use a combination of RttT and SIG funds to support the turnaround of its persistently low-achieving schools. SIG funds will also support other low-achieving schools in their efforts to improve education for their students.
- **Teacher Incentive Fund (TIF):** Ohio has received TIF funding for the last five years and will apply in the next round as well. These funds will further encourage the adoption of performance-based systems for educators, complementing the performance management investments of RttT. The compensation reform initiative defined in Ohio's RttT grant application will be supplemented by TIF grants and will focus on LEAs that are committed to exploring comprehensive, structural reform. Ohio has worked closely with four of its eight major urban LEAs to implement TIF programs and all four LEAs have contributed significant local funds to this effort.
- **American Recovery and Reinvestment Act (ARRA) State Longitudinal Data Systems (SLDS) grant:** Ohio has applied for ARRA SLDS funds to support the further development of its SLDS. The scope of the SLDS work is complementary to the work outlined in the RttT application. If funded, Ohio will achieve 100% compliance with the America COMPETES Act.
- **Education Technology Grants:** Ohio has received nearly \$24M to support LEAs to improve student academic achievement through the use of technology in schools. These investments are also designed to ensure that every student is technologically literate by the end of eighth grade. They will complement the extensive STEM work

already underway in Ohio, as well as the substantial STEM projects in the state's plan.

**Ohio has demonstrated a commitment to education, even during the most difficult of economic times and benefits from a robust set of nonprofit foundations dedicated to the work of education reform**

- H.B. 1 established the Ohio Evidence-Based Model (EBM), a new funding system that allocates dollars based on demographic factors, including the number of economically disadvantaged students, the concentration of poverty, and levels of college attainment. This funding system established much more accurate estimates of funding needs for each LEA and more closely connects need to dollars provided. Over time, EBM will increase the state's share of funding for public education.
- Foundation partners invested approximately \$300M in 2009 on education in Ohio and these partners are committed to the goals of Ohio's RttT plan.

**Ohio's education reform plan and RttT application articulate a comprehensive approach and aggressive goals. Our investments, which leverage proven existing state resources and infrastructure, the immense talents of our educators and partners across the state, and the deep political will of key leaders, will yield breakthrough outcomes. This is Ohio's enduring commitment to the children of the state.**

## BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Throughout the remainder of this document, project-level budget narratives are described. The following table provides a key for responsible party abbreviations:

<b>Key</b>	<b>Department</b>
ODE-CCA	Center for Curriculum and Assessments
ODE-CSI	Center for School Improvement
ODE-CTP	Center for the Teaching Profession
ODE-OIT	Office of Information Technology
ODE-OSI	Office of Strategic Initiatives
OBR	Ohio Board of Regents

<b>SUSTAIN CAPACITY TO EXECUTE STATEWIDE</b>	<b>Accountability: Marilyn Troyer, Deputy Superintendent of Public Instruction</b>
	<b>Completion Date: September 2014</b>
<b>Associated with Criteria:</b> Primary: (A)(2); Secondary: (B)(2), (B)(3), (C)(2), (C)(3), (D)(2), (D)(3), (D)(4), (D)(5), (E)(2), Priority 2	

**Budget Part II: Project-Level Budget Table**  
**Project Name: Sustain Capacity to Executive Statewide**  
**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$2,476,000	\$2,550,280	\$2,626,788	\$2,705,592	<b>\$10,358,660</b>
2. Fringe Benefits	\$742,800	\$765,084	\$788,037	\$811,678	<b>\$3,107,598</b>
3. Travel	\$99,040	\$102,011	\$105,072	\$108,224	<b>\$414,346</b>
4. Equipment	\$46,500	\$9,300	\$9,300	\$9,300	<b>\$74,400</b>
5. Supplies	\$148,560	\$153,017	\$157,607	\$162,336	<b>\$621,520</b>
6. Contractual	\$4,200,000	\$2,200,000	\$1,200,000	\$1,200,000	<b>\$8,800,000</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$0	\$0	\$0	\$0	<b>\$0</b>
9. Total Direct Costs (lines 1-8)	<b>\$7,712,900</b>	<b>\$5,779,692</b>	<b>\$4,886,804</b>	<b>\$4,997,129</b>	<b>\$23,376,525</b>
10. Indirect Costs*	\$350,849	\$361,375	\$372,216	\$383,382	<b>\$1,467,822</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$8,063,749</b>	<b>\$6,141,067</b>	<b>\$5,259,020</b>	<b>\$5,380,511</b>	<b>\$24,844,347</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio’s overarching goal is to assure that capacity is never the limiting factor in implementing, scaling up and sustaining meaningful reform, while providing best-in-class grant administration and comprehensive support to participating LEAs.

**ACTIVITIES/RATIONALE.**

- Provide sustained leadership, advocacy and high-level problem solving through creation of a State Reform Steering Committee, chaired by the Ohio Superintendent of Public Instruction and engaging key public and private sector stakeholders
- Create the Office of Strategic Initiatives (ODE-OSI) dedicated to RttT program management and integration with ongoing reform efforts over time, assuring sustainability and becoming the incubator for innovative reform efforts derived from multiple sources
- Identify existing ODE executives and/or hire new ODE executives to serve leadership roles in the Office of Strategic Initiatives
- Provide comprehensive regional support to LEAs by enhancing the capacity of 16 Educational Service Centers
- Identify external contractual resources necessary to support Ohio’s RttT efforts.

Activity	Responsible Parties	Timing
<b><i>Establish the Office of Strategic Initiatives and Supporting Committees</i></b>		
Establish a State Reform Steering Committee	ODE	April-July2010
Establish clear guidelines and mandate for the Office of Strategic Initiatives	ODE	April-July2010
Create and staff the Office of Strategic Initiatives	ODE	April-July2010
Identify existing ODE executives and/or hire new ODE executives to serve leadership roles in the RttT project	ODE	April-July2010
Form LEA support teams and align each LEA with a support team	ODE-OSI	April-July2010
Enhance the capacity of 16 Educational Service Centers to provide comprehensive regional support to LEAs	ESCs, ODE-OSI*	April-July2010
<b><i>Identify and Hire External Vendors to Provide State-level Support</i></b>		
Contract with external partners to design and deliver appropriate performance metrics for charter organizations	ODE-OSI	August 2010-December 2014
Identify external contractual resources necessary to support Ohio’s RttT efforts (as they arise)	ODE-OSI	August 2010-July 2014
<b><i>Ensure Overall Accountability</i></b>		
Review LEA-submitted reform plans	LEAs, ODE-OSI*	April 2010-June 2010
Develop accountability metrics for individual LEAs	LEAs, ODE-OSI*	April 2010-July 2010
Complete RttT management performance review	ODE-OSI	12, 24, 36 months after RttT project begins
Complete RttT LEA support review	LEAs, ODE-OSI*	12, 24, 36 months after RttT project begins

\* Denotes primary responsible party where multiple parties have responsibility.

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
1 ODE FTE to be the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	1 FTE at \$150K base salary x 4 years with a 3% annual cost of living adjustment	\$628K
4 ODE FTEs to be Assurance Managers and oversee work with individual project managers to deliver and ensure success of the RttT projects for 4 years	4 FTEs at \$85K base salary x 4 years with a 3% annual cost of living adjustment	\$1.4M
1 ODE FTE to be Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	1 FTE at \$85K base salary x 4 years with a 3% annual cost of living	\$356K
1 ODE FTE to be Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	1 FTE at \$85K base salary x 4 years with a 3% annual cost of living adjustment	\$356K
1 ODE FTE to be Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	1 FTE at \$85K base salary x 4 years with a 3% annual cost of living adjustment	\$356K
6 ODE FTEs to be the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	6 FTEs at \$85K base salary x 4 years with a 3% annual cost of living adjustment	\$2.1M
1 ODE FTE to be the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	1 FTE at \$85K base salary x 4 years with a 3% annual cost of living adjustment	\$356K
16 ESC FTEs to be Facilitators to help provide support and training to LEAs on statewide RttT initiatives	16 FTEs at \$71K base salary x 4 years with a 3% annual cost of living adjustment	\$4.8M
<b>Fringe Benefits</b>		
Fringe benefits for ODE FTE to be the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	30% of base salary x 4 years	\$188K
Fringe benefits for 4 ODE FTEs to be Assurance Managers and oversee and work with individual project managers to deliver and ensure success of the RttT projects for 4 years	30% of base salary x 4 years	\$427K
Fringe benefits for 1 ODE FTE to be Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	30% of base salary x 4 years	\$107K
Fringe benefits for 1 ODE FTE to be Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	30% of base salary x 4 years	\$107K
Fringe benefits for 1 ODE FTE to be Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	30% of base salary x 4 years	\$107K
Fringe benefits for 6 ODE FTEs to be the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	30% of base salary x 4 years	\$640K
Fringe benefits for 1 ODE FTE to be the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	30% of base salary x 4 years	\$107K

Cost Description	Cost Assumption	Total
Fringe benefits for 16 ESC FTEs to be Facilitators to help provide support and training to LEAs on statewide RttT initiatives	30% of base salary x 4 years	\$1.4M
<b>Travel</b>		
Travel costs for ODE FTE to be the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	4% of base salary x 4 years	\$25K
Travel costs for 4 ODE FTEs to be Assurance Managers and oversee and work with individual project managers to deliver and ensure success of the RttT projects for 4 years	4% of base salary x 4 years	\$57K
Travel costs for 1 ODE FTE to be Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	4% of base salary x 4 years	\$14K
Travel costs for 1 ODE FTE to be Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	4% of base salary x 4 years	\$14K
Travel costs for 1 ODE FTE to be Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	4% of base salary x 4 years	\$14K
Travel costs for 6 ODE FTEs to be the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	4% of base salary x 4 years	\$85K
Travel costs for 1 ODE FTE to be the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	4% of base salary x 4 years	\$14K
Travel costs for 16 ESC FTEs to be Facilitators to help provide support and training to LEAs on statewide RttT initiatives	4% of base salary x 4 years	\$190K
<b>Equipment</b>		
Computer costs for ODE FTE to be the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for 4 ODE FTEs to be Assurance Managers and oversee and work with individual project managers to deliver and ensure success of the RttT projects for 4 years	4 computers @ \$1.5K with \$300 maintenance cost each x 3 years	\$10K
Computer costs for 1 ODE FTE to be Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for 1 ODE FTE to be Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for 1 ODE FTE to be Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for 6 ODE FTEs to be the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	6 computers @ \$1.5K with \$300 maintenance cost x 3 years	\$14K

<b>Cost Description</b>	<b>Cost Assumption</b>	<b>Total</b>
Computer costs for 1 ODE FTE to be the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for 16 ESC FTEs to be Facilitators to help provide support and training to LEAs on statewide RttT initiatives	16 computers @ \$1.5K with \$300 maintenance cost x 3 years	\$38K
<b>Supplies</b>		
Supplies for ODE FTE to be the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	6% of base salary x 4 years	\$38K
Supplies for 4 ODE FTEs to be Assurance Managers and oversee and work with individual project managers to deliver and ensure success of the RttT projects for 4 years	6% of base salary x 4 years	\$85K
Supplies for 1 ODE FTE to be Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	6% of base salary x 4 years	\$21K
Supplies for 1 ODE FTE to be Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	6% of base salary x 4 years	\$21K
Supplies for 1 ODE FTE to be Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	6% of base salary x 4 years	\$21K
Supplies for 6 ODE FTEs to be the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	6% of base salary x 4 years	\$128K
Supplies for 1 ODE FTE to be the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	6% of base salary x 4 years	\$21K
Supplies for 16 ESC FTEs to be Facilitators to help provide support and training to LEAs on statewide RttT initiatives	6% of base salary x 4 years	\$285K
<b>Contractual</b>		
Contract with vendor to provide consulting services/technical assistance in support of RttT projects	\$200K/month x 40 project months over 4 years	\$8M
Contract with vendor to conduct legal review of sponsoring organization's legal contracts	\$200K/year x 4 years	\$800K
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$1.5M

<b>ENGAGE STAKEHOLDERS IN COLLABORATION</b>	<b>Accountability: Marilyn Troyer, Deputy Superintendent of Public Instruction</b>
	<b>Completion Date: September 2014</b>
<b>Associated with Criteria: Primary: (A)(2); Secondary: (B)(3), (C)(3)</b>	

**Part II: Project-Level Budget Table**  
**Project Name: Engage Stakeholders in Collaboration**  
**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$46,750	\$48,153	\$49,597	\$51,085	<b>\$195,585</b>
2. Fringe Benefits	\$14,025	\$14,446	\$14,879	\$15,325	<b>\$58,675</b>
3. Travel	\$1,870	\$1,926	\$1,984	\$2,043	<b>\$7,823</b>
4. Equipment	\$1,500	\$300	\$300	\$300	<b>\$2,400</b>
5. Supplies	\$2,805	\$2,889	\$2,976	\$3,065	<b>\$11,735</b>
6. Contractual	\$2,020,000	\$1,560,000	\$1,660,000	\$1,960,000	<b>\$7,200,000</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$78,976	\$79,642	\$81,872	\$84,169	<b>\$324,658</b>
9. Total Direct Costs (lines 1-8)	<b>\$2,165,926</b>	<b>\$1,707,355</b>	<b>\$1,811,608</b>	<b>\$2,115,988</b>	<b>\$7,800,877</b>
10. Indirect Costs*	\$6,624	\$6,823	\$7,028	\$7,239	<b>\$27,714</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$2,172,550</b>	<b>\$1,714,178</b>	<b>\$1,818,636</b>	<b>\$2,123,227</b>	<b>\$7,828,591</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** The education reforms enacted by Ohio in recent years have benefited substantially from investments in stakeholder consensus building, including transformative dialog at the state level. Ohio will make systemic changes with deliberate actions to facilitate dialog across stakeholder groups at the local level.

**ACTIVITIES/RATIONALE.**

- Facilitate local Reform Working Group dialog sessions across the state to engage all local stakeholders in meaningful local dialog to engender deeper understanding of education reform in Ohio
- Develop and deliver a communications plan that meaningfully engages stakeholders in RtT and in supporting systemic education reform in Ohio
- Establish the Education Research Center to execute research studies that specifically address the goals and objectives of the state’s overall reform plan and to liaise with other educational researchers nationwide

Activities	Responsible Parties	Timing
<b>Facilitate local Reform Working Groups</b>		
Contract with third-party to facilitate local Reform Working Groups	ODE-OSI	October-December 2010
Identify key stakeholders in local areas to engage in Reform Working Groups	LEAs, third-party partner, other stakeholders, ODE-OSI*	January 2011-July 2014
Regularly hold local Reform Working Groups (10 per year) to facilitate dialog at local level	LEAs, third-party partner, other stakeholders, ODE-OSI*	March 2011-August 2014
<b>Communications plan and delivery</b>		
Develop communications plan, leveraging private sector partners’ communications expertise	ODE-OSI	October-December 2010
Redesign ODE website to support RtT updates	ODE-OSI	October-December 2010
Contract with two cultural anthropologists to work with local stakeholders, primarily students, around the state to tell student-centered stories of how RtT is reforming education in Ohio	ODE-OSI	October-December 2010
Write and publish RtT stories in print and online	ODE-OSI	January 2011-August 2014
Compile video of RtT stories and distribute statewide	ODE-OSI	January 2014-July 2014
<b>Establish the Education Research Center</b>		
Hire/assign Director-level FTEs at ODE and OBR to share responsibility over setting research agenda and coordinating with third-party partner	ODE*, OBR	October-December 2010
Issue RFP and select third-party partner to manage research agenda	ODE*, OBR	January-March 2011
Set research agenda	ODE*, OBR, third-party partner	March-April 2011 and annually thereafter
Issue and manage seed grants for research	Third-party partner	May 2011 and every 6 months thereafter

Activities	Responsible Parties	Timing
Hold annual state-wide research conference	Third-party partner	May 2011 and annually thereafter
Manage social media/networking functions	Third-party partner	Continuous, beginning March 2011
Develop partnerships	Third-party partner	Continuous, beginning March 2011

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
0.5 ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center with 0.5 FTE from OBR (see contractual below). He/she will work in conjunction with third party manager to ensure alignment of Education Research Center activities and serve as ODE Liaison for all Center activities	0.5 FTE at \$93.5K base salary x 4 years with a 3% annual cost of living adjustment	\$196K
<b>Fringe Benefits</b>		
Fringe benefits for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	30% of base salary x 4 years	\$59K
<b>Travel</b>		
Travel for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	4% of base salary x 4 years	\$8K
<b>Equipment</b>		
Computer costs for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
<b>Supplies</b>		
Supplies for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	6% of salary x 4 years	\$12K
<b>Contractual</b>		
Contract with a third-party to direct Education Research Center activities, coordinate annual in-state conferences, disseminate grant money, strategically develop sustainability plan, coordinate grant-seeking, and provide overall leadership in coordination with the ODE and OBR directors	1 contractor at \$150K per year x 4 years	\$600K
Contract with a third-party to manage seed grants provided to in-state researchers	Year 1: \$200K in seed grants Year 2: \$100K in seed grants Year 3: \$200K in seed grants Year 4: \$100K in seed grants	\$600K
Contract with vendor to facilitate local Reform Working Groups	\$10,000/day of facilitation session x 10 days/facilitation session x 10 LEA facilitation sessions/year x 4 years	\$4.0M

Cost Description	Cost Assumption	Total
Contract with vendor to provide team collaboration tool for ODE-OSI communications	\$40K/year x 4 years	\$160K
Contract with resources to develop and deliver ODE RttT communication plan	\$320K one-time cost	\$320K
Contract with vendor to develop web pages and redesign portions of ODE website	\$40K one-time cost	\$40K
Contract with two cultural anthropologists to develop RttT stories for public distribution	\$75K/person/year x 2 people x 4 years	\$600K
Contract with vendor to develop creative messaging for RttT stories	\$40K/year x 4 years	\$160K
Contract with vendor to produce and distribute stories in print and online	\$80K/year x 4 years	\$320K
Contract with vendor to produce and distribute video compilation of RttT stories	\$400K one-time cost	\$400K
<b>Other</b>		
0.5 OBR FTE at Director level will be responsible for the overall coordination and project management of the Education Research Center with 0.5 FTE from ODE (see personnel above). He/she will work in conjunction with third party manager to ensure alignment of Education Research Center activities and serve as OBR Liaison for all Center activities	0.5 FTE with \$93.5K salary per year x 4 years, with 32% fringe benefits, 5% travel expenses, and 3% supply expenses, with a 3% annual cost of living adjustment. \$1.8K for computer, \$300 for maintenance each year thereafter, and indirect costs of 10.9% of salary and fringe	\$305K
Contract with vendor to host annual one-day conference for policymakers, university/college researchers, and interested stakeholders (i.e., LEA directors of research) to review and discuss research findings, receive feedback and plan for future activities	\$5K per conference x 4 conferences	\$20K
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$28K

<b>ALIGN CURRICULUM TO SUPPORT TEACHERS</b>	<b>Accountability:</b> Associate Superintendent, Center for Curriculum and Assessment
	<b>Completion Date: July 2014</b>
<b>Associated with Criteria:</b> Primary: (B)(3); Secondary: (C)(3), (D)(2), (D)(3), (D)(5), (E)(2)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Curriculum Development and Instructional Supports  
**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$607,200	\$105,000	\$105,000	\$105,000	<b>\$922,200</b>
2. Fringe Benefits	\$0	\$0	\$0	\$0	<b>\$0</b>
3. Travel	\$196,800	\$26,250	\$26,250	\$26,250	<b>\$275,550</b>
4. Equipment	\$0	\$0	\$0	\$0	<b>\$0</b>
5. Supplies	\$60,240	\$15,750	\$15,750	\$15,750	<b>\$107,490</b>
6. Contractual	\$550,000	\$836,250	\$836,250	\$836,250	<b>\$3,058,750</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$104,000	\$70,000	\$70,000	\$70,000	<b>\$314,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$1,518,240</b>	<b>\$1,053,250</b>	<b>\$1,053,250</b>	<b>\$1,053,250</b>	<b>\$4,677,990</b>
10. Indirect Costs*	\$0	\$0	\$0	\$0	<b>\$0</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$1,518,240</b>	<b>\$1,053,250</b>	<b>\$1,053,250</b>	<b>\$1,053,250</b>	<b>\$4,677,990</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will leverage the knowledge of local, national and global networks to identify and create access to effective instructional supports to educators statewide.

**ACTIVITIES/RATIONALE.**

**A. Peer Review Panel:**

- Ohio will create 16 regional peer review panels responsible for evaluating instructional supports made available by Ohio teachers, multi-state consortia and other national

developers to determine which supports are aligned to the new standards and provide effective curricula support.

- The state will develop rigorous guidelines/rubrics to guide the panel and teachers to determine what curricula support is effective and aligned to standards.
- Once the panels have been trained on the guidelines, they will begin to evaluate instructional supports. After receiving approval, the instructional supports and materials will be posted online for quick, real-time access by teachers.

***B. Contracted supplementary resources***

- Ohio will contract with external organizations to develop supplementary components of curricular and instructional resources aligned to specific goals (i.e. materials focused on developing 21<sup>st</sup> century skills like creativity and reasoning).
- Developed resources will be integrated into Ohio's state standard instructional improvement system (to be developed with RttT funds).

***C. International Database of Evidence-Based Resources:***

- As a participant of the program, Ohio will have access to a database of evidence-based resources and will incorporate best practices from the Innovative Learning Environments (ILEs) into Ohio's state standard instructional improvement system (to be developed with RttT funds).
- Ohio will host a four-day meeting to share the findings of the ILEs with Ohio educators and international experts. ILE is an international program developed by the Organization of Economic Cooperation and Development (OECD)'s Center for Education Research and Innovation to better understand how people learn and under which conditions and dynamics they can learn better. During this meeting, global experts will share with educators statewide on how to incorporate innovations on learning into school structure and everyday classroom instruction.

***D. Align new standards to college-entrance requirements and educator preparation program standards:***

- Ohio will host 7 days of focus groups in 5 regions each to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years

- Work with vendors to analyze outcomes of the focus groups and develop curricula supports for Institutes of Higher Education (IHEs) to ensure alignment of educator preparation programs to new standards

Activity	Responsible Parties	Timing
<b>Create Peer Review Panel</b>		
Develop standards and guidelines on evaluating effective curriculum supports	Educators, university faculty, educators, ODE-CCA*	April-December 2010
Adopt proposed guidelines/rubrics on evaluating effective curriculum supports	ODE-CCA	April-December 2010
Select regional peer review panels based on regional interest	ODE-CCA*, ESCs	August 2010-July 2011
Provide training to peer review teams on guidelines/rubrics and peer review process	ODE-CCA, ESCs, university faculty	January 2011-July 2011
Collect, review and disseminate teacher submissions of instructional resources	Peer review panels (regional coordinators, teachers, university faculty)	August 2011-July 2014
<b>Access to Contracted Supplementary Resources</b>		
Contract with vendor to develop supplementary curricular supports such as material aligned to 21 <sup>st</sup> century skills	ODE-CCA	April-December 2010
Integrate supplementary supports with web-based standards, curriculum and assessment portal and instructional improvement system	ODE-CCA	January 2011-August 2012
<b>International Database of Evidence-based Research on Learning</b>		
Host a 4-day international meeting to present findings from ILE	ODE-CCA*, external experts, educators	August-December 2010
Disseminate ILE best practices online	ODE	January-July 2011
<b>Align new standards to college-entrance requirements and educator preparation program standards</b>		
Host 7 days of focus groups in 5 regions each to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation program for 3 years	ODE-CCA*, external experts, educators	August 2011-July 2014
Contract with vendor to analyze focus group outcomes and develop curricula adjustments to educator preparation programs to ensure alignment to new standards	ODE-CCA*	8/2011-7/2014

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
Stipend for 4 subject-specific peer reviewer teams to review curricula developed by teachers statewide (math, English, science and social sciences). Each peer review team and the number of participation days: 16 ESC regional coordinators (14 days), 3 teacher leaders (8 days), 9 discipline chairs from IHEs (4 days), and 100 teachers (2 days)	\$200/day/ peer reviewer x (16 @ 14 days + 3 @ 8 days + 9 @ 4 days + 100 @ 2 days) x 4 peer review teams	\$387K
Costs for substitute teachers for the 500 teachers to attend 4-day meeting to disseminate international ILE findings	\$110/day/teacher x 500 teachers x 4 days	\$220K
Stipend for 15 educators participating in 7 days of focus groups in 5 regions each to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$200/day/ educator x 15 educators x 7 days x 5 regions x 3 years	\$315K
<b>Travel</b>		
Travel for 4 subject-specific peer reviewer teams to review curricula developed by teachers statewide (math, English, science and social sciences)	\$50/day/ peer reviewer x (16 @ 14 days + 3 @ 8 days + 9 @ 4 days + 100 @ 2 days) x 4 peer review teams	\$97K
Travel for 500 teacher participants to 4-day meeting to disseminate international ILE findings	\$50/day/ teacher x 500 teachers x 4 days	\$100K
Travel costs for 15 educators participating in 7 days of focus groups in 5 regions each to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$50/day/ educator x 15 educators x 7 days x 5 regions x 3 years	\$79K
<b>Supplies</b>		
Supplies for 4 subject-specific peer reviewer teams to review curricula developed by teachers statewide (math, English, science and social sciences).	\$15/day/ peer reviewer x (16 @ 14 days + 3 @ 8 days + 9 @ 4 days + 100 @ 2 days) x 4 peer review teams	\$29K
Supplies for 4-day meeting to disseminate international findings from ILEs to 500 teacher participants and 20 international experts	\$15/day x 520 attendees x 4 days	\$31K
Supplies for 26 participants in 7 days of focus groups in 5 regions each to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$15/day/ participant x 30 participants x 7 days x 5 regions x 3 years	\$47K
<b>Contractual</b>		
Contract with vendors to help create the guidelines on effective curricular supports for the peer reviewer teams	\$50K one-time cost	\$50K
Contract with vendors to augment the model curricula in key 21st century skills	\$100K/contract x 5 contracts	\$500K
Stipend and travel costs for 11 external experts and IHE faculty participating in 7 days of focus groups in 5 regions each to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation program for 3 years	\$450/day/ participant x 15 participants x 7 days x 5 regions x 3 years	\$709K
Contract with vendor to analyze focus group outcomes on the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$300K/year x 3 years	\$900K

Cost Description	Cost Assumption	Total
Contract with vendor to recommend changes to IHEs educator preparation programs curriculum based on focus group outcomes on the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$300K/year x 3 years	\$900K
<b>Other</b>		
Venue cost for 4-day meeting to disseminate international findings from ILEs to 500 teacher participants and 20 international experts	\$8K venue cost/day x 4 days	\$32K
Stipend and travel cost for 20 international experts and educators to discuss ILE findings	\$900/expert/day x 20 experts x 4 days	\$72K
Venue cost for 7 days of focus groups in 5 regions each to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$2K/day x 7 days x 5 regions x 3 years	\$210K

<b>CONTINUE ASSESSMENT LEADERSHIP</b>	<b>Accountability:</b> Associate Superintendent, Center for Curriculum and Assessment
	<b>Completion Date:</b> July 2014
<b>Associated with Criteria:</b> Primary: (B)(3); Secondary: (C)(3), (D)(2), (D)(3), (D)(5), (E)(2)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Continue Assessment Leadership  
**(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$145,000	\$646,260	\$1,850,648	\$1,855,167	<b>\$4,497,075</b>
2. Fringe Benefits	\$42,600	\$43,878	\$45,194	\$46,550	<b>\$178,223</b>
3. Travel	\$8,680	\$5,850	\$6,026	\$6,207	<b>\$26,763</b>
4. Equipment	\$3,000	\$600	\$600	\$600	<b>\$4,800</b>
5. Supplies	\$8,520	\$8,776	\$70,439	\$9,310	<b>\$97,045</b>
6. Contractual	\$4,475,000	\$2,462,500	\$3,246,700	\$2,462,500	<b>\$12,646,700</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$0	\$511,967	\$511,967	\$511,967	<b>\$1,535,900</b>
9. Total Direct Costs (lines 1-8)	<b>\$4,682,800</b>	<b>\$3,679,831</b>	<b>\$5,731,574</b>	<b>\$4,892,301</b>	<b>\$18,986,505</b>
10. Indirect Costs*	\$20,121	\$20,725	\$21,347	\$21,987	<b>\$84,180</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$4,702,921</b>	<b>\$3,700,556</b>	<b>\$5,752,920</b>	<b>\$4,914,288</b>	<b>\$19,070,685</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will make available to teachers a portfolio of assessments linked to new standards that will help teachers and students better understand student progress against multiple measures.

**ACTIVITIES/RATIONALE.**

**A. Performance-based Assessments:**

- Ohio will expand its current pilot performance-based assessments project developed in partnership with Stanford University School Redesign Network (SRN), the Regional Education Laboratory (REL) and the Educational Service Center of Central Ohio

(ESCCO). The expansion will occur both horizontally into new subjects (social studies) and vertically into new grades. New schools will be identified each year to be added to the program.

- Teachers in partnering LEAs will be engaged in developing new performance-based assessment tasks associated with the new grades and subjects. Ohio will make these tasks, sample student work and training activities for students available to educators online via the instructional improvement system.
- The state will also create and train one state and 16 regional performance-based assessment moderation panels to ensure consistency in scoring.

***B. Formative Assessments:***

- Identify LEAs interested in developing and evaluating formative assessments for middle school using research-based models and best practices (including the ATLAST model developed by Horizon Research in collaboration with the National Science Foundation).
- Launch the two-year middle school formative assessments program at three LEAs each year for three years and provide ongoing training and support to participating teachers.
- Incorporate the formative assessment tasks developed through the program into Ohio's state standard instructional improvement system (to be developed with RttT funds) to provide access to these assessment tools statewide.

***C. Kindergarten Readiness Assessments:***

- Ohio will engage with the Early Childhood Assessment Consortium of the Council of the Chief State School Officers (CCSSO) State Collaboration on Assessment and Student Standard and other states to identify and develop a first-time kindergarten student assessment that incorporates literacy, mathematics, social and emotional skills.
- After the most appropriate assessment has been identified, Ohio will develop and implement the assessment statewide for all first-time kindergarten students.

***D. Growth Measures:***

- Ohio will work with national experts, external organizations, and Ohio educators to develop measures of student growth in grades and subjects outside of fourth through eighth grade mathematics and reading.

- Due to overwhelming interest by participating LEAs, Ohio will select a subset of interested LEAs, potentially through the structure of a mini-competition, to work with experts and teachers to create the appropriate growth measures.
- The developed measures will be incorporated into Ohio’s state standard instructional improvement system (to be developed with RttT funds) and made available to teachers statewide through the state standard instructional improvement system.

Activity	Responsible Parties	Timing
<b>Performance-based Assessments</b>		
Hire 1 additional ODE FTE to help manage the formative assessments project	ODE-CCA	January 2010-July 2011
Identify new LEAs and schools interested in participating in piloting performance-based assessments	ODE-CCA*, LEAs, SRN, REL, ESCs	August 2010-July 2014; ongoing
Provide training to educators in new schools participating in the pilots	Teachers, LEAs, SRN, REL, ESCs*	August 2010-July 2014; ongoing
Conduct performance-based assessment pilots in 23 LEAs	LEAs*, SRN, REL, ESCs	August 2010-July 2011
Select statewide and regional moderation panelists for performance-based assessments	ODE-CCA*, SRN, REL, ESCs	January-July 2011
Provide training to moderation panelists	SRN, REL, ESCs*	August 2011-July 2012
Launch moderation panel at state level and in 4 regions	SRN, REL, ESCs, ODE-CCA*	August 2011-July 2012
Expand moderation panels to all 16 regions	SRN, REL, ESCs, ODE-CCA*	August 2012-July 2013
<b>Formative Assessments</b>		
Identify LEAs and schools interested in developing and evaluating formative assessments for middle-school	ODE-CCA*, LEAs	April-July 2010
Hire 1 additional ODE FTE to help manage the formative assessments project	ODE-CCA	January 2010-July 2011
Launch and run program at 3 Phase 1 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments	LEAs*, ODE-CCA, external experts	August 2010-July 2012
Launch and run program at 3 Phase 2 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments	LEAs*, ODE-CCA, external experts	August 2011-July 2013
Launch and run program at 3 Phase 3 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments	LEAs*, ODE-CCA, external experts	August 2012-July 2014
Incorporate assessment tasks onto state standard instructional improvement system (to be developed with RttT funds)	ODE-CCA	August 2012-July 2014; ongoing
<b>Kindergarten Readiness Assessment</b>		
Create common definition and common standards for Kindergarten Readiness Assessment, jointly with consortium of states	ODE, SCASS*, other states	August 2010-July 2011

Activity	Responsible Parties	Timing
Determine assessment administration procedures and training required for the Kindergarten Readiness Assessment jointly with consortium of states	ODE-CCA, SCASS*, other states	August 2010-July 2011
Select a vendor for the development of the Kindergarten Readiness Assessment	ODE-CCA, SCASS*, other states	August 2010-July 2011
Conduct Phase 1 pilot of Kindergarten Readiness Assessment	ODE-CCA*, SCASS, other states, LEAs	August 2011-July 2012
Develop technical manual, assessment materials, training on administration procedures for teachers and professional development for the Kindergarten Readiness Assessment	ODE-CCA, SCASS*, other states	August 2011-July 2012
Conduct Phase 2 pilot of Kindergarten Readiness Assessment	ODE-CCA*, SCASS, other states, LEAs	August 2012-July 2013
Finalize Kindergarten Readiness Assessment based on findings from pilots	ODE-CCA, SCASS*, other states	August 2012-July 2013
Distribute all Kindergarten Readiness Assessment materials and training to all kindergarten teachers statewide	ESCs*, LEAs, ODE, teachers	August 2012-July 2013
Implement Kindergarten Readiness Assessment statewide	LEAs*, teachers	August 2013-July 2014
<b>Growth Measures</b>		
Develop the framework for mini-competition amongst interested LEAs to develop additional student growth measures for grades and subjects beyond 4 <sup>th</sup> -8 <sup>th</sup> grade mathematics and reading	ODE-CCA*, external experts, ORC	August-December 2010
Conduct mini-competition to select subset of LEAs to participate in the growth measures development project	ODE-CCA*, LEAs, external experts, ORC, ESCs	January-July 2011
Launch the growth measures development project at selected LEAs	ODE-CCA*, LEAs, ESCs, ORC	August 2011-July 2014
Contract with external experts develop growth measures at selected LEAs	LEAs*, external experts	August 2011-July 2014
Incorporate developed measures into state standard instructional improvement system (to be developed with RtT funds) for easy access by teachers statewide	ODE-CCA	August 2012-July 2014

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
1 ODE FTE full time at Associate Director level with mathematics background to manage the development of formative assessments in middle schools for 4 years. This FTE will be responsible for managing the relationships between schools, external experts and vendors that will be supporting this effort and ensuring knowledge sharing across various school sites.	1 FTE at \$71K base salary x 4 years with a 3% annual cost of living adjustment	\$297K

Cost Description	Cost Assumption	Total
1 ODE FTE full time at Associate Director level to manage the development of performance assessments moderation panels. This FTE will be instrumental to coordinating the efforts across the moderation panels and ensuring consistency in moderation approach across the sites.	1 FTE at \$71K base salary x 4 years with a 3% annual cost of living adjustment	\$297K
Stipend for state-level 20-person moderation panel for the performance-based assessment initiative to ensure inter-rater reliability across the state when scoring student performance. Y2-Y4: 1 panel per year	\$200/day/panelist x 20 panelists x 25 days x 3 panels	\$300K
Stipend for regional 20-person moderation panels for the performance-based assessment initiative to ensure inter-rater reliability across the state when scoring student performance. Y2: 4 panels; Y3-Y4: 16 panels	\$200/day/panelist x 20 panelists x 25 days x 36 panels	\$3.6M
Stipend for teachers that will take part in the development of the framework that will be used in a mini-competition among LEAs to develop performance assessments for non-core subjects	\$200/day/teacher x 5 teachers x 3 meetings	\$3K
<b>Fringe Benefits</b>		
Fringe benefits for ODE FTE at Associate Director level with mathematics background to manage the development of formative assessments in middle schools for 4 years	30% of base salary x 4 years	\$89K
Fringe benefits for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	30% of base salary x 4 years	\$89K
<b>Travel</b>		
Travel costs for ODE FTE at Associate Director level with mathematics background to manage the development of formative assessments in middle schools for 4 years	4% of base salary x 4 years	\$12K
Travel costs for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	4% of base salary x 4 years	\$12K
Travel costs for teachers that will work on the development of the framework that will be used in a mini-competition among LEAs to develop performance assessments for non-core subjects	\$200/teacher x 5 teachers x 3 meetings	\$3K
<b>Equipment</b>		
Computer costs for ODE FTE at Associate Director level with mathematics background to manage the development of formative assessments in middle schools for 4 years	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
<b>Supplies</b>		
Supplies for ODE FTE at Associate Director level with mathematics background to manage the development of formative assessments in middle schools for 4 years	6% of base salary x 4 years	\$18K
Supplies for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	6% of base salary x 4 years	\$18K

Cost Description	Cost Assumption	Total
Supplies for training Kindergarten teachers in LEAs on the new kindergarten readiness assessments	\$100/LEA x 614 LEAs	\$61K
<b>Contractual</b>		
Contract with vendor to expand and implement/evaluate the formative assessment development program in middle schools. 9 LEAs will implement the development program in 4 subjects for 2-year cycles	\$50K/LEA/subject/year x 9 LEAs x 4 subjects x 2 years	\$3.6M
Contract with vendor to pilot performance-based assessment development in 23 LEAs or groups of LEAs for math, science, ELA, and social studies in 2010-2012	\$65K/pilot x 23 LEA pilots	\$1.5M
Contract with vendor to develop new performance-based assessment tasks items in 2012-14	\$600K/year x 2 years	\$1.2M
Contract with vendor to develop and operate professional development network for performance-based assessments in 2011-14	\$500K/year x 3 years	\$1.5M
Contract with vendor to conduct external evaluation on the performance-based assessment pilots	\$163K/year x 4 years	\$650K
Contract with external education experts to help contribute to the development of the performance-based assessments	\$135K/year x 4 years	\$540K
Contract with university to provide support on the development of the performance-based assessments	\$213K/year x 4 years	\$850K
Contract with ESCs to provide regional training support for performance-based assessments	\$218K/year x 4 years	\$870K
Contract with vendor to provide coaching support for teachers who are developing performance-based assessments	\$135K/year x 4 years	\$540K
Contract with vendor to develop a comprehensive Kindergarten Readiness Assessment and to evaluate the assessments	\$754K/year x 1 years	\$754K
Contract with ESCs to provide training to Kindergarten teachers in LEAs on the new Kindergarten Readiness Assessments	\$300/LEA x 614 LEAs	\$184K
Contract with external experts to help the development of the framework that will be used in a mini-competition among LEAs to develop performance assessments for non-core subjects (including travel costs)	(((\$400 stipend + \$500 travel costs)/expert) x 3 experts x 3 meetings	\$8.1K
Contract with external research firms to provide research support to teams that win the mini-competition among LEAs to develop performance assessments for non-core subjects to help the LEA better evaluate teachers (including travel costs)	\$150K/year x 3 years	\$450K
<b>Other</b>		
Awards for mini-competition among LEAs to develop performance assessments for non-core subjects	\$512K/year x 3 years	\$1.5M
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$84K

<b>EXPAND VALUE ADDED STATEWIDE</b>	<b>Accountability:</b> Executive Director, Policy and Accountability
	<b>Completion Date: September 2014</b>
<b>Associated with Criteria:</b> Primary: (C)(2); Secondary: (C)(3), (D)(2), (D)(3), (D)(5), (E)(2)	

**Part II: Project-Level Budget Table**  
**Project Name:** Expand Value-Added Statewide  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$75,000	\$75,000	\$23,000	\$23,000	\$196,000
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$3,388,924	\$4,048,490	\$3,982,157	\$2,813,877	\$14,233,448
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	<b>\$3,463,924</b>	<b>\$4,123,490</b>	<b>\$4,005,157</b>	<b>\$2,836,877</b>	<b>\$14,429,448</b>
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	<b>\$3,463,924</b>	<b>\$4,123,490</b>	<b>\$4,005,157</b>	<b>\$2,836,877</b>	<b>\$14,429,448</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio plans to use RttT funds to provide all eligible reading and mathematics teachers in grades 4 through 8 with classroom-level reports of student progress and with the professional development to use these reports to strengthen their capacity as educators.

**ACTIVITIES/RATIONALE.**

**A. Accurately link students to teachers:**

- Ohio is partnering with the Bill & Melinda Gates Foundation and the Center for Educational Leadership and Technology (CELТ) to develop a standard process for

student-teacher linkages. On the heels of this work, the state will implement this best practice, reducing reliance on a vendor for student-teacher linkages and increasing the self-sufficiency of the model.

- Until the state has enhanced its student-teacher linkage system, Ohio will work with a vendor to deliver accurate student-teacher linkages.

***B. Collect and analyze data:***

- ODE will contract with a vendor to conduct value-added analysis, resulting in teacher reports.

***C. Develop and deliver professional development:***

- Value-added toolkits and training materials will support a train-the-trainer approach to this professional development.
- A network of trained personnel distributed throughout the state will support the understanding of value-added analysis at the teacher level.
- School administrators and staff will have access to online value-added learning courses.

***D. Create and implement communications plans and change management plans:***

- A local-level communications plan will be developed and implemented to increase understanding around the use of value-added information. The communications plan will include strategies around advocacy and public relations, Web content and portal design and community outreach.

Activities	Responsible Parties	Timing
<b>Accurately link students to teachers</b>		
<b>Enhance ODE student-teacher linkage system</b>		
Procure vendor for ODE student-teacher linkage system development	ODE-OIT	October 2010-September 2011
Procure infrastructure hardware/software for ODE student-teacher linkage	ODE-OIT	October 2010-March 2011
Complete installation of infrastructure hardware/software for ODE student-teacher linkage	ODE-OIT	March-April 2011
Procure application hardware/software for ODE student-teacher linkage	ODE-OIT	July-September 2011
Complete installation of application hardware/software for ODE student-teacher linkage	ODE-OIT	October -November 2011
Complete development of ODE student-teacher linkage system	ODE-OIT*, Technology Vendor	October 2011-September 2013
<b>Use vendor student-teacher linkage system</b>		
Secure contract between vendor and regional entities to support linkage system and processes	Vendor, regional providers	November-December 2010
Train regional providers to support linkage process	Vendor	January 2011-February 2011
Conduct linkage process to verify data	Vendor	March-June 2011 and each spring
<b>Collect and analyze data</b>		
Secure contract between vendor and ITCs to provide data extractions	Vendor, ITCs	October 2010
Collect and analyze data	Vendor	July 2011 and each July
Disseminate teacher reports	Vendor	October 2011 and each October
Create and disseminate executive summary reports and tools for administrators	Vendor	October-November 2011 and annually
<b>Develop and deliver professional development</b>		
Make online learning courses available to all teachers in Ohio	Vendor	October 2010
Disseminate value-added toolkit to schools and regional personnel	Vendor*, regional providers	October-December 2010
Conduct webinars for administrators on teacher-level reporting	Vendor	October-December 2010
Develop value-added regional trainer competencies and training protocol	Vendor*, regional providers	November-December 2010
Establish support infrastructure for educators (webinars, help lines, online support, help desk)	Vendor	December 2010-January 2011
Develop linkage system support tools, and PD materials and protocols	Vendor	December 2010-January 2011
Review of materials, creation of new tools and products for Ohio trainers and teachers	Vendor	January 2011 and ongoing through 2014
Deliver PD to all personnel (grades 4-8) receiving teacher-level data	Regional providers	January-February 2011 and ongoing

Activities	Responsible Parties	Timing
Conduct regional meetings to train regional staff regarding teacher-level reporting	Vendor*, regional providers	September-November 2011 and each fall
<b>Create and implement communications plans and change management plans</b>		
Develop communications plan and materials	Vendor	October-December 2010
Deliver communications plan and materials	Vendor	January-February 2011

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Equipment</b>		
Application server to host ODE's new student-teacher linkage system	\$10K one-time cost	\$10K
Database server to host the database for ODE's new student-teacher linkage system	\$10K one-time cost	\$10K
Database software for ODE's new student-teacher linkage database servers	\$40K one-time cost	\$40K
Database software maintenance for ODE's new student-teacher linkage system	\$8K one-time cost	\$16K
Expand network capacity with an additional core switch for ODE's student-teacher linkage system	\$75K one-time cost	\$75K
Core switch maintenance	\$15K/year x 3 years	\$45K
<b>Contractual</b>		
Contract with a Project Manager to manage overall project development and implementation	1 FTE at \$192K/year x 2 years	\$384K
Contract with a Business Analyst to document the functionality of the existing systems and develop the requirements for the new student-teacher linkage system	1FTE at \$130.5K/year x 2 years	\$261K
Contract with a System Architect to determine the optimal architecture that will be used for the new student-teacher linkage system	1FTE at \$172.5K/year x 1.5 years	\$259K
Contract with 2 Developers to develop code required for the new student-teacher linkage system	2 FTEs at \$163.5K/year/FTE x 2 years	\$653K
Contract with a Data Modeler to develop analysis tools and reports that will be used to review and analyze data in the new student-teacher linkage system	1 FTE at \$163K for 1 year	\$163K
Contract with a Technical Trainer to develop training materials for the new student-teacher linkage system	1 FTE at \$73K for 7 months	\$73K
Contract with vendor to provide an Engagement Manager to manage overall value-added project development and implementation, and communicate and collaborate with ODE and regional entities	((0.4 FTE at \$122.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$302K
Contract with vendor to provide a Project Manager to manage the value-added project budget, implementation, schedules, performance measures and work plans	((0.33 FTE at \$59.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$121K

Cost Description	Cost Assumption	Total
Contract with vendor to provide a Project Coordinator to coordinate schedules and activities	((0.5 FTE at \$119/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$367K
Contract with vendor to provide a Technical Support Manager to manage the data and online systems, and to support the linkage processes	((0.4 FTE at \$87.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$216K
Contract with vendor to provide 1 FTE to oversee professional development, including developing training materials and online courses and conducting training sessions with regional service providers who will work directly with principals to train staff	((1 FTE at \$119/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$737K
Contract with vendor to provide a Graphic Designer to design materials, Web content and portal design, research findings and community outreach documents	((0.25 FTE at \$87.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$135K
Contract with vendor to provide a Communications Specialist to develop a communications plan and work with the communications team to implement the plan that will include strategies for increasing understanding and use of formative assessment strategies. This resource will also oversee delivery of web content and portal design, research findings and community outreach	((0.5 FTE at \$87.50/hour x 2000 hours/year) + 30% fringe x 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$270K
Contract with vendor to train regional ITCs to support teacher linkage and verification processes necessary for teacher-level value added reporting and meet with regional entities to support and monitor value-added training to teachers and administrators	((16 regional support centers + 5 major urban centers) x 5 visits/year + 30 regional providers x 2 visits/year) x \$250/visit x 4 years x 56.7%** for state portion of funding	\$94K
Contract with vendor to provide hosting equipment (rack space, hardware, software)	\$108K/year x 4 years to support and host the linkage application software and hardware x 56.7%** for state portion of funding	\$245K
Contract with vendor to provide materials to support professional development, training and up-to-date value-added toolkit and communications tools (includes printing and production costs). Materials will also be provided electronically through the portal	(\$200/toolkit x 6200 toolkits) + (\$40K/year for supporting communications tools x 4 years) x 56.7%** for state portion of funding	\$794K
Contract with vendor to provide incentives to educators who receive intensive coaching training to secure their commitment to sustain the value-added work each year	\$1K/award x 30 awards/region x 16 regions x 4 years x 56.7%** for state portion of funding	\$1.1M

Cost Description	Cost Assumption	Total
Contract with vendor to provide support, in collaboration with existing regional support systems, for linkage process through user guides, Webcasts, support tickets, and phone support	(16 Regional provider centers + 5 Urbans) x \$10K/site for training and tools for the LINK process x 4 years x 56.7%** for state portion of funding	\$476K
Contract with vendor to provide a subsidy to state regional technology center staff (ITCs) to provide data collections and extractions	\$1.5K/ITC for data collections and extractions x 23 Regional ITCs x 4 years x 56.7%** for state portion of funding	\$78K
Contract with vendor to develop a network of trained personnel distributed throughout the state who will support the understanding of value-added analysis at the teacher level	0.5 FTE x 21 trainers x \$100K/year subsidy for 4 years, with a 3% annual cost of living adjustment x 56.7%** for state portion of funding	\$2.5M
Contract with vendor to provide training to regional staff	64 training participants/location x \$30/person x 5 locations x 4 years x 56.7%** for state portion of funding	\$22K
Contract with vendor to provide school administrators and staff with the student-teacher linkage application in order to verify, update and approve student-teacher linkage data	(\$720K/full licensing fee x (0.25 allocation for 1 year + 1.0 allocation for 2 years) x 56.7%** for state portion of funding	\$907K
Contract with vendor to provide all Ohio school administrators and staff access to online value-added learning courses	\$1,480K cost/annual license x 4 years (becomes perennial license thereafter) x 56.7%** for state portion of funding	\$3.3M
Contract with vendor to expand value-added analysis, including school-level value-added reports, teacher-level value-added reports and service fees for teacher reports	Assumption: # of 4 <sup>th</sup> -8 <sup>th</sup> grade math & ELA teachers = 37.4K Year 1: # of 4 <sup>th</sup> -8 <sup>th</sup> grade math & ELA teachers x \$18 fee/teacher x 30% reporting x 56.7%** for state portion of funding + Year 2: # of 4 <sup>th</sup> -8 <sup>th</sup> grade math & ELA teachers x \$12 fee/teacher x 60% reporting x 56.7%** for state portion of funding + Year 3: # of 4 <sup>th</sup> -8 <sup>th</sup> grade math & ELA teachers x \$12 fee/teacher x 90% reporting x 56.7%** for state portion of funding + Year 4: # of 4 <sup>th</sup> -8 <sup>th</sup> grade math & ELA teachers x \$12 fee/teacher x 95% reporting x 56.7%** for state portion of funding	\$737K

\*\* Note: This project requires statewide implementation across all LEAs. In accordance with the LEA MOU, participating LEA funds will support release time for professional development and general implementation resources for teacher-level value-added reporting. Participating LEAs represent 43% of LEAs in Ohio; therefore,

participating LEA funds will support 43% of the budget outlined below to implement value-added for their teachers. The remaining 57% of the budget outlined below will be supported by the state's RttT funds to implement value-added reporting in non-participating LEAs.

<b>IMPROVE ACCESS TO STUDENT DATA</b>	<b>Accountability:</b> Chief Information Officer
	<b>Completion Date:</b> December 2012
<b>Associated with Criteria:</b> Primary: (C)(2); Secondary: (C)(3), (D)(1), (D)(2), (D)(3), (D)(4), (D)(5), (E)(2)	

**Part II: Project-Level Budget Table**  
**Project Name:** Improve Access to Student Data  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	<b>\$0</b>
2. Fringe Benefits	\$0	\$0	\$0	\$0	<b>\$0</b>
3. Travel	\$0	\$0	\$0	\$0	<b>\$0</b>
4. Equipment	\$0	\$940,000	\$177,000	\$177,000	<b>\$1,294,000</b>
5. Supplies	\$0	\$0	\$0	\$0	<b>\$0</b>
6. Contractual	\$0	\$2,340,240	\$409,280	\$200,000	<b>\$2,949,520</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$0	\$0	\$0	\$0	<b>\$0</b>
9. Total Direct Costs (lines 1-8)	<b>\$0</b>	<b>\$3,280,240</b>	<b>\$586,280</b>	<b>\$377,000</b>	<b>\$4,243,520</b>
10. Indirect Costs*	\$0	\$0	\$0	\$0	<b>\$0</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$0</b>	<b>\$3,280,240</b>	<b>\$586,280</b>	<b>\$377,000</b>	<b>\$4,243,520</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will fully comply with the America COMPETES Act, enhance the breadth of data available to stakeholders in the SLDS and simplify and improve accessibility of the data for all constituents.

**ACTIVITIES/RATIONALE.**

- Ohio will expand upon the existing Statewide Student Identifier (SSID) system to include higher education students. This activity will enable Ohio’s SLDS to meet all America

COMPETES Act elements and meaningfully increases the breadth of data available though the system.

Activities	Responsible Parties	Timing
<b>Expand Statewide Student Identifier to students in higher education</b>		
Add Ohio Board of Regents (OBR) as an end user for Statewide Student Identifier (SSID) system and set up file transfer capabilities between OBR and technology vendor	ODE-OIT*, OBR, Technology Vendor	July-August 2011
Store SSID in OBR data systems	OBR	August-September 2011
<b>Expand SLDS Data Warehouse to include additional early learning data</b>		
Procure contract resources for Data Warehouse expansion	ODE-OIT	October-December 2011
Complete activities to expand the Data Warehouse	ODE-OIT*, Technology Vendor	January-December 2012
<b>Simplify access to SLDS</b>		
Procure contract resources for Web Portal development	ODE-OIT	July-September 2011
Complete activities to develop Web Portals	ODE-OIT*, Technology Vendor	October 2011-September 2012
<b>Enhance system architecture for D3A2</b>		
Procure hardware/software for Data Driven Decisions for Academic Achievement (D3A2) infrastructure expansion	ODE-OIT, Northern Buckeye Education Council (ITC)	October 2011-March 2012
Complete installation and upgrades for D3A2 Infrastructure expansion	ODE-OIT*, Northern Buckeye Education Council (ITC), Technology Vendors	November 2011-September 2012
<b>Consolidate existing data tools</b>		
Procure contract resources for data tool consolidation project	ODE-OIT	October 2010-September 2011
Complete analysis and development for data tool consolidation project	ODE-OIT*, Technology Vendor	October 2011-September 2012

\* Denotes primary responsible party where multiple parties have responsibility

- Ohio will expand its SLDS Data Warehouse to include additional early learning data. Including this data in the SLDS will make it available to stakeholders for use in decision making and continuous improvement efforts.
- Addressing the core inhibitor to increased usage of the SLDS, Ohio will also simplify access to data by developing a series of Web portals designed for constituent groups.

Importantly, this upgrade will include single sign-on capabilities, substantially increasing the usability of Ohio's available data tools.

- The system architecture that supports Data Driven Decisions for Academic Achievement (D3A2, Ohio's platform for educators to use data to inform instruction) will be enhanced to support the significant increase in usage that is expected to result from the above efforts.
- Finally, the existing data tools the state provides will be analyzed to determine where redundant functionality exists and then consolidated where applicable to reduce confusion.

Cost Description	Cost Assumption	Total
<b>Equipment</b>		
4 additional CPUs (up to eight CPU cores) of OBIEE Suite	\$493K for 4 CPUs	\$493K
8 CPU licenses (up to 16 CPU cores) of the Enterprise Edition database software	\$222K for 8 CPU licenses	\$222K
6 additional processor licenses (up to 12 CPU cores) of Oracle Internet Application Servers, to run the D3A2 production application and web portal	\$90K for 6 processor licenses	\$90K
16 GB of additional memory for existing servers	\$35K for 16 GB of memory	\$35K
Software servers to increase capacity and run all new software	\$100K for software servers	\$100K
Database software maintenance	\$177K/year x 2 years	\$354K
<b>Contractual</b>		
IBM will expand the use of the existing system that is used to verify and generate Statewide Student Identifier (SSID) numbers for Ohio K-12 students enrolled in public schools to include the Ohio Board of Regents (OBR). The maintenance and support will be sent out for competitive bid to vendors prior to IBM's contract expiration in June 2011.	\$50K to add additional system users + \$200K/year for maintenance x 3 years	\$650K
Contract with 3 Project Managers to manage overall project development and implementation	3 FTEs at \$192K/year x 1 year	\$576K
Contract with 1 Data Warehouse Architect to determine the modifications to the structure of the existing Data Warehouse that will be needed to accommodate the new data	1 FTE at \$163K/year x 1 year	\$163K
Contract with 3 Business Analysts to document the requirements of the new data systems and any changes needed to existing data systems	3 FTEs at \$130.5K/year x 1 year	\$392K
Contract with 1 ETL Developer to develop the code that will be used to load the new data into the Data Warehouse from the feeder systems	1 FTE at \$111K for 9 months	\$111K
Contract with 1 Business Intelligence Tool Developer to develop analytical tools and reports that will make use of the new data available in the Data Warehouse	1 FTE at \$111K for 9 months	\$111K

<b>Cost Description</b>	<b>Cost Assumption</b>	<b>Total</b>
Contract with 3 Technical Trainers to develop training materials and conduct training sessions	1 FTE at \$42K for 4 months 1 FTE at \$31K for 3 months 1 FTE at 62K for 6 months	\$135K
Contract with 1 System Architect to determine the optimal architecture that will be used for the new portals	1 FTE at \$173K annual salary x 1 year	\$173K
Contract with 3 Developers to develop any code needed for new data systems or changes to the existing data systems	1 FTE at \$122K for 8 months 2 FTEs at \$82K each for 6 months	\$286K
Contract with 1 Systems Integration Analyst to determine the optimal method of integration for any consolidated systems	1 FTE at \$288K/year x 1 year	\$288K
Contract with 1 Tester to test any consolidated systems	1 FTE at \$65K for 6 months	\$65K

<b>PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION</b>	<b>Accountability:</b> Associate Superintendent, Center for Curriculum and Assessment
	<b>Completion Date: September 2014</b>
<b>Associated with Criteria:</b> Primary: (C)(3); Secondary: (B)(3), (C)(2), (D)(3), (D)(5), (E)(2), Priority 2	

**Part II: Project-Level Budget Table**  
**Project Name:** Personalize Learning Through Formative Instruction  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$361,920	\$455,837	\$469,512	\$483,597	<b>\$1,770,866</b>
2. Fringe Benefits	\$108,576	\$136,751	\$140,854	\$145,079	<b>\$531,260</b>
3. Travel	\$14,477	\$18,233	\$18,780	\$19,344	<b>\$70,835</b>
4. Equipment	\$4,500	\$900	\$900	\$900	<b>\$7,200</b>
5. Supplies	\$21,715	\$74,950	\$65,771	\$66,616	<b>\$229,052</b>
6. Contractual	\$8,172,007	\$6,510,960	\$4,872,775	\$4,010,694	<b>\$23,566,436</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$0	\$0	\$0	\$0	<b>\$0</b>
9. Total Direct Costs (lines 1-8)	<b>\$8,683,195</b>	<b>\$7,197,631</b>	<b>\$5,568,592</b>	<b>\$4,726,231</b>	<b>\$26,175,649</b>
10. Indirect Costs	\$51,284	\$64,592	\$66,530	\$68,526	<b>\$250,932</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$831,980	\$831,980	<b>\$1,663,960</b>
13. Total Costs (lines 9-12)	<b>\$8,734,479</b>	<b>\$7,262,223</b>	<b>\$6,467,101</b>	<b>\$5,626,736</b>	<b>\$28,090,540</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will develop and roll out technology and professional development to support the use of data by teachers, principals and administrators in improving instruction, decision-making and overall effectiveness. Ohio will provide access to instructional improvement systems for all educators and formative instruction professional development for all teachers.

**ACTIVITIES/RATIONALE.**

***A. Identify and define best-practice instructional improvement systems and formative instruction professional development in the state***

- ODE will use student growth measures to identify a group of LEAs that are using best-practice instructional improvement systems and formative instruction in the classroom.
- Using a proof-of-practice, field-based approach, ODE will define the gold standard in instructional improvement systems and formative instruction professional development

***B. Create a state standard instructional improvement system, available to any LEA in the state***

- The state standard instructional improvement system will include, but is not limited to, the following key components: online access to electronic curriculum and tools aligned to the standards; curriculum customization for differentiated instruction; electronic formative assessments; data analysis capabilities and early warning/off-track indicators for teachers, administrators, parents and students.

***C. Support ITCs and LEAs in rolling out the state standard instructional improvement system and associated professional development, in particular on formative instruction***

- ODE IT will provide access to the state-standard instructional improvement system to all LEAs
- In partnership with a vendor, ODE will roll-out formative instruction professional development to all LEAs
- ODE will roll out new standards and assessments via the instructional improvement system, and formative instruction professional development will be oriented around the new standards and assessments

Activities	Responsible Parties	Timing
<b>Identify and define best-practice instructional improvement system</b>		
Procure contract resource for definition of best-practice system and development of technology and business rules	ODE-OIT	October-December 2010
Develop technology and business rules for state standard instructional improvement system that reflects the needs and preferences of participating LEAs, in particular the needs of persistently lowest-achieving schools	ODE-OIT*, ITCs	January-June 2011
Procure vendor for instructional improvement system development	ODE-OIT	July 2011-June 2012
<b>Create state standard instructional improvement system</b>		

Activities	Responsible Parties	Timing
Work with vendor to develop and implement instructional improvement system	ODE-OIT*, Technology Vendor	July 2011-July 2012
Provide access to instructional improvement system to all LEAs	ODE-OIT*, ITCs, Technology Vendor	August 2012-September 2014
<b>Support ITCs and LEAs in rolling out formative instruction professional development in association with the instructional improvement system</b>		
<b>Develop and provide professional development materials</b>		
Develop and produce training materials	Vendor	October 2010; later ongoing
Provide access for all teachers in Ohio to online professional development materials	Vendor	November 2010; ongoing
<b>Deliver professional development through train-the-trainer model</b>		
Recruit formative assessment professional development trainers (regional reps)	Vendor	October 2010
Deliver training sessions for trainers	Vendor*, Regional Reps	December 2010-April 2011
Begin introductory work with teams of teachers in selected schools	Regional Reps	January 2011 and ongoing through 2013
Provide support and technical assistance to regional reps and teachers	Vendor	October 2010 and ongoing through 2013
Review of materials, creation of new tools and products for Ohio trainers and teachers	Vendor	January 2011 and ongoing through 2013
<b>Create and implement communications plans</b>		
Coordinate communication strategies with ODE and regional entities	Vendor	November 2010-March 2011; later ongoing
<b>Roll out new Standards and Assessments</b>		
Conduct awareness and buy-in campaign for new standards	ESCs & SSTs, ORC, ODE-CCA*	6/2010-5/2011
Upload new standards and related information and supports onto online website and integrate with instructional improvement system	ODE-CCA	6/2010-8/2012
Develop 56 web-based PD modules on new standards	ODE-CCA*, contractor (technology and education)	6/2010-9/2013
Provide training to teachers statewide on the 56 web-based PD modules on new standards and assessments	ODE-CCA, ESCs*, ORC	8/2011-7/2014
Develop assessments aligned to new standards through consortia of state and within Ohio [refer to "Continue Assessment Leadership" project for more details]	ODE-CCA*, educators, multi-state consortia	Ongoing
Develop curricula supports aligned to new standards through consortia of state and within Ohio [refer to "Continue Assessment Leadership" project for more details]	ODE-CCA*, educators, multi-state consortia	Ongoing

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
1 ODE FTE Project Manager to manage the instructional improvement system project, including vendor selection, procurement and rollout	0.75 FTE in Year 1 and 1.0 FTE in Years 2-4 at \$192K base salary with a 3% annual cost of living adjustment	\$755K
1 ODE FTE Business Analyst to document the requirements of the instructional improvement system	0.75 FTE in Year 1 and 1.0 FTE in Years 2-4 at \$131K base salary with a 3% annual cost of living adjustment	\$514K
1 ODE FTE Program Manager to manage overall project development and implementation	1.0 FTE at \$120K base salary with a 3% annual cost of living adjustment	\$502K
<b>Fringe Benefits</b>		
Fringe Benefits for ODE FTE Project Manager to manage the instructional improvement system project, including vendor selection, procurement and rollout	30% of base salary x 4 years (0.75 FTE in Year 1, 1.0 FTE in Years 2-4)	\$226K
Fringe Benefits for ODE FTE Business Analyst to document the requirements of the instructional improvement system	30% of base salary x 4 years (0.75 FTE in Year 1, 1.0 FTE in Years 2-4)	\$154K
Fringe Benefits for ODE FTE Program Manager to manage overall project development and implementation	30% of base salary x 4 years	\$151K
<b>Travel</b>		
Travel costs for ODE FTE Project Manager to manage the instructional improvement system project, including vendor selection, procurement and rollout	4% of base salary x 4 years (0.75 FTE in Year 1, 1.0 FTE in Years 2-4)	\$30K
Travel costs for ODE FTE Business Analyst to document the requirements of the instructional improvement system	4% of base salary x 4 years (0.75 FTE in Year 1, 1.0 FTE in Years 2-4)	\$21K
Travel costs for ODE FTE Program Manager to manage overall project development and implementation	4% of base salary x 4 years	\$20K
<b>Equipment</b>		
Computer costs for ODE FTE Project Manager to manage the instructional improvement system project, including vendor selection, procurement and rollout	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for ODE FTE Business Analyst to document the requirements of the instructional improvement system	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for ODE FTE Program Manager to manage overall project development and implementation	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
<b>Supplies</b>		
Supplies for ODE FTE Project Manager to manage the instructional improvement system project, including vendor selection, procurement and rollout	6% of base salary x 4 years (0.75 FTE in Year 1, 1.0 FTE in Years 2-4)	\$45K
Supplies for ODE FTE Business Analyst to document the requirements of the instructional improvement system	6% of base salary x 4 years (0.75 FTE in Year 1, 1.0 FTE in Years 2-4)	\$31K
Supplies for ODE FTE Program Manager to manage overall project development and implementation	6% of base salary x 4 years	\$30K
Supply costs for trainers and trainees on new standards and assessments	614 LEAs x \$200/LEA	\$123K
<b>Contractual</b>		
Contract with instructional improvement system vendor to provide teacher licenses for the system	120K teachers x \$30/perpetual license	\$3.6M

Cost Description	Cost Assumption	Total
Contract with instructional improvement system vendor to provide initial instructional improvement system design, planning, configuration, and consulting	\$55K for initial design, planning, configuration, and consulting	\$55K
Contract with instructional improvement system vendor to provide ongoing project management and professional development services	\$450K annual fee x 4 years	\$1.8M
Contract with instructional improvement system vendor to provide installation of instructional improvement system on state's production servers and perpetual licenses for required software	\$10K for installation + \$55K for perpetual software	\$65K
Contract with instructional improvement system vendor to provide state content integration	\$50K annual fee x 4 years	\$200K
Contract with instructional improvement system vendor to provide annual support and maintenance	\$57K annual fee (includes single sign on fee of \$35K) x 4 years	\$228K
Contract with PD vendor to develop 56 web-based PD modules on new standards and assessments over 3 years	\$50K/module x 56 modules	\$2.8M
Contract with training organization to provide training on new standards and assessments to 50 of the largest LEAs in Ohio	\$8.5K/LEA x 50 largest LEAs	\$425K
Contract with ESCs to provide training on new standards and assessments to 564 LEAs	\$8.5K/LEA x 564 LEAs	\$4.8M
Contract with vendor to provide an Engagement Manager to manage overall formative assessment project development and implementation, and communicate and collaborate with ODE and regional entities	((0.25 FTE at \$122.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment	\$333K
Contract with vendor to provide a Project Manager to manage the budget, implementation, schedules, performance measures and work plans for the formative assessment project	((1 FTE at \$59.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment	\$647K
Contract with vendor to provide a Project Coordinator to coordinate schedules and activities for the formative assessment project	((0.33 FTE at \$119/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment	\$427K
Contract with vendor to provide 1.5 FTEs with formative assessment expertise to oversee PD, including developing and delivering training materials, endorsement criteria and competencies and online courses, and conducting training sessions with regional service providers who will work directly with principals to train staff	((1.5 FTE at \$87.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment	\$ 1.4M
Contract with vendor to provide a Graphic Designer to design materials, Web content and portal design, research findings and community outreach documents	((0.2 FTE at \$87.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment	\$190K
Contract with vendor to provide a Communications Specialist to develop a communications plan and work with the communications team to implement the plan that will include strategies for increasing understanding and use formative assessment strategies. This resource will oversee delivery of web content and portal design, research findings and community outreach	((0.3 FTE at \$87.50/hour x 2000 hours/year) + 30% fringe) x 4 years, with a 3% annual cost of living adjustment	\$ 286K

<b>Cost Description</b>	<b>Cost Assumption</b>	<b>Total</b>
Contract with vendor to deliver training and support to formative assessment trainers	128 visit days x \$250/visit for meals, mileage, and lodging x 4 years	\$128K
Contract with vendor to provide printing and production to support formative assessment training initiatives. Costs cover the printing of materials and the provision of books and other resources to build capacity of the trainers	16 regions x 10 staff/region x \$20/day x 10 days x 4 years	\$128K
Contract with vendor to provide face- to-face training to representatives of the 16 regions who will lead the formative assessment training in their regions (includes additional training tools and event materials)	(16 regions x 4 people) x \$30/person x 5 events x 4 years	\$38K
Contract with vendor to provide incentives to those who receive the intensive coaching training to secure their commitment to sustain the formative assessment work each year	30 awards x \$1000/award x \$16 regions x 4 years	\$1.9M
Contract with vendor to provide a network of trained personnel distributed throughout the state to support the understanding of and informed use of effective formative assessment strategies at the teacher level	8 selected trainers x \$100K/stipend x 0.5 subsidy x 4 years, with a 3% annual cost of living adjustment	\$1.7M
Contract with vendor to provide access for all Ohio school administrators and staff to online formative assessment courses	\$1,200K/annual license x 2 years	\$2.4M
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$251K
<b>Supplemental Funding for Participating LEAs</b>		
Per pupil funding to support adoption of instructional improvement systems in participating LEAs receiving less than \$150K in RttT LEA funding	166K students x \$5 per student/year x 2 years	\$1.7M

<b>REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS</b>	<b>Accountability:</b> Associate Superintendent, Center for the Teaching Profession
	<b>Completion Date: July 2013</b>
<b>Associated with Criteria:</b> Primary: (D)(2); Secondary: (D)(3), (D)(4), (D)(5), (E)(2)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Redesign Educator Performance Management Systems  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$71,000	\$73,130	\$75,324	\$77,584	<b>\$297,038</b>
2. Fringe Benefits	\$21,300	\$21,939	\$22,597	\$23,275	<b>\$89,111</b>
3. Travel	\$2,840	\$2,925	\$3,013	\$3,103	<b>\$11,882</b>
4. Equipment	\$1,500	\$300	\$300	\$300	<b>\$2,400</b>
5. Supplies	\$4,260	\$4,388	\$4,519	\$4,655	<b>\$17,822</b>
6. Contractual	\$2,750,000	\$500,000	\$500,000	\$500,000	<b>\$4,250,000</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$0	\$500,000	\$500,000	\$0	<b>\$1,000,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$2,850,900</b>	<b>\$1,102,682</b>	<b>\$1,105,753</b>	<b>\$608,917</b>	<b>\$5,668,253</b>
10. Indirect Costs*	\$10,061	\$10,363	\$10,673	\$10,994	<b>\$42,090</b>
11. Funding for Involved LEAs	\$309,400	\$383,040	\$0	\$0	<b>\$692,440</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$3,170,361</b>	<b>\$1,496,085</b>	<b>\$1,116,427</b>	<b>\$619,911</b>	<b>\$6,402,783</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** In collaboration with LEAs and stakeholders, ODE will develop the foundation for a rigorous performance management system for all educators that will incorporate student growth as a metric.

## ACTIVITIES/RATIONALE.

### A. *Evaluation System for Teachers:*

- The development of a model evaluation system for teachers is a core initiative that is already in process and spearheaded by a team of Ohio’s educators, including representatives from Ohio’s teacher unions. The model evaluation framework will:
  - Be standards-based
  - Differentiate teacher effectiveness across five summative rating categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, and distinguished)
  - Incorporate student growth measures as a significant input
  - Be adaptable to changes in a teacher’s career development
  - Provide intensive professional development and support to underperforming teachers to propel them to higher levels of performance.
- The Educator Standards Board will recommend the evaluation system to the State Board of Education for Fall 2010 adoption.
- ODE and practicing educators from across the state will develop and implement an evaluator training and credentialing program that will be deployed by early summer 2011.
- Prior to full implementation, ODE will pilot the Model Teacher Evaluation System with a schools across the state during 2010-11 and conduct validity studies on the evaluation system. Participating LEAs will begin full implementation during the 2011-12 school year.
- As a condition of participating in RttT, Ohio is requiring that participating LEAs examine their current teacher evaluation systems in 2010-11 to determine the degree of alignment to the state model and either adopt or adapt the model to their local context.
- Another condition of RttT participation is the requirement that LEAs evaluate their teachers annually, satisfying the explicit requirement of the RttT grant as described in (D)(2)(iii). Understanding that comprehensive evaluations with multiple observations and reviews of student performance data can be very time consuming, participating LEAs will have discretion around the structure of annual evaluations as long as feedback is provided in a timely and constructive fashion. The “Expanding Value-Added Statewide”

project [Ref: (C)(3)] will provide all eligible teachers and principals with student growth results on an annual basis, regardless of the LEA's adoption of a conforming evaluation system.

***B. Principal Evaluation Model:***

- Ohio has already developed a model principal evaluation system that differentiates effectiveness using multiple measures of performance, including student growth.
- This model is being piloted at 140 schools in 19 LEAs statewide, and over 90 educators from the 19 LEAs have participated in a year-long training and certification program. By the beginning of the RttT, Ohio expects 100 LEAs to have adopted the principal evaluation model.
- Through RttT, all participating LEAs will implement the statewide principal evaluation model if they haven't done so already and training will be provided statewide. ODE will also provide training to all LEAs that are interested in implementing the system.

***C. Electronic Evaluation System:***

- ODE will implement a software system for teacher and principal evaluation which will facilitate educator effectiveness analysis and inform recommendations around continued employment, dismissal, promotion, tenure and compensation of educators, as well as capture data for state level analysis.
- As required in the State Fiscal Stabilization Fund II application, ODE will require the submission of summative education evaluation data aggregated at the building level.
- ODE will provide technical assistance to help LEAs implement the system and will provide additional funding for training.

***D. Residency Teacher Assessment:***

- H.B. 1 requires that starting in the fall of 2011, beginning teachers will participate in the Four Year Resident Educator Induction program.
- Beginning teachers, known as "resident educators," will undergo rigorous interim assessments three to four times per year against Ohio's Educator Standards and will receive intensive support from mentors, especially in the first year. An annual summative assessment, employing multiple measures of performance including student growth, will be conducted each year of the residency and will differentiate teacher performance across five rating categories.

- Beginning teachers who are underperforming will be referred to the LEA’s intensive coaching program (e.g. PAR program) and receive rigorous evaluation and intensive support.
- By year four, all teachers must receive a rating of effective, highly effective, or distinguished as a condition to advance to a five year professional license.

Activity	Responsible Parties	Timing
<b>Teacher Evaluation Model</b>		
Develop and gain approval for the teacher evaluation model	ODE-CTP*, teachers, LEAs, unions	August-December 2010
Hire 1 additional FTE to help manage the performance-based assessment system	ODE-CTP*	January 2010-July 2011
Develop and conduct validity studies on the teacher evaluation model	ODE-CTP*, LEAs, teachers	August 2010-July 2011
Develop the evaluator training and credentialing program	ESCs*, ODE-CTP, teachers, unions, LEAs	August 2010-July 2011
Train and credential evaluators in all participating LEAs	ESCs*, ODE-CTP, teachers, unions, LEAs	August-December 2011
Implement the teacher evaluation model in all participating LEAs	Participating LEAs*, ESCs, ODE-CTP, teachers,	August 2011-July 2012
Train involved LEAs on teacher evaluation model	ESCs*, ODE-CTP, teachers, unions, LEAs	August 2011-July 2013
Publicly report aggregated evaluation data for teachers aggregated by school in participating LEAs	ODE-CTP	January-July 2012
Publicly report aggregated evaluation data for teachers aggregated by school in involved LEAs	ODE-CTP	January-July 2013
<b>Principal Evaluation Model</b>		
Train and credential principal evaluators in all participating LEAs	ESCs, ODE-CTP*, principals, participating LEAs	August 2010-December 2011
Implement principal evaluation model in all participating LEAs	Participating LEAs*, ESCs, ODE-CTP, teachers,	August 2010-July 2011
Train involved LEAs on principal evaluation model	ESCs*, ODE-CTP, principals, LEAs	August 2011-July 2012
Publicly report aggregated evaluation data for principals aggregated by school in participating LEAs	ODE-CTP	January-July 2012
Publicly report aggregated evaluation data for principals aggregated by school in involved LEAs	ODE-CTP	January-July 2013
<b>Electronic Evaluation System</b>		
Hire vendor to develop electronic evaluation system	ODE-CTP*, educators, external contractor	April 2010-July 2011
Support LEAs in implementing electronic evaluation system	External contractor, ODE-CTP*	August 2011-July 2013

Activity	Responsible Parties	Timing
Provide training on using electronic evaluation system	ESCs*, ODE-CTP, educators, LEAs	August 2011-July 2013
<b>Residency Teacher Assessment</b>		
Develop resident teacher assessments	ODE-CTP*, teachers, unions, external vendors	January-December 2010
Contract with vendor to develop Performance Assessment for California Teacher (PACT) assessment	OBR*, ODE-CTP, external vendor	January-December 2010
Design and conduct validity studies on resident teacher assessments	ODE-CTP*, external vendor, teachers	January-July 2011

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
1 ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years. This FTE will be responsible for providing support to LEAs, coordinating with the ESCs and contracting with external vendors to ensure successful implementation of the educator performance management system	1 FTE at \$71K base salary/year with a 3% annual cost of living adjustment x 4 years	\$297K
<b>Fringe Benefits</b>		
Fringe benefits for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	30% of base salary x 4 years	\$89K
<b>Travel</b>		
Travel costs for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	4% of base salary x 4 years	\$12K
<b>Equipment</b>		
Computer costs for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
<b>Supply</b>		
Supply costs for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	6% of base salary x 4 years	\$18K
<b>Contractual</b>		
Contract with vendor to conduct validity studies on the statewide teacher evaluation model	\$200K/year x 1 year	\$200K
Contract with vendor to develop and maintain an electronic evaluation system for statewide usage	\$2M for development + \$300K/year year for maintenance x 3 years	\$2.9M
Contract with vendor to develop Residency teacher assessments and protocols	\$80K/year x 1 year	\$80K
Contract with vendor to develop and maintain PACT (used in pre-service and continues into Residency)	\$300K development cost + (\$50K maintenance cost/year x 3 years)	\$450K

<b>Cost Description</b>	<b>Cost Assumption</b>	<b>Total</b>
Contract with vendor to design and conduct validity studies for Residency teacher assessments	\$20K/year for 1 year	\$20K
Contract with vendor to license Residency teacher assessment tools	\$30K/ year for 4 years	\$120K
Contract with vendor to evaluate Residency teacher assessment annually	\$120K/year for 4 years	\$480K
<b>Other</b>		
Technical assistance costs to LEAs to help implement the state-wide electronic evaluation system	\$500K/year x 2 years	\$1M
<b>Funding for Involved LEAs</b>		
Cost for ESCs to train and credential evaluation trainers at involved LEAs for the state-wide teacher evaluation model. The 16 ESCs can each train 15 LEA. Total number of LEAs that will implement a new evaluation system excludes approximately 60 LEAs that have a comparable teacher evaluation model.	\$39K/ ESC x 10 ESCs (for 144 involved)	\$374K
Cost for ESCs to train and credential evaluation trainers at involved LEAs for the state-wide principal evaluation model. The 16 ESCs can each train 15 LEAs. 25 involved LEAs are currently part of the pilot already	\$39K/ESC x 8 ESCs (for 119 involved LEAs)	\$309K
Cost for ESCs to train involved LEAs on usage of the state-wide electronic evaluation system. The 16 ESCs can each train 15 LEAs	\$900/ ESC x 10 ESCs (for 144 involved LEAs)	\$8.6K
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$43K

<b>UTILIZE EVALUATION RESULTS TO SUPPORT EDUCATORS</b>	<b>Accountability:</b> Associate Superintendent, Center for the Teaching Profession
	<b>Completion Date:</b> July 2013
<b>Associated with Criteria:</b> Primary: (D)(2); Secondary: (D)(3), (D)(5)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Utilize Evaluation Results to Support Educators  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$15,000	\$0	\$0	\$0	<b>\$15,000</b>
2. Fringe Benefits	\$0	\$0	\$0	\$0	<b>\$0</b>
3. Travel	\$70,000	\$25,000	\$0	\$0	<b>\$95,000</b>
4. Equipment	\$0	\$0	\$0	\$0	<b>\$0</b>
5. Supplies	\$0	\$0	\$0	\$0	<b>\$0</b>
6. Contractual	\$2,900,000	\$2,400,000	\$1,600,000	\$1,400,000	<b>\$8,300,000</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$77,500	\$45,000	\$22,500	\$0	<b>\$145,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$3,062,500</b>	<b>\$2,470,000</b>	<b>\$1,622,500</b>	<b>\$1,400,000</b>	<b>\$8,555,000</b>
10. Indirect Costs*	\$0	\$0	\$0	\$0	<b>\$0</b>
11. Funding for Involved LEAs	\$2,737,800	\$1,120,760	\$1,086,200	\$421,200	<b>\$5,365,960</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$5,800,300</b>	<b>\$3,590,760</b>	<b>\$2,708,700</b>	<b>\$1,821,200</b>	<b>\$13,920,960</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will use student performance data to inform decisions around support provided to educators, retention decisions and compensation.

**ACTIVITIES/RATIONALE.**

**A. Statewide Peer Assistance and Review Model:**

- H.B. 1 requires the State Board of Education to recommend a model Peer Assistance and Review (PAR) program to assist teachers who need additional support. This program will

be an option that LEAs can implement as part of the intensive coaching support provided with the teacher evaluation model.

- Ohio's four largest urban LEAs (Cincinnati, Cleveland, Columbus and Toledo) have developed successful PAR programs in collaboration with their unions. These programs have demonstrated effectiveness at providing significant support to underperforming teachers.
- A state-led team of Ohio's educators (teachers, administrators, higher education, and teacher unions) is working to leverage these experiences and develop a state-wide PAR model.
- For LEAs interested in incorporating the PAR program as part of their evaluation, RttT will provide funding to train evaluators on the usage of the program. RttT will accelerate LEA adoption of PAR programs and will enable the training of evaluators statewide.

#### ***B. Teacher Residency Program***

- The Teacher Residency Program includes a strong component of professional development in the form of feedback and coaching from mentors and evaluators. Mentors will provide coaching support that is informed by the teacher residency assessments.
- In collaboration with LEAs and stakeholders, ODE and ESCs will provide startup training to mentors and support an independent evaluation of the success of Resident Educator Induction program. These investments will ensure that this critical reform is implemented quickly and correctly so that its full impact can be felt.

#### ***C. Statewide Tenure Review Model***

- Through H.B. 1, the tenure review period for teachers in Ohio has been extended from three to seven years (Ohio has no tenure law for principals).
- In collaboration with teachers associations' and other stakeholders, ODE will develop guidelines for rigorous tenure review, train LEAs to implement the guidelines, and provide financial support to LEAs implementing the model. Because of the importance of the tenure decision, Ohio believes this represents a significant opportunity to increase the overall quality of the state's pool of educators.

- ODE will analyze tenure data centrally to determine patterns and trends and will work towards publicly reporting aggregate data that links educator effectiveness to tenure decisions.
- Participating LEAs will adopt these protocols or adapt them to their local context, and ODE will encourage all other LEAs to consider them as well.

**D. Compensation Reform**

- Ohio anticipates that the effort to evaluate alternative compensation structures and arrive at a mutually-satisfying solution will take significant time and will require outside expertise. Because there are other sources of funding dedicated specifically to this issue, especially Teacher Incentive Fund (TIF) grants, as well as substantial foundation interest, Ohio has defined a project within RttT that yields an actionable plan, but does not contemplate fully funding the entirety of the transition.
- LEAs interested in pursuing structural compensation reform will work with ODE, national experts and key stakeholders to assess existing compensation structures, explore other practices, and develop a plan and budget to implement a new compensation system.
- ODE will serve a supporting role during this process, providing project oversight and technical assistance. ODE will also find other sources of capital to help fund the implementation. The work will be the responsibility of the LEA and the union, working together, and will be supported by outside consultants as needed.

Activity	Responsible Parties	Timing
<b>Statewide Peer Assistance Review Model</b>		
Develop the Peer Assistance Review model	ODE-CPT*, teachers, unions	August 2010-July 2011
Provide training to participating LEAs on the PAR model	ODE-CTP*, ESCs, LEAs, unions, teachers	August 2011-July 2012
Provide training to involved LEAs on the PAR model	ODE-CTP*, ESCs, LEAs, unions, teachers	August 2012-July 2013
<b>Teacher Residency Program</b>		
Design Residency training and credentialing process	ODE-CTP*, teachers, unions, contractor	January-December 2010
Train and credential Residency mentors in all LEAs	ESCs, LEAs, ODE-CTP*, teachers	January-July 2011
Launch 1 <sup>st</sup> year of Residency program	LEAs, teachers	August 2012-July 2013
<b>Statewide Tenure Review</b>		

Activity	Responsible Parties	Timing
Develop statewide tenure review model	ODE-CTP*, teachers, unions	August 2010-July 2011
Make training available to all LEAs on tenure review process	ESCs*, ODE-CTP, LEAs, educators, unions	August 2011-July 2013
Launch tenure review process in participating LEAs	LEAs*, ESCs, ODE-CTP	August 2011-July 2012
<b>Compensation Reform</b>		
Identify LEAs interested in pursuing structural compensation reform	LEAs, ODE-CTP*	January 2010-July 2010
Conduct nationwide visits to learn and explore compensation reforms in other LEAs	LEAs, external experts, ODE-CTP*	August-December 2010
Contract with consulting firm to analyze and research the implications of structural compensation reform and develop strategy/action plan	LEAs*, external vendors	January 2011-July 2013

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
Stipend for tenure review process development team members who are educators	\$200 stipend/person x 15 team members x 5 meetings	\$15K
<b>Travel</b>		
Travel costs for tenure review development team meetings	\$200/day travel cost x 20 team members x 5 meetings	\$20K
Travel expenses for 2 LEA compensation reform teams (10 people) to visit LEAs around the country to learn best practices in implementing compensation reform	\$500/day x 15 days x 10 team members	\$75K
<b>Contractual</b>		
Contract with vendor to design Residency mentor training program and credentialing process	\$300K/year x 1 year	\$300K
Contract with vendor for consulting support to help interested LEA compensation reform teams to analyze potential compensation structures, develop strategy and plan for implementation (over 4 years)	\$200K/month x 15 months	\$3M
Contract with vendor for consulting support to help interested LEA compensation reform teams to analyze data system and data requirements for implementation (over 4 years)	\$200K/month x 25 months	\$5M
<b>Other</b>		
Venue rental for tenure review development team meetings	\$2K/day x 5 meetings	\$10K
Stipends for 5 external experts to help 2 LEA compensation reform teams develop an effective compensation structure	\$400/day x 5 experts x 30 days/expert (over 3 years)	\$60K
Travel costs for 5 external experts to help 2 LEA compensation reform teams develop an effective compensation structure	\$500/day x 5 experts x 30 days/expert (over 3 years)	\$75K

Cost Description	Cost Assumption	Total
<b>Funding for Involved LEAs</b>		
Provide initial training to Residency mentors in involved LEAs. [Each mentors works with 2 beginning teachers. Involved LEAs have an average of 4.2K beginning teachers a year]	\$1.3K/mentor x 2.1K mentors	\$2.7M
Provide ongoing training to Residency mentors in involved LEAs. [Each mentors works with 2 beginning teachers. Involved LEAs have an average of 4.2K beginning teachers a year]	\$200/mentor x 2.1K mentors x 3 years	\$1.3M
Cost for ESCs to train trainers in involved LEAs on tenure review model. The 16 ESCs can each train 15 LEAs	\$1.8K/ESC x 10 ESCs (for 144 involved LEAs)	\$17K
Stipends to help involved LEAs implement the tenure review process over 2 years	\$10K per LEAs x 133 involved LEAs	\$1.3M
Cost for ESCs to train trainers in involved LEAs on PAR model. The 16 ESCs can each train 15 LEAs.	\$1.8K/ESC x 10 ESCs (for 144 involved LEAs)	\$17K

<b>ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS</b>	<b>Accountability:</b> Associate Superintendent, Center for the Teaching Profession
	<b>Completion Date:</b> July 2014; ongoing
<b>Associated with Criteria:</b> Primary: (D)(3); Secondary: (E)(2)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Ensure Equitable Distribution of Educators  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$63,000	\$64,890	\$66,837	\$68,842	<b>\$263,569</b>
2. Fringe Benefits	\$18,900	\$19,467	\$20,051	\$20,653	<b>\$79,071</b>
3. Travel	\$2,520	\$2,596	\$2,673	\$2,754	<b>\$10,543</b>
4. Equipment	\$1,500	\$25,300	\$300	\$300	<b>\$27,400</b>
5. Supplies	\$3,780	\$3,893	\$4,010	\$4,131	<b>\$15,814</b>
6. Contractual	\$889,000	\$2,689,000	\$2,364,040	\$925,000	<b>\$6,867,040</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$0	\$0	\$0	\$0	<b>\$0</b>
9. Total Direct Costs (lines 1-8)	<b>\$978,700</b>	<b>\$2,805,146</b>	<b>\$2,457,911</b>	<b>\$1,021,679</b>	<b>\$7,263,436</b>
10. Indirect Costs*	\$8,927	\$9,195	\$9,471	\$9,755	<b>\$37,348</b>
11. Funding for Involved LEAs	\$8,640	\$0	\$0	\$0	<b>\$8,640</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$996,267</b>	<b>\$2,814,341</b>	<b>\$2,467,382</b>	<b>\$1,031,433</b>	<b>\$7,309,424</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The State has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOALS.**

- Immediately update Ohio’s 2006 Teacher Equity Plan to transition from a focus on highly qualified teachers to a focus on highly effective teachers and principals
- Provide data to LEAs statewide regarding the distribution of highly qualified teachers in 2010 and transition to data on effective and highly effective teachers by 2012

- Work with participating LEAs that have high-poverty and high-minority schools to create local systems that will place effective and highly effective teachers and principals in such schools by 2012
- Provide proven recruitment tools and training to participating LEAs by 2011

**ACTIVITIES/RATIONALE.**

***A. Educator Distribution Analysis and Development of Local Plans:***

- ODE will enhance its current Teacher Distribution Data Analysis tool to reflect improved multi-level definitions of educator effectiveness. Using this tool, participating LEAs in collaboration with the state will identify patterns of inequity.
- Participating LEAs have committed to addressing issues of inequitable distribution of educators as a condition of participating in RttT. LEAs that show evidence of inequitable distribution have committed to develop a LEA-specific equity plan that includes alternatives to seniority-based placement, and research-based strategies such as differentiated incentives, professional development, and working condition improvements.
- LEAs will work with ODE’s Office of Educator Equity to ensure that the plan is high quality and can achieve the goal.

***B. High Need Incentive System:***

- As participating LEAs collaborate with their teacher unions to develop LEA-specific equity plans, they will develop differentiated incentive packages to recruit and retain effective teachers in low-achieving high-poverty and high-minority schools. Such incentives may include differentiated compensation, additional time for collaboration, opportunities for teacher leadership, and job-embedded professional development.
- In addition, LEAs will also be encouraged to provide financial incentives for principals who take on the task of turning around Ohio’s persistently lowest achieving schools.
- ODE will provide technical support and identify external expertise to assist LEAs in developing local incentives.

***C. Recruitment Practice and Working Conditions:***

- Ohio will use RttT funds to provide proven recruitment tools (such as Gallup and Venture for Excellence) and associated training to participating LEAs so that they can adopt

aligned, multi-tiered policies and strategies focused on recruitment, hiring, and retention. These tools will be made accessible online to all educators statewide.

- In addition, ODE will contract with a vendor to work with interested LEAs to develop plans to improve working conditions in schools. The focus will initially be on providing these assessment tools to persistently lowest achieving schools.
- ODE, in partnership with LEAs with persistently lowest achieving schools, will identify an external contractor with expertise in conducting working conditions assessments to partner with the LEA over a period of three years to develop and execute a plan to improve working conditions. All staff, from teachers to principals to administrative assistants will take part in the process.

Activity	Responsible Parties	Timing
<b>Educator Distribution Analysis and Development of Local Plans</b>		
Hire 1 additional FTE to help manage the equitable distribution data, system and process	ODE-CTP	January 2010-July 2011
Incorporate principal and teacher effectiveness data into teacher distribution data analysis tool	ODE-CTP*, LEAs	August 2011-July 2012
Publicly report educator distribution data	ODE-CTP	August 2012-July 2013
Develop plans to address educator inequities	Participating LEAs*, ODE-CTP	August 2013-July 2014; ongoing
<b>High Need Incentive System</b>		
Provide financial incentives to beginning teachers willing to work in shortage areas in low achieving schools in interested LEAs	LEAs*, teachers, ODE-CTP, unions	January-August 2011; ongoing
Provide financial incentives to effective teacher leaders transferring to work in a turnaround school after completing the School Turnaround Leader Program (STLP)	LEAs*, teachers, ODE-CTP, unions	January-August 2011; ongoing
Provide financial incentives to Turnaround Principals transferring to work in a turnaround school after completing the School Turnaround Leader Program (STLP)	LEAs*, principals, ODE-CTP	January-August 2011; ongoing
<b>Recruitment Practice and Working Conditions</b>		
Contract with vendors to license best in class recruitment tools and strategies	Vendor, ODE-CTP*	January-December 2010
Provide all LEAs with access to the licensed recruitment tools	LEAs, ODE-CTP*	January-December 2010
Provide training to all LEAs on recruitment strategies	LEAs, ESCs*, ODE-CTP	January-December 2010
Contract with vendor to provide working conditions diagnostic assessments and strategic tools	Vendor, ODE-CTP*	January-July 2010

Activity	Responsible Parties	Timing
Bring vendor to work with participating LEAs on 48 turnaround schools to assess working conditions and develop strategies to address gaps	LEAs*, vendors, unions, teachers, ODE-CTP	8/2010-7/2013
Bring vendor to work with participating LEAs on 50 additional low achieving schools to assess working conditions and develop strategies to address gaps	LEAs,* vendors, unions, teachers, ODE-CTP	8/2011-7/2014
<b>Develop Career Management System</b>		
Purchase server and disk drives to host the career management system and to store educator data	ODE-CTP*, vendor	8/2011-7/2012
Contract with vendor to develop career management system	ODE-CTP*, vendor	8/2011-7/2013

\*Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
1 ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years. FTE will be responsible for analyzing the data and ensuring that it is made available for public access	1 FTE at \$63K base salary/year with a 3% annual cost of living adjustment x 4 years	\$264K
<b>Fringe Benefits</b>		
Fringe benefits for ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years	30% of base salary x 4 years	\$79K
<b>Travel</b>		
Travel costs for ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years	4% of base salary x 4 years	\$11K
<b>Equipment</b>		
Computer costs for ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years	\$1.5K for computer and 20% maintenance costs for 3 years	\$2K
Server to hold new career management system for educators that will allow educators to track their career progression over time	\$10K/server x 1 server	\$10K
Disk drives to expand storage for new documents loaded into new system	\$15K for disk drives	\$15K
<b>Supplies</b>		
Supplies costs for ODE FTE at Consultant 3 level to manage the Equitable Distribution process for 4 years	6% of base salary x 4 years	\$16K
<b>Contractual</b>		
Contract with vendor to conduct working condition assessment at select LEAs to (1) diagnose existing working conditions; (2) develop strategy to address existing gaps; (3) create action plan to address strategies; and (4) monitor progress over 3 years. This will be provided to persistently lowest achieving schools. Phase 1: 48 turnaround schools (2010-13). Phase 2: 50 additional low achieving schools (2011-14)	\$18K/school/year x 98 schools x 3 years	\$5.3M
Contract with vendor to license best-in-class recruitment tools	\$25K/ year x 4 years	\$100K

Cost Description	Cost Assumption	Total
Contract with a vendor to provide a project manager responsible for managing the overall career management system project development and implementation	\$192K/year x 1.5 years	\$288K
Contract with a vendor to provide a business analyst responsible for documenting the functionality of the existing systems and developing the requirements for the new system	\$104K/year x 1.5 years	\$196K
Contract with a vendor to provide a system architect responsible for determining the optimum architecture that will be used for the new system	\$173K/year x 1.5 years	\$259K
Contract with a vendor to provide a tester responsible for testing the new system	\$131K/year x 1.5 years	\$196K
Contract with a vendor to provide a developer responsible for developing code required for the new system for 15 months	\$163K/year x 1.25 years	\$204K
Contract with a vendor to provide a business intelligence tool developer responsible for developing analysis tools and reports that will be used to review and analyze data from the new system for 15 months	\$148K/year x 1.25 years	\$185K
Contract with a vendor to provide a technical writer responsible for developing the technical documentation for the design and development of the new system for 9 months	\$85K for 9 months	\$85K
Contract with a vendor to provide a technical writer responsible for developing training materials for the new system for 6 months	\$62K for 6 months	\$62K
<b>Funding for Involved LEAs</b>		
Cost for ESCs to train HR directors at involved LEAs on best-in-class recruitment tools. The 16 ESCs can each train 15 LEAs	\$900/ESC x 10 ESCs (for 144 involved LEAs)	\$9K
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$37K

<b>EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS</b>	<b>Accountability:</b> Associate Superintendent, Center for the Teaching Profession & Associate Vice Chancellor, Academic Quality & Assurance
	<b>Completion Date:</b> July 2014; ongoing
<b>Associated with Criteria:</b> Primary: (D)(3); Secondary: (D)(4), (D)(5), (E)(2)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Expand Effective Educator Preparation Programs  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$71,000	\$73,130	\$75,324	\$77,584	<b>\$297,038</b>
2. Fringe Benefits	\$21,300	\$21,939	\$22,597	\$23,275	<b>\$89,111</b>
3. Travel	\$10,840	\$10,925	\$11,013	\$11,103	<b>\$43,882</b>
4. Equipment	\$1,500	\$300	\$300	\$300	<b>\$2,400</b>
5. Supplies	\$4,860	\$4,988	\$5,119	\$5,255	<b>\$20,222</b>
6. Contractual	\$35,000	\$35,000	\$35,000	\$35,000	<b>\$140,000</b>
7. Training Stipends	\$1,000,000	\$6,166,667	\$6,333,333	\$6,333,333	<b>\$19,833,333</b>
8. Other	\$644,749	\$730,751	\$818,378	\$822,800	<b>\$3,016,678</b>
9. Total Direct Costs (lines 1-8)	<b>\$1,789,249</b>	<b>\$7,043,700</b>	<b>\$7,301,065</b>	<b>\$7,308,651</b>	<b>\$23,442,664</b>
10. Indirect Costs*	\$10,061	\$10,363	\$10,673	\$10,994	<b>\$42,090</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$1,799,310</b>	<b>\$7,054,062</b>	<b>\$7,311,738</b>	<b>\$7,319,644</b>	<b>\$23,484,754</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will expand effective educator preparation programs to focus on high-need shortage areas.

**ACTIVITIES/RATIONALE.**

**A. Woodrow Wilson STEM Teacher Fellowship Program:**

- The Chancellor of the Ohio Board of Regents (OBR) has committed \$2.5M for four higher education institutions to implement the Woodrow Wilson STEM Teacher

Fellowship Program. This program is focused on preparing STEM educators to effectively practice in low-achieving schools. Ohio's participation in the program was announced by President Obama on January 6, 2010. Through RttT funding, Ohio will expand the program to four to eight more sites.

- The program is an 18 month program that includes: admission to a Master's Degree Program, support and mentoring for three years post-program completion and support for teacher certification. The participants are new graduates in the field of math, science and technology or are professionals in those careers who desire a career change into teaching.
- This expansion will create 200 more STEM teachers each year (10 cohorts of 20 teachers).
- Site selection has not been finalized; however, to ensure that the unique needs of rural LEAs are addressed, one of the partnership sites will be the Ohio Appalachian Educators Institute, an organization focused on change management necessary to reduce the achievement gap in rural settings.

***B. Teach Ohio:***

- To address local gaps in teacher supply, Ohio is creating Teach Ohio, an alternative teacher certification program, to recruit mid-career professionals to fill vacancies in hard to staff subjects (mathematics, science, foreign language, special education, TESOL) and in low-achieving schools.
- Qualified providers, including both institutions of higher education (IHE) and non-IHEs, will work with neighboring LEAs to develop training programs for the participants that include extensive clinical experiences in low-achieving schools.
- The program will begin with 150 participants in the first year and grow to 200 teachers by year three. Teachers completing the program will enter the Residency program as alternative resident educators.
- ODE will create a Teach Ohio consortium to encourage idea sharing between the various Teach Ohio sites by holding regular meetings (2 per year) and provide technical assistance.

Activity	Responsible Parties	Timing
<b>Woodrow Wilson STEM Teacher Fellowship Program</b>		
Identify additional sites for further expansion	OBR*, IHEs, Arthur Levine, Woodrow Wilson Foundation, LEAs	January-December 2010
Hire 1 additional staff to help manage the Woodrow Wilson program	OBR	January 2010-July 2011
Recruit STEM teachers into the program	OBR, IHEs*, LEAs	8/2010-7/2011; ongoing
Set-up the program at each of the selected sites	IHEs*, Appalachian Educators Institute, Woodrow Wilson Foundation	1/2011-7/2011
Launch Woodrow Wilson STEM Teacher Fellowship Program for 200 participants	IHEs, Appalachian Educators Institute, LEAs	8/2011-7/2012;
<b>Teach Ohio</b>		
Identify IHEs and non-IHE educational providers to operate Teach Ohio sites	ODE-CTP*, IHEs, non-IHEs educational providers, LEAs	1/2010-7/2010; ongoing
Identify LEAs to partner with Teach Ohio providers	ODE-CTP*, IHEs, non-IHEs educational providers, LEAs	1/2010-7/2010; ongoing
Recruit mid-career professionals into the program	Teach Ohio operators*, LEAs, ODE	1/2010-7/2010; ongoing
Set-up the program at each of the selected sites	Teach Ohio operators*, LEAs, external experts	1/2010-7/2010
Hire 1 additional staff to help manage the Teach Ohio Program	OBR	1/2010-7/2011
Launch Teach Ohio at new sites for 150 participants in year 1, 175 in year 2 and 200 participants from year 3 onwards	Teach Ohio operators, LEAs, ODE-CTP*	8/2010; ongoing
Hold Teach Ohio consortium meetings regularly (at least 2 per year)	ODE-CTP*, Teach Ohio operators, LEAs	8/2010-7/2014; ongoing

\*Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
1 ODE FTE at Associate Director level to manage the Teach Ohio program for 4 years. This FTE will be responsible for coordinating the relationship between Teach Ohio providers and LEAs and provide support to the Teach Ohio consortium	1 FTE at \$71K base salary/year with a 3% annual cost of living adjustment x 4 years	\$297K
<b>Fringe Benefits</b>		
Fringe benefits for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	30% of base salary x 4 years	\$89K
<b>Travel</b>		
Travel for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	4% of base salary x 4 years	\$12K
Travel for Teach Ohio Statewide Consortium meetings twice a year for 4 years	\$200/day x 20 participants x 2 meetings/year x 4years	\$32K
<b>Equipment</b>		
Computer costs for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	1 computer at \$1.5K and 20% maintenance cost for 3 years	\$2K
<b>Supplies</b>		
Supplies for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	6% of base salary x 4 years	\$18K
Supplies for Teach Ohio Statewide Consortium meetings twice a year for 4 years	\$15/day x 20 participants x 2 meetings/year x 4 years	\$2K
<b>Contractual</b>		
Contract with vendor to evaluate the Teach Ohio program annually	\$35K per year x 4 years	\$140K
<b>Training Stipends</b>		
Training stipend for 725 mid-career professionals participating in the Teach Ohio program	\$6.7K tuition x 725 participants	\$4.8M
Training stipend for Woodrow Wilson STEM teacher participants for 3 years	\$25K x 600 participants	\$15M
<b>Other</b>		
1 OBR FTE to manage the Woodrow Wilson program for 4 years. FTE will be responsible for managing the overall recruitment of the program and coordinating the activities across the various sites	1 FTE at \$90K base salary/year with a 3% cost of living adjustment x 4 years, with 32% fringe benefits, 5% travel expenses, and 3% supply expenses, with a 3% annual cost of living adjustment. \$1.8K for computer, \$300 for maintenance each year thereafter, and indirect costs of 10.9% of salary and fringe	\$584K
Administrative program costs for the Teach Ohio program. (Includes technical assistance, facility cost, program development, and program administration costs)	\$3K/participant x 725 participants	\$2.4M
Venue rental for Teach Ohio consortium meetings twice a year for 4 years	\$2K/day x 2 meetings x 2 years	\$16K
<b>Indirect Costs</b>		
Indirect costs for 1 ODE FTE(s)	10.9% of salary and fringe benefits	\$42K

<b>INCREASE HIGHER EDUCATION ACCOUNTABILITY</b>	<b>Accountability:</b> Chancellor of the Ohio Board of Regents
	<b>Completion Date:</b> July 2014; ongoing
<b>Associated with Criteria:</b> Primary: (D)(4); Secondary: (D)(1), (D)(3), (E)(2)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Increase Higher Education Accountability  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$10,000	\$20,000	\$10,000	\$10,000	<b>\$50,000</b>
2. Fringe Benefits	\$0	\$0	\$0	\$0	<b>\$0</b>
3. Travel	\$0	\$0	\$0	\$0	<b>\$0</b>
4. Equipment	\$0	\$0	\$0	\$0	<b>\$0</b>
5. Supplies	\$0	\$0	\$0	\$0	<b>\$0</b>
6. Contractual	\$0	\$0	\$0	\$0	<b>\$0</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$179,999	\$293,192	\$936,961	\$941,384	<b>\$2,351,536</b>
9. Total Direct Costs (lines 1-8)	<b>\$189,999</b>	<b>\$313,192</b>	<b>\$946,961</b>	<b>\$951,384</b>	<b>\$2,401,536</b>
10. Indirect Costs*	\$0	\$0	\$0	\$0	<b>\$0</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$189,999</b>	<b>\$313,192</b>	<b>\$946,961</b>	<b>\$951,384</b>	<b>\$2,401,536</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will hold its educator preparation programs accountable for the impact their graduates have on student learning and growth.

**ACTIVITIES/RATIONALE.**

- Ohio will link student achievement and growth data to their teachers, principals and superintendents and the in-state programs that prepared them. The legal authority to link this data is provided by House Bill 290 which authorized the creation and operation of a

data repository that links K-12 data to higher education data for the purposes of evaluation, and that allows sharing of value-added student data between the Ohio Department of Education and the Ohio Board of Regents.

- The Ohio Board of Regents (OBR) will develop rigorous standards, assessments and metrics by which to measure the effectiveness of educator preparation programs (teachers, principals and superintendents).
- OBR will also develop a performance funding protocol that will link the funds provided to specific programs within state colleges of education to their overall performance, including student growth metrics of their graduates. For private colleges, the Chancellor will use program performance as an input into decisions around approval to operate. These decisions will help drive greater accountability in IHEs and improve the overall quality of Ohio’s educators.
- OBR will report the performance of educator preparation programs (aggregated at the program level) publicly.
- For programs that have shown continual success in preparing highly effective educators, the Chancellor will provide funds for expansion or replication of these superior programs.

Activity	Responsible Parties	Timing
Hire 1 OBR staff to help manage the standards, assessment, metrics development process for teacher and principal preparation programs	OBR	January 2010-July 2011
Link student data to principals and teams and their preparation program (technology focused)	ODE-OIT*, OBR, IT developers, IHEs, principals	August 2010-July 2011
Create teams to help develop the standards, assessments and metrics teams for teacher preparation programs	OBR*, educators, external experts, IHEs, ODE-CTP	August 2010-July 2014
Create teams to help develop the standards, assessments and metrics teams for principal and superintendent preparation programs	OBR*, educators, external experts, IHEs, ODE-CTP	August 2011-July 2012
Develop performance funding protocol to link performance of state-operated preparation programs to funding the program receives	OBR*, external experts	August 2011-July 2012
Begin to evaluate principal and superintendent preparation programs based on outcomes and provide results to the public	OBR*, IHEs	August 2012-July 2013; ongoing
Begin to evaluate teacher preparation programs based on outcomes and provide results to the public	OBR*, IHEs	August 2013-July 2014; ongoing
Link funding decisions to principal and superintendent preparation programs	OBR*, IHEs	August 2013-July 2014; ongoing

Activity	Responsible Parties	Timing
Reward superior preparation programs with funds for expansion or replication	OBR	August 2013-July 2014; ongoing

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
Stipend for 10 teachers and principals who are on the standards, metrics, assessment development team (1 4-year team for teacher standards, metrics, assessment development and 11-year team for principal standards, metrics, assessment development)	\$200/day stipend x 10 people x 5 meetings x 5 years	\$50K
<b>Other</b>		
1 OBR FTE to manage the development of standards, metrics, assessments for teacher, principal and superintendent prep programs for 4 years	1 FTE at \$90K base salary/year with a 3% annual cost of living adjustment x 4 years, with 32% fringe benefits, 5% travel expenses, and 3% supply expenses, with a 3% annual cost of living adjustment. \$1.8K for computer, \$300 for maintenance each year thereafter, and indirect costs of 10.9% of salary and fringe	\$584K
50% OBR FTE to develop the performance funding program for 1 year	50% FTE at \$90K/year x 1 year	\$71K
Travel costs for standards, metrics, assessment development team (1 4-year team for teacher preparation and 1 1-year team for principal preparation)	\$50/day x 27 team members/team x 5 meetings x 4 years + \$50/day x 27 team members/team x 5 meetings x 1 year	\$34K
Stipend and travel cost for external experts on the standards, metrics, assessment development team (1 4-year team for teacher preparation and 1 1-year team for principal preparation)	\$900/day x 5 experts x 5 meetings x 4 years + \$900/day x 5 experts x 5 meetings x 1 year	\$113K
Venue rental for meeting for the standards, metrics, assessment development team	\$2K/day x 5 meetings x 4 years for teacher preparation + \$2K/day x 5 meetings x 1 year for principal preparation	\$50K
Financial incentives to College of Ed programs that demonstrate superior outcomes. Incentives are provided to encourage the Colleges of Education to expand those specific programs	\$750K x 2 years	\$1.5M

<b>SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH</b>	<b>Accountability:</b> Associate Superintendent, Center for the Teaching Profession
	<b>Completion Date:</b> July 2013; ongoing
<b>Associated with Criteria:</b> Primary: (D)(5); Secondary: (D)(2), (D)(3), (D)(4), (E)(2)	

**Budget Part II: Project-Level Budget Table**  
**Project Name:** Support Educators to Increase Student Growth  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$295,000	\$280,010	\$285,170	\$290,485	<b>\$1,150,666</b>
2. Fringe Benefits	\$50,100	\$51,603	\$53,151	\$54,746	<b>\$209,600</b>
3. Travel	\$144,680	\$114,880	\$115,087	\$115,299	<b>\$489,947</b>
4. Equipment	\$4,500	\$900	\$900	\$900	<b>\$7,200</b>
5. Supplies	\$10,020	\$10,321	\$10,630	\$10,949	<b>\$41,920</b>
6. Contractual	\$97,500	\$52,500	\$52,500	\$52,500	<b>\$255,000</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$20,000	\$0	\$0	\$0	<b>\$20,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$621,800</b>	<b>\$510,214</b>	<b>\$517,438</b>	<b>\$524,880</b>	<b>\$2,174,332</b>
10. Indirect Costs*	\$23,664	\$24,374	\$25,105	\$25,858	<b>\$99,001</b>
11. Funding for Involved LEAs	\$0	\$460,613	\$443,333	\$443,333	<b>\$1,347,280</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$645,464</b>	<b>\$995,201</b>	<b>\$985,877</b>	<b>\$994,071</b>	<b>\$3,620,613</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** Ohio will collaborate with LEAs to create three mentorship/training programs focused on providing intensive support to staff, particularly in turnaround schools.

**ACTIVITIES/RATIONALE.**

**A. Co-Teacher Model:**

- In collaboration with participating LEAs, beginning teachers at persistently lowest achieving schools will be provided with additional mentor support. Beginning teachers at these schools will be placed with a highly effective teacher for their first year of teaching

and provided with extensive opportunities to analyze and monitor student progress, modify instructional strategies based on student learning needs, and create a learning environment that promotes high levels of learning and achievement for all students.

- In this model, LEAs will determine the needs of the beginning teacher and provide mentors at a ratio no higher than one highly effective teacher to six beginning teachers.
- Training will be provided to all mentors, who will be selected through a performance-based selection process.

***B. Beginning Principal Mentorship Program:***

- A team of 15 educators and external experts will come together to develop a new statewide two-year beginning principal mentorship model. The development team will review existing research and meet with program officers of successful programs across the country, including the New Teacher Center Leadership Institute in Ohio.
- ODE will provide training to LEAs to help them understand the scope of the program. To encourage widespread adoption, LEAs will be provided with “start-up” money to help adapt the program to their specific needs.
- Principals will receive intensive coaching from a trained and certified coach who is selected based on a proven record of successful practice. The coach will also be provided training by ODE and ESCs.

***C. Leadership Training for LEA Staff:***

- Ohio will build on the successful Ohio School Leadership Institute run by the Buckeye Association of School Administrators (BASA) to develop a leadership training program for all LEA level leaders.
- Professional development will be provided to central office staff in LEAs that have low-achieving schools. The District Leadership Training Program will develop individual leadership skills, focus on systemic change, and develop strategies for working with turnaround schools.
- The goal is to provide leadership training to approximately 30 turnaround LEA leaders per year.

***D. Educator Induction Program Capacity:***

- ODE will hire 2.5 additional FTEs to help manage the various induction programs for teachers, principals and district leadership.

Activity	Responsible Parties	Timing
<b>Co-teacher Model</b>		
Identify co-teachers in low achieving schools in participating LEAs that can take on a mentorship role for at most 5 beginning teachers	LEAs*, ODE-CTP	January-June 2011
Provide training to the mentors (likely integrated closely with Residency mentor training)	LEAs, ESCs*, external experts, ODE-CTP	June-July 2011; ongoing
Launch the co-teacher model at low achieving schools in participating LEAs	LEAs*, external experts	August 2011; ongoing
<b>Beginning Principal Mentorship Program</b>		
Create 15-member team to develop the Beginning Principal Mentorship Model	ODE-CTP*, LEAs	January-April 2010
Develop the Beginning Principal Mentorship Program model	LEAs, ODE-CTP*, external experts	April-July 2010
Provide training and incentives to LEAs to adapt and adopt the Beginning Principal Mentorship Program	ODE-CTP*, LEAs	August 2011-July 2013
Launch Beginning Principal Mentorship Program	LEAs	August 2012-July 2013; ongoing
<b>Leadership Training for LEA Staff</b>		
Work with the BASA to develop the new training program for all LEA level leaders	BASA*, ODE-CTP, LEAs	January-July 2010
Launch LEA Leadership Training Program	BASA*, ODE-CTP, LEAs	August 2010-July 2011
<b>Educator Induction Program Capacity</b>		
Hire 2.5 additional FTEs to help manage the various induction programs	ODE-CTP	January-July 2010

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
2 ODE FTEs at Associate Director level to manage the Resident Teacher Program for 4 years. These 2 FTEs will be responsible for the launch of the program and will liaise with the LEAs to ensure smooth operations	2 FTEs at \$71K base salary/year with a 3% annual cost of living adjustment x 4 years	\$594K
50% of 1 ODE FTE at Administrative Support level to support the Resident Teacher Program for 4 years. This FTE will provide administrative support to the 2 FTEs managing the Resident Teacher program	50% of 1 FTE at \$50K salary/year with a 3% annual cost of living adjustment x 4 years	\$105K
Stipends for 10 educators in the 15-person team to develop the Beginning Principal Mentorship Program	\$200 stipend/person x 10 team members x 10 meetings	\$20K
Stipends for 120 LEA leaders (e.g. superintendents, treasurers, SPED coordinator, etc.) in the 30-person cohort to participate in the LEA Leadership Program over 4 years	\$200 stipend/day x 18 days x 120 LEA leaders over 4 years	\$432K
<b>Fringe Benefits</b>		
Fringe benefits for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 FTEs x 30% of base salary x 4 years	\$178K
Fringe benefits for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	50% of 1 FTE x 30% of base salary x 4 years	\$31K
<b>Travel</b>		
Travel costs for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 FTEs x 4% of base salary x 4 years	\$24K
Travel costs for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	50% of 1 FTE x 4% of base salary x 4 years	\$4K
Travel costs for 15-person team developing the Beginning Principal Mentorship Program for 10 meetings	\$200/meeting x 15 team members x 10 meetings	\$30K
Travel costs for 120 LEA leaders (e.g. superintendents, treasurers, SPED coordinator, etc.) in the 30-person cohort to participate in the LEA Leadership Program over 4 years	\$200 stipend /day x 18 days x 120 LEA leaders	\$432K
<b>Equipment</b>		
Computer costs for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 computers at \$1.5K + \$300 maintenance cost for 3 years	\$5K
Computer costs for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	1 computer at \$1.5K + \$300 maintenance cost for 3 years	\$2K
<b>Supplies</b>		
Supplies for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 FTEs x 6% of base salary x 4 years	\$36K
Supplies for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	50% of 1 FTE x 6% of base salary x 4 years	\$6K
<b>Contractual</b>		
Stipend and travel costs for 5 external experts to help develop the Beginning Principal Mentorship Program	\$900/expert x 5 experts x 10 meetings	\$45K

<b>Cost Description</b>	<b>Cost Assumption</b>	<b>Total</b>
Contract with vendor to develop and provide the LEA Leadership Program over 4 years	\$1.8K/participant x 120 participants over 4 years	\$210K
<b>Other</b>		
Venue rental for 10 development team meetings for the Beginning Principal Mentorship Program	\$2K/meeting x 10 meetings	\$20K
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$99K
<b>Funding for Involved LEAs</b>		
Cost for ESCs to train HR directors at involved LEAs on beginning principal mentorship model. The 16 ESCs can each train 15 LEAs	\$1.8K/ESC x 10 ESCs (for 144 involved LEAs)	\$17K
Stipends to assist involved LEAs to implement the Beginning Principal Mentorship Program over 3 years (2011-14)	\$10K/LEA x 133 involved LEAs	\$1.3M

<b>TURN AROUND OHIO'S LOWEST-ACHIEVING SCHOOLS</b>	<b>Accountability:</b> Associate Superintendent, Center for School Improvement
	<b>Completion Date: September 2014</b>
<b>Associated with Criteria:</b> Primary: (E)(2); Secondary: Priority 2	

**Part II: Project-Level Budget Table**  
**Project Name:** Turn Around Ohio's Lowest-Achieving Schools  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,018,500	\$1,049,055	\$1,080,527	\$1,112,942	<b>\$4,261,024</b>
2. Fringe Benefits	\$264,150	\$272,075	\$280,237	\$288,644	<b>\$1,105,105</b>
3. Travel	\$81,360	\$82,417	\$83,505	\$84,626	<b>\$331,907</b>
4. Equipment	\$104,500	\$3,900	\$3,900	\$3,900	<b>\$116,200</b>
5. Supplies	\$72,830	\$74,415	\$76,047	\$77,729	<b>\$301,021</b>
6. Contractual	\$8,806,482	\$7,892,288	\$7,900,643	\$7,990,232	<b>\$32,589,645</b>
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$60,000	\$60,000	\$60,000	\$60,000	<b>\$240,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$10,407,822</b>	<b>\$9,434,149</b>	<b>\$9,484,858</b>	<b>\$9,618,073</b>	<b>\$38,944,902</b>
10. Indirect Costs*	\$139,809	\$144,003	\$148,323	\$152,773	<b>\$584,908</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$10,547,631</b>	<b>\$9,578,152</b>	<b>\$9,633,181</b>	<b>\$9,770,846</b>	<b>\$39,529,810</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**Project: Turn Around Ohio's Lowest Achieving Schools**

**GOALS.** In the next four years, all of Ohio's persistently lowest-achieving schools will begin turnaround through the four intervention models defined in the RttT notice. Ohio will dramatically increase the quality of education for the 37,051 students in the state's 69 persistently lowest-achieving schools.

Every year, turnaround schools will be assessed for both academic achievement and school climate progress, including a baseline assessment at the beginning of the first turnaround year. It is expected that these schools will make substantial academic gains by year 3 of turnaround and substantial school climate gains by year 2 of turnaround. Those schools that do not demonstrate significant progress by year 3 of turnaround will implement a new school intervention model, as defined in the RttT notice, including closure.

**ACTIVITIES/RATIONALE.**

***A. Identify and diagnose the state’s persistently lowest-achieving schools***

- Using a methodology consistent with the definitions in the RttT and School Improvement Grant notices, ODE will regularly identify the state’s persistently lowest-achieving schools and notify LEAs of their status.
- ODE and LEAs will collaboratively implement Building Planning & Diagnostic Teams to extend school diagnosis through to “deep-dive” building-level evaluations of student academic achievement and school climate. These teams will also support the planning process for turnaround, laying the foundation for the new improvement model.

***B. Design and activate the School Innovation Support Network (SISN) to support dramatic turnaround in at least 20 persistently lowest-achieving schools annually and hold turnaround schools accountable for performance***

- Ohio will create a public-private partnership, the School Innovation and Support Network (SISN), run by a non-profit partner with demonstrated success in turnaround contexts for which the state already has expressions of strong interest.
- The responsibilities of SISN include, but are not limited to, the following:
  - Collaborate with LEAs and turnaround schools to provide technical assistance, including a 5-person Technical Assistance Team at SISN to support persistently lowest-achieving schools’ adoption of school turnaround models, and LEA-level human capital in the form of LEA Turnaround Experts in each LEA with persistently lowest-achieving schools
  - Oversee knowledge management, including identifying best-practice intervention models (consistent with the definition in the RttT notice) and

sharing best practices with LEAs, State Support Teams (SSTs), and turnaround school leaders

- Measure performance of turnaround schools and determine effectiveness of intervention models
- Manage the School Turnaround Leader Program (STLP) (described below)
- Develop a strong network of local and national partners who will invest resources, time and funds in this work
- Monitor and hold resource providers, such as providers of data systems and training, accountable to supporting turnaround schools

***C. Create and implement the School Turnaround Leader Program (STLP) and produce 20 prepared leadership teams annually***

- Ohio will purposefully recruit, screen and select high-potential licensed principals and teacher leaders (in teams) to participate in this year-long preparation program.
- SISN will develop and oversee the program, depending heavily on the expertise resident in Ohio’s universities and school LEAs and building on the national models, such as the University of Virginia Turnaround Specialist Training Program, the New York City Leadership Program, the Chicago Leadership Academy, and New Leaders for New Schools.
- Candidates successfully completing the clinically based training will be deployed in teams to turnaround Ohio’s persistently lowest-achieving schools.

***D. Extend community supports to all 69 school turnaround communities***

- ODE will provide professional development and coaching to enhance core county teams made up of the Educational Service Centers (ESCs), Family and Children First Councils (FCFCs) and LEA Family and Civic Engagement teams.
- RttT grant funds will also be used to develop a common set of student-focused data tools to assess school climate and individual and community risk factors that will be used to compare schools within LEAs and across LEAs.

***E. Define a “portfolio” approach to school models in two large LEAs***

- Using RttT funds, the state will support two large LEAs financially and technically to evaluate the need and chart a course towards a “portfolio” approach to school models that includes variety of model. These LEAs will do the following:
  - Complete portfolio approach situation assessments
  - Develop a portfolio of school options and begin implementation of desired portfolio
  - Continuously measure, manage and adjust portfolio

***F. Accelerate the Governor’s Closing The Achievement Gap Program to reach 8,000 educators***

- Ohio will deliver Cultural Competency professional development to 2,000 educators annually. This professional development will enhance and shape educators’ ability to operate efficiently within the cultural and gender context of students affected by poverty, gendered expectations, race, and class.
- Persistently lowest-achieving schools in participating LEAs will have access to a Linkage Coordinator through the Closing The Achievement Gap initiative. These Linkage Coordinators will serve the important role of ensuring horizontal alignment across academic and non-academic resources.

***G. Support emerging innovation focused on low-performing schools***

- Included in Ohio’s plan are modest investments in emerging innovations that show promise in turnaround settings. Partners have demonstrated success with alternative school models, such as New Tech, and serve as examples of the type of entity we would support directly with RttT funds. A small reserve has been established to support innovative practice in participating LEAs that would not be sufficiently covered by RttT LEA allocations.

***H. Continue existing support structures that are funded by other means***

Activities	Responsible Parties	Timing
<b>Identify and diagnose persistently lowest-achieving schools</b>		
Identify persistently lowest-achieving schools and notify LEAs of the buildings' status	ODE-CSI	January 2010 and each January thereafter
Complete "deep-dive" building-level diagnostic surveys and develop preliminary building plans	Building Diagnostic & Planning Teams	Sequentially by building, September-August each year, starting in 2010
<b>Design and activate the School Innovation Support Network (SISN)</b>		
Select third-party partner to manage SISN	ODE-CSI	By May 2010
Develop SISN and staff up the organization	SISN	May-December 2010
Identify best-practice school turnaround models to adapt school turnaround models	SISN	December 2010-May 2011, continuous basis thereafter
Provide technical assistance to LEAs and school buildings	SISN	Continuous, beginning in December 2010 or sooner if possible
Measure and report baseline progress and annual progress of turnaround schools	SISN	June-July 2010 and each summer thereafter
Provide SISN with regular reports on progress of providing resources to turnaround schools	Resource providers	June-July 2010 and quarterly thereafter
<b>Create and implement the School Turnaround Leader Program (STLP)</b>		
Develop the School Turnaround Leader Program	SISN*, in partnership with OBR and national experts	May-July 2010
Select STLP cohort	SISN	May-July each year
Launch STLP	SISN	August 2010 and each August thereafter
STLP cohort begins leadership of turnaround schools	SISN	August 2011 and each August thereafter
<b>Roll-out community supports</b>		
Professional development on community supports for 10 county core teams	ODE-CSI	August-May each year
Develop school climate survey and other school climate tools	ODE-CSI	May-December 2010
Customize tools for specific LEAs and schools	ODE-CSI*, LEAs	2011-2014
<b>Pilot a portfolio approach in a handful of LEAs</b>		
Select LEAs for portfolio approach and select third-party partner to provide portfolio approach technical support	ODE-CSI	May-July 2010
Complete portfolio approach situation assessments	LEAs*, third-party partner	August-December 2010
Develop a portfolio of school options and begin implementation of desired portfolio	LEAs*, third-partner	Begin in 2011
Continuously measure, manage and adjust portfolio	LEAs	Begin in 2011
<b>Expand the Closing The Achievement Gap initiative</b>		
Add two ODE resources to manage the Closing The Achievement Gap initiative	ODE-CSI	October-December 2010

Activities	Responsible Parties	Timing
Place 7 regional resources in the field to coordinate the program	ODE-CSI	October-December 2010
Support each persistently lowest-achieving school with a Linkage Coordinator	ODE-CSI*, regional resources, LEAs	October-December 2010
Hold 2 leadership conferences per year for the students in the Closing The Achievement Gap Program	ODE-CSI*, regional resources	Annual

\* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Personnel</b>		
Stipend for 2 Building Diagnostic & Planning Teams to execute building-level diagnostic reviews and begin planning process for turnaround schools. Each team can review 10 schools per year. The teams spend 70 hours per school on diagnostics and 160 hours per school on planning (230 hours total per school)	2 teams x \$30/hour/team x 230 hours/school x 10 schools/team x 4 years with a 3% cost of living adjustment	\$577K
1 ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and SISN	1 FTE at \$93.5K base salary x 4 years with a 3% cost of living adjustment	\$391K
2 ODE FTEs at Director level to serve as Closing The Achievement Gap Directors. 1 FTE will direct the Cultural Competency PD. 1 FTE will manage the Closing The Achievement Gap initiative, including the 7 Regional Coordinators	2 FTEs at \$93.5K base salary x 4 years with a 3% cost of living adjustment	\$782K
8 ODE FTEs at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators. These resources will cover the state in order to coordinate the CTAG program at a local level	8 FTEs at \$75K base salary x 4 years with a 3% cost of living adjustment	\$2.5M
<b>Fringe Benefits</b>		
Fringe benefits for ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and SISN	30% of base salary x 4 years	\$117K
Fringe benefits for 2 ODE FTEs at Director level to serve as Closing The Achievement Gap Directors	30% of base salary x 4 years	\$235K
Fringe benefits for 8 ODE FTEs at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	30% of base salary x 4 years	\$753K
<b>Travel</b>		
Travel costs for Building Diagnostic & Planning Teams for diagnostic reviews	(\$150 auto mileage + ((\$85/night lodging + \$40 per diem) x 5 days)) x 6 weeks x 2 teams x 3 people/team x 4 years	\$112K
Travel costs for Building Diagnostic & Planning Teams for planning visits	(\$150 auto mileage + \$40 per diem) x 16 meetings x 2 teams x 3 people/team x 4 years	\$73K
Travel costs for ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and SISN	4% of base salary x 4 years	\$16K
Travel costs for 2 ODE FTEs at Director level to serve as Closing The Achievement Gap Directors	4% of base salary x 4 years	\$31K
Travel costs for 8 ODE FTEs at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	4% of base salary x 4 years	\$100K
<b>Equipment</b>		
Computer costs for Building Diagnostic & Planning Teams	2 computers @ \$1.5K with \$300 maintenance cost x 3 years	\$5K
Computer costs for ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and SISN	1 computer @ \$1.5K with \$300 maintenance cost x 3 years	\$2K
Computer costs for 2 ODE FTEs at Director level to serve as Closing The Achievement Gap Directors	2 computers @ \$1.5K with \$300 maintenance cost x 3 years	\$5K

Cost Description	Cost Assumption	Total
Computer costs for 8 ODE FTEs at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	8 computers @ \$1.5K with \$300 maintenance cost x 3 years	\$19K
Database for Closing The Achievement Gap initiative	\$85,000 for equipment and development costs	\$85K
<b>Supplies</b>		
Supplies for Building Diagnostic & Planning Teams	\$10,000/year/team for supplies x 2 teams x 4 years; includes basic office supplies and copying expenses, purchase of supplemental training materials and copyright required for duplication of training materials	\$80K
Supplies for ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and SISN	6% of base salary x 4 years	\$23K
Supplies for 2 ODE FTEs at Director level to serve as Closing The Achievement Gap Directors	6% of base salary x 4 years	\$47K
Supplies for 8 ODE FTEs at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	6% of base salary x 4 years	\$151K
<b>Contractual</b>		
Contract with vendor to provide professional development sessions for county core teams	4 PD sessions (1 per geographic quadrant) per year x \$8,000 per session x 4 years	\$128K
Contract with vendor to provide coaching sessions for county core teams	10 coaching sessions per county per year @\$1,000 per session for 16 counties x 4 years	\$640K
Contract with vendor to provide parent leadership training and materials	\$200K to develop materials in year 1; \$50K to deliver materials x 5 years	\$400K
Contract with vendor to provide evaluation consultants: meetings with all county core teams	6 meetings with core teams @ \$800 per meeting x 4 years	\$19K
Contract with evaluation consultants to do on-site visits as part of evaluating core teams	3 8-hour on-site visits per county (16 counties) @ \$100 per hour x 4 years	\$154K
Contract with evaluation consultants to do cross-case analysis as part of evaluating and reporting on core teams	\$50,000 of cross-case analysis per year x 4 years	\$200K
Contract with vendor to create school climate surveys and toolkit (consultant labor)	2,855 consultant labor hours @ average cost of \$121 per hour	\$346K
Contract with vendor to create school climate surveys and toolkit (travel)	8 trips x 2 staff members x \$1077 per trip (\$575 airfare, \$115 lodging plus 15% tax x 2 nights, \$56 per diem x 2 days, \$125 other travel expenses)	\$17K
Contract with vendor to create school climate surveys and toolkit (programming)	Web development vendor for toolkit programming @ \$192,821	\$193K

Cost Description	Cost Assumption	Total
Contract with vendor to create school climate surveys and toolkit (equipment and supplies)	<ul style="list-style-type: none"> <li>• Software license for survey administration: \$2,571</li> <li>• 10,500 general project copies/printouts = \$1,080</li> <li>• Printing for student and parent surveys = \$13,163</li> <li>• Communications for outreach = \$4,114</li> <li>• Scanning for student and parent surveys = \$52,254</li> </ul>	\$73K
1 contracted FTE at Executive Director level with turnaround school experience to serve as director of School Innovation Support Network (SISN)	100% FTE with \$115K base salary per year x 4 years, with 30% fringe benefits, 4% travel expenses, and 6% supply expenses, with a 3% annual cost of living adjustment each year starting in the second year. \$1.5K for computer; \$300 for maintenance each year thereafter	\$676K
4 contracted FTEs at Director level at SISN with relevant experience to manage the following: Knowledge Management (responsibilities include identifying best-practice turnaround models and sharing best practices with LEAs, State Support Teams (SSTs), and turnaround school leadership), School Turnaround Leadership Program (responsibilities include developing and delivering the program, recruiting and placing turnaround leaders into persistently lowest-achieving schools), Local Partnerships (responsibilities include developing a strong network of local partners, including heads of business, community, and philanthropy, with the goal of sustaining the public/private partnership without state/federal funds by the end of the RttT grant), and National Partnerships (responsibilities include fostering partnerships with national turnaround experts, including attracting these experts to work with Ohio's persistently lowest-achieving schools)	4 100% FTE with \$93.5K base salary per year x 4 years, with 30% fringe benefits, 4% travel expenses, and 6% supply expenses, with a 3% annual cost of living adjustment each year starting in the second year. \$1.5K for each computer x 4 people; \$300 for maintenance x 4 people x 4 years	\$2.2M
5 contracted FTEs at Associate Director level at SISN to serve as the Technical Assistance Team for LEAs and buildings. These contracted FTEs will have experience at the LEA and/or building level in turning around schools and will work directly with LEAs (primarily) and buildings (secondarily) to provide technical assistance and execution support for turnaround.	5 100% FTE with \$85K base salary per year x 4 years, with 30% fringe benefits, 4% travel expenses, and 6% supply expenses, with a 3% annual cost of living adjustment each year starting in the second year. \$1.5K for each computer x 5 people; \$300 for maintenance x 5 people x 4 years	\$2.5M
Contract to hold annual regional convenings of State Support Teams, LEA Turnaround Specialists (LEA supported), and SISN Technical Assistance Team to ensure turnaround best practices and lessons learned are shared across various state and local responsible parties	\$50,000 per convening x 4 years	\$200K
Contract with vendor to provide technical support for portfolio approach, including situation assessment, gap analysis, portfolio development, and change management support	15 weeks of support @ \$50,000 per week x 2 LEAs	\$1.5M

Cost Description	Cost Assumption	Total
Contract to provide student supports for implementation of the portfolio approach	\$1,000 incremental per-pupil cost of portfolio student support activities x 800 students per LEA in 2 LEAs x 3 years	\$4.8M
Contract with vendor to provide training for School Turnaround Leader Program participants	\$40,000 per leader or lead teacher x (20 leaders + 20 teacher leaders per year) x 3 years	\$4.8M
Contract with vendor to develop and maintain an online Community of Practice for School Turnaround Leader Program participants	\$20,000 for Community of Practice website development. \$5,000 annual website maintenance.	\$40K
Contract with vendor to hold semi-annual conferences to promote best-practice sharing and learning for School Turnaround Leader Program participants	2 in-person conferences per year of STLP participants @ \$1,200 per participant per conference. 40 participants in year 1; 80 participants in year 2; 120 participants in year 3	\$576K
Contract with vendor to provide Closing The Achievement Gap Cultural Competency professional development to 2,000 educators per year	2,000 trainees per year x \$650 per trainee x 4 years	\$5.2M
Contract with vendor to turnaround 5 schools using the New Tech model. Costs include school design/turnaround consulting services, teacher professional development, on-site coaching, leadership development, and teacher and leader release time	Planning time = \$385K Year 1 = \$164K Year 2 = \$164K Year 3 = \$138K Year 4 - \$129K x 5 schools	\$4.9M
Contract to provide incentives to support innovative practice in participating LEAs, such as alternative school models	\$250K per school or LEA x 3 schools or LEAs per year x 4 years	\$3.0M
<b>Other</b>		
Hold 2 conferences per year for Closing The Achievement Gap initiative participants and other state stakeholders	\$30K per conference x 2 conferences per year x 4 years	\$240K
<b>Indirect Costs</b>		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$585K

<b>AMPLIFY STEM LEADERSHIP</b>	<b>Accountability:</b> Associate Superintendent, Center for Curriculum and Assessment
	<b>Completion Date: September 2014</b>
<b>Associated with Criteria:</b> Primary: Priority 2; Secondary: (A)(2), (D)(3), (D)(5), (E)(2)	

**Part II: Project-Level Budget Table**  
**Project Name:** Amplify STEM Leadership  
**(Evidence for selection criterion (A)(2)(i)(d))**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	<b>\$0</b>
2. Fringe Benefits	\$0	\$0	\$0	\$0	<b>\$0</b>
3. Travel	\$0	\$0	\$0	\$0	<b>\$0</b>
4. Equipment	\$0	\$0	\$0	\$0	<b>\$0</b>
5. Supplies	\$0	\$0	\$0	\$0	<b>\$0</b>
6. Contractual	\$400,000	\$1,696,000	\$1,412,180	\$1,418,545	\$4,926,725
7. Training Stipends	\$0	\$0	\$0	\$0	<b>\$0</b>
8. Other	\$0	\$0	\$0	\$0	<b>\$0</b>
9. Total Direct Costs (lines 1-8)	<b>\$400,000</b>	<b>\$1,696,000</b>	<b>\$1,412,180</b>	<b>\$1,418,545</b>	<b>\$4,926,725</b>
10. Indirect Costs*	\$0	\$0	\$0	\$0	<b>\$0</b>
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	<b>\$0</b>
13. Total Costs (lines 9-12)	<b>\$400,000</b>	<b>\$1,696,000</b>	<b>\$1,412,180</b>	<b>\$1,418,545</b>	<b>\$4,926,725</b>

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.

\* If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Note: The state has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

**GOAL.** As the pre-eminent source of STEM expertise nationally, Ohio will continue to push forward in preparing Ohio’s children to compete in the 21<sup>st</sup> century by putting into place educational models that more fully develop science, technology, engineering and math skills.

**ACTIVITIES/RATIONALE.**

- Enhance the capacity of STEM schools to offer support services to low-achieving schools

- Strengthen and spread STEM-oriented Early College High School Options (i.e., Metro Early College High School)
- Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites

Activities	Responsible Parties	Timing
<b>Enhance the capacity of STEM schools to offer support services to low-achieving schools</b>		
Immediately mobilize and engage STEM vendor to support persistently lowest-achieving schools	STEM vendor*	Summer 2010
Explore common needs among persistently lowest-achieving schools and prototype solutions in STEM schools	STEM vendor*	September 2010-August 2011 and as needed thereafter
Offer STEM solutions to Ohio’s persistently lowest-achieving schools using STEM models	STEM vendor*, SISN	October 2011-August 2014
Equip 5 STEM schools to be training centers for schools around the state that want to bring STEM best practices to their buildings	STEM vendor*, SISN	January 2011-August 2014
Connect schools participating in STEM learning and activities to each other and the statewide STEM network	STEM vendor*, ITCs	October 2011-December 2011 and continuously thereafter
<b>Strengthen and spread STEM-oriented Early College High School Options</b>		
Equip STEM-oriented Early College High Schools to be training centers for schools around the state that want to bring STEM-oriented Early College High School best practices to their buildings	STEM vendor*, SISN	October 2011-August 2014
<b>Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites</b>		
Fund release time for STEM school leaders and lead teachers to mentor participants in the School Turnaround Leader Program and the Woodrow Wilson Fellowship	STEM vendor*, OBR	October 2010-June 2011

\*Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
<b>Contractual</b>		
Contract with STEM vendor to provide STEM supports to turnaround vendors, including school readiness assessments (including talent, facility, and fiscal assessments) and implementation plans	\$250K/year x 3 years	\$750K
Contract with STEM vendor to support the STEM model in 7 turnaround schools. Costs include school design/consulting services, teacher professional development, on-site coaching, and leadership development	\$250K/school x (3 schools in yr 2 + 2 schools in year 3 + 2 schools in year 4)	\$2.5M
Contract with STEM vendor to equip 5 STEM schools to be training centers for schools around the state that want to bring STEM best practices to their buildings	\$20K/school/year x 5 schools x 4 years	\$400K
Contract with STEM vendor to connect participating schools to each other and the statewide STEM network via technology and STEM conferences	\$10K one-time technology expense + \$10K/year x 3 years for STEM conference attendance	\$40K
Contract with STEM vendor to equip STEM-oriented Early College High Schools to be training centers for schools around the state that want to bring STEM-oriented Early College High School best practices to their buildings	\$40K/school/year x 5 schools x 3 years	\$600K
Contract with STEM vendor to fund release time for STEM school leaders and teacher leaders to support residency opportunities for teachers and leaders in the School Turnaround Leader Program	\$50K/year x 3 years	\$150K
Contract with STEM vendor to fund release time for STEM school leaders and teacher to support residency opportunities for Woodrow Wilson STEM fellows	\$100K/year x 4 years	\$400K
Contract with STEM vendor to provide 2 FTE Network Orchestration Personnel to document and spread promising practices, facilitate one-to-one school partnering, and connections to state STEM network	\$100K annual salary including benefits, with a 3% cost of living adjustment	\$837K

**BUDGET: INDIRECT COST INFORMATION**

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES   
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):  
From: 7/1/2009 To: 6/30/2010

Approving Federal agency:  ED  Other  
(Please specify agency):  US ED

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.