

U.S. DEPARTMENT OF EDUCATION

RACE TO THE TOP

GRANT REVIEW

Phase 1 tier 2 State Presentation

The State of Ohio

8:30 a.m.

Tuesday, March 16, 2010

Holiday Inn Capitol Hill  
550 C Street, S.W.  
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## 1 P R O C E E D I N G S

2 DR. TROYER: Good morning. And thanks for  
3 inviting us to be here this morning. We're excited about  
4 the opportunity to be here. On our team this morning, we  
5 have Governor Ted Strickland, to my left, Superintendent  
6 of Public Instruction, Deborah Delisle, Gene Harris, the  
7 Superintendent of Columbus City Schools, our largest  
8 school district, Jim Mahoney, Executive Director, Battelle  
9 for Kids, and I'm Marilyn Troyer, Deputy Superintendent of  
10 the Ohio Department of Education. And at this time, we'll  
11 turn it over to Governor Strickland.

12 GOVERNOR STRICKLAND: Good morning. And it's  
13 good to be with you this morning to talk about Ohio and  
14 what we hope to achieve in Ohio. Ohio is a state of  
15 innovation and creativity. It's been a part of our  
16 history, and we think it's going to be a part of our  
17 future. For this reason in Ohio, education and the needs  
18 of our children are put before politics. Over the last  
19 twenty years, Ohioans of every sector and both political  
20 parties have worked to create a sustainable system of  
21 education capable of serving the needs of all of our kids  
22 regardless of whatever zip code they may live in. And you  
23 know, that's difficult to achieve. This process has

1 admittedly not been easy. However, Ohio and our students,  
2 we believe, have made significant strides in the past  
3 years. We have moved from the middle of the pack to fifth  
4 according to the quality counts performance index and now  
5 we hope to move from fifth to first over the next four  
6 years.

7           In spite of the worst economic downturn that our  
8 nation has experienced since the days of the Great  
9 Depression, last year the Ohio General Assembly passed and  
10 I signed, HB 1 which has been referred to by the  
11 Commission on Education of the States as the most bold,  
12 innovative and nonpartisan approach to educational reform  
13 in America. We're proud of that. What we've done with  
14 this reform is emphasize, obviously, the STEM Disciplines,  
15 but also we believe that our reform is completely aligned  
16 with the federal assurances. Over the last three years of  
17 public engagement and discussion we have laid the  
18 foundation, we believe, for the implementation of the Race  
19 to the Top. HB 1 advances teacher quality by having  
20 teacher professional development embedded in the jobs that  
21 the teachers do. We have developed a system of having  
22 lead teachers as mentors and coaches to new teachers. We  
23 have developed what we believe to be the boldest teacher

1 education training in the nation. We have a three-year  
2 residency program for new teachers. We have a step-by-  
3 step licensure procedure beginning with a resident license  
4 all the way through lead teacher license. We are working  
5 with our higher education teacher training institutions to  
6 develop a system that will be appropriate for K through 16  
7 education in Ohio. We have developed a ground-breaking  
8 formative instructional system to use student growth data  
9 to personalize the learning process. So we do believe we  
10 will move from fifth to first in four years.

11 Through this presentation you will be seeing  
12 slides that emphasize our core strengths and the results  
13 we wish to achieve if we are chosen. Our course is one of  
14 determination and commitment. We plan to manage this  
15 once-in-a-lifetime investment carefully and judiciously.

16 And now I would like to introduce to you someone  
17 that I am very proud of as the governor of Ohio, and  
18 that's our Superintendent of Public Instruction, a person  
19 of great experience and commitment to our kids. She will  
20 explain the disciplined investment strategy which we will  
21 follow as we implement the Race to the Top resources.  
22 Thank you.

23 MS. DELISLE: Thank you so much, Governor. And

1 it's really great to have a governor who's had such a  
2 vision of education in the state of Ohio. It's made our  
3 jobs perhaps not easier, but certainly comrades in arms as  
4 we address all the needs of our children across the state.  
5 You will notice in our application that it is called a  
6 strategy. It was not, and we purposely stated that it was  
7 not a grant application, but it is a strategy for all of  
8 Ohio for what we intend to do as the Governor mentioned.  
9 And our team is poised ready to link arm in arm on behalf  
10 of all of Ohio's children, almost two million children in  
11 the state.

12 Our plan is grounded in a disciplined investment  
13 strategy. First we identified four goals that focus our  
14 attention with a laser-like and clear focus on what is  
15 needed to move all of our students ahead. These four  
16 goals are critical as we move forward toward college and  
17 career readiness and assess progress over the life of the  
18 project which is so vital to the work that we're doing.  
19 And if you look at the poster boards you will see on the  
20 second one we are committed to delivering accelerated  
21 measurable progress against these aspirations. And our  
22 four goals are identified there and I know that you have  
23 already seen those in our application. Secondly, after a

1 series of very deliberate conversations with a wide range  
2 of stakeholders and experts across the field and across  
3 the state, we selected 15 well-defined and high leverage  
4 projects that accelerate what works, promote high  
5 performance innovations and also reinforce system  
6 capabilities. So this accelerate, innovate, reinforce  
7 investment strategy really enables us to use our best-in-  
8 class standards and assessment systems as a platform to  
9 support the expansion of formative instructional practices  
10 across the state, formative instruction for every child in  
11 Ohio. We know that what we offer to our students tells  
12 them what it is that we value. So everything that we do  
13 within our Race to the Top strategy is geared with that  
14 value in mind. We believe also that the quality of an  
15 education system can never exceed the quality of the  
16 teachers who are in the classrooms because what happens in  
17 the classrooms matters the most in all of our work. So  
18 one of the key signature projects of our Race to the Top  
19 plan is personalized learning through formative  
20 instruction.

21 By managing all major activities of the plan as  
22 projects, we're better able to deal with complexity and  
23 risk particularly in a context where a significant amount

1 of one-time dollars will be the investment here to the  
2 system. So a limited time funded project system has a  
3 clearly defined scope, schedule, budget and specific  
4 deliverables. And all of the work that we have  
5 incorporated in our strategy is aligned in such a way that  
6 the work will continue on no matter the governor, but we  
7 desperately would like him to be re-elected - but no  
8 matter the governor or who runs in each of our seats, we  
9 know that our work must carry on on behalf of all of  
10 Ohio's children. We know this is complex and it's not  
11 easy work. It definitely requires us to reach far and  
12 deep across the entire state of Ohio, so partnerships are  
13 so essential to the work that we are doing. And it's  
14 really one of the reasons why we had a very aggressive  
15 memorandum of understanding process for our Race to the  
16 Top strategy. We required each of the LEAs who would be  
17 participating to have the superintendent, the teachers  
18 union president and also the board of education president  
19 sign off on the MOU as well as indicate those areas in  
20 which they would be involved as part of that MOU. And  
21 that was critical because we did not want to walk down the  
22 path and really run the risk of wasting significant  
23 amounts of time or money or even energy if individuals

1 were not totally committed to the process and the work  
2 that we were laying out. So we're really pleased with the  
3 depth and breadth of LEA and charter school participation.

4           And if you look over on the far right, you will  
5 see Ohio is the great state in the middle of the country.

6     It's the heart of it all as you will see from the shape  
7 of it. And you will see that 50 percent of all of our  
8 students are represented the in Race to the Top LEA  
9 participating districts - 69 percent of African American  
10 students, 68 percent of Hispanic students, 57 percent of  
11 economically disadvantaged students, 66 percent of low  
12 English proficiency students and most of all 66 percent of  
13 all of Ohio's charter schools are actually part of the  
14 plan that you see. One of the things we're most pleased  
15 about is it represents a great diversity across the state  
16 from the Appalachian communities to the large urban  
17 centers to the suburban centers to the wealthy  
18 communities. So it also represents the most challenge to  
19 our districts as well as those districts who seemingly are  
20 high flyers.

21           Most of the projects that we have incorporated  
22 in our strategy are designed to leverage the talent and  
23 resources of public and private partnerships. For

1 example, the Ohio STEM Learning Network is a public and  
2 private enterprise. It has already leveraged over seven  
3 times the amount of state start-up dollars in local  
4 business or philanthropic resources to help design and  
5 launch innovative STEM schools and also our K through 8  
6 schools of excellence across the state.

7           So we take the same approach seriously of how we  
8 address low-achieving schools because we know that school  
9 turnaround is not going to be easy. It's going to require  
10 partners. And most importantly, it's about building the  
11 capacity of people in those schools to do the work that's  
12 required of them, and also to turn them around in such a  
13 way that's meaningful and lasting so the duration is  
14 critical.

15           Finally, our budget development strategy was  
16 highly disciplined. We worked very hard on each project  
17 budget to ensure that we used consultants, networks and/or  
18 public and private partnerships to move the system rapidly  
19 forward without needing ongoing financial support after  
20 the Race to the Top funds are expended. A careful  
21 analysis of our budget and narrative provides a clear  
22 window to our approach. Our request actually respected  
23 the U.S. Department of Education's tier system and we

1 stayed within those guidelines purposely. We do not view  
2 this as just asking for money for the sake of asking for  
3 money. We were very strategic in how our dollars were  
4 going to be used, so we did use due diligence. And  
5 there's something I want us to remember as we go through  
6 this whole process, something that we can't ignore or  
7 cause a risk of ignoring. And the next slide reminds us  
8 that in time of dramatic change, it is the next generation  
9 of learners that cannot be ignored. They are central to  
10 everything that we do, every student, every day. These  
11 are our future Ohioans and they will make our state  
12 stronger.

13           Next, Marilyn will now walk us through the plan  
14 of how we manage this grand endeavor.

15           DR. TROYER: Thank you, Deb. As Deb indicated,  
16 we used a really thoughtful process in developing our plan  
17 and creating the budget. And now I want to talk a little  
18 bit about what we're thinking in terms of management.  
19 This is a major initiative for us. It's a real game  
20 changer for us, and that we have to have our best  
21 management and organizational strategies in place to make  
22 this a real success. So we are going to be building on  
23 both the best that we have within the Department of

1 Education and the best of our external partners in a true  
2 public/private partnership. Beginning with the Department  
3 of Education, our centers are already aligned with the  
4 four assurance areas. We have a center for the teaching  
5 profession that works with educators across the state  
6 around increasing their expertise. We have a center for  
7 curriculum and assessment that has been involved with the  
8 development of the common course standards and the  
9 consortia that are being created to develop assessments  
10 aligned with those standards.

11 Our chief information officer will oversee all  
12 of the data and technology aspects of our Race to the Top  
13 implementation and our center for school improvement is  
14 structured to work with schools that need to be improved.  
15 In addition to the currently Ohio-implemented Ohio  
16 improvement process, we're going to be adding the more  
17 dramatic interventions that are required for our more  
18 persistently lowest achieving schools.

19 In addition to the best that the department has  
20 to offer, we're going to build on well-established public-  
21 and private-sector partnerships. And we have many of  
22 those in Ohio. The Ohio STEM Learning Network is one  
23 model for the nation. It's public/private collaborative

1 enshrined in Ohio law that is a platform for STEM  
2 learning. It has regional hubs, collaboratives of  
3 business, industry, higher education, K-12 schools and it  
4 has platform schools that other schools can go visit to  
5 see the best of the best in stem learning.

6           In addition, we have Battelle for Kids. They  
7 have been doing a lot of work for years in value-added  
8 data analysis and using that data in a way that's actually  
9 constructive and helpful to teachers and helping them to  
10 increase student achievement. So these are just two of  
11 our public/private partnerships. We have many others and  
12 we will create some more through the Race to the Top  
13 initiative as well.

14           The next slide shows what we are thinking about  
15 in terms of our organizational structure for managing Race  
16 to the Top. Certainly, we will have a continuous focus on  
17 operational excellence built on a disciplined investment  
18 strategy and always looking for both short-term and long-  
19 term impacts. In the lower left you can see how we're  
20 thinking about our project management infrastructure. As  
21 Deputy Superintendent, I'll be the lead executive on Race  
22 to the Top initiatives and I'll have a project manager  
23 working closely with me to oversee the implementation of

1 the 15 projects in all of the four assurance areas. We're  
2 creating an office of strategic initiatives that will have  
3 a center for innovation and creativity within it. This  
4 will be an incubator for new ideas, things that we want to  
5 try out on a small scale before we try to implement them  
6 more widely.

7 I've talked about our Department of Education's  
8 centers. We also have a regional LEA support team  
9 structure, the 16 regions of the state, and we'll build on  
10 that structure with more resources and more personnel so  
11 that every participating district has close at hand a  
12 technical assistant who can help them as they navigate  
13 some of these changes because these are dramatic changes  
14 for a number of our schools.

15 We're creating a business coalition for  
16 education system improvement. CEOs from our corporations  
17 will work with the executives from our school districts.  
18 They'll have a mentoring relationship and work together to  
19 develop leadership skills, community engagement and other  
20 strategic reform initiatives.

21 At the top you can see our state reform steering  
22 team. This will be an executive level steering team that  
23 will oversee all of Race to the Top implementation. It

1 will include executives from state agencies such as our  
2 superintendent of public instruction, our chancellor of  
3 the Board of Regents, CEOs from corporations,  
4 philanthropic foundations and businesses as well as other  
5 key stakeholder groups. This team will ensure stakeholder  
6 engagement and also they'll serve a vital function in  
7 terms of risk management. We know there are going to be  
8 bumps in the road as we implement this. This project is  
9 so big and so all encompassing that we're going to  
10 encounter risks that we need to manage. And so this team  
11 will be our key risk mitigation strategy. They may be  
12 able to waive policies or make changes in procedures to  
13 help smooth the way for some our locals. They may be able  
14 to identify additional resources or targeted investments  
15 that can help. And most of all, looking always toward  
16 sustainability. From the first day of the first year with  
17 Race to the Top we're going to be thinking about how this  
18 is changing our system so that the end of the four years,  
19 it's not a matter of Race to the Top goes away, it's a  
20 matter of our system will be changed. These things will  
21 be imbedded within it.

22 In the bottom right there's a school innovation  
23 support network and I'm not going to talk about that right

1 now because someone will talk about that in more depth in  
2 a few minutes. But on the next slide, I wanted to mention  
3 that as we've been thinking about our management plan and  
4 our performance tracking, we've identified key questions  
5 in each of our 15 project areas, so these and other  
6 questions will guide our oversight of the project,  
7 questions like: How do we know that practices are really  
8 changing based on the data that's now available?  
9 Questions like: How can we constructively manage the  
10 tensions that are sure to emerge as we implement this  
11 change agenda? So these and other questions will be  
12 reviewed regularly by our steering team, by myself and by  
13 our project leaders to ensure that we are ahead of the  
14 curve in implementation and mitigating any risks that may  
15 arrive.

16 So now we're going to move into two of our  
17 signature projects a little bit more deeply and the first  
18 one is our turnaround strategy and that's with Gene.

19 DR. HARRIS: Thank you, Marilyn. From the  
20 ground, successfully turning around our lowest-achieving  
21 schools in Ohio is the single greatest challenge in our  
22 Race to the Top plan. Reliable and sustainable solutions  
23 sometimes elude us. Quick fixes usually lead to quick

1 returns to the status quo. We know that a dynamic and  
2 talented principle coupled with a committed and qualified  
3 group of teachers can make a difference. But that's until  
4 they become too overwhelmed. Closing down struggling  
5 schools sometimes make sense, but too often, students in  
6 closed schools find themselves in new schools that really  
7 are not much better. So the question is how do we execute  
8 a built-to-succeed a turnaround process?

9           Ohio identified 69 persistently low-achieving  
10 schools. I have personal responsibility for seven of  
11 those schools. I know that these seven schools face huge  
12 barriers. They are often isolated geographically,  
13 economically and professionally. The stigma of labels and  
14 the constant churn of new leaders, teachers and quick  
15 fixes can leave them dazed and confused. Any chance of  
16 sustained success requires three things. And those three  
17 things are trust, collaboration and transparency. That is  
18 why I was so excited and our state superintendent has  
19 already spoken about it, when I saw the nature and the  
20 scope of the LEA Race to the Top MOU. Three signatures  
21 were required and they were the absolute right ones if the  
22 system is to engage full throttle - the school board  
23 president, the teachers' union president and the

1 superintendent. I live in a collective bargaining state.  
2 Without the commitment of these three, sustained  
3 improvement cannot happen. As important, the MOU required  
4 a commitment to comprehensive approaches dealing with  
5 nonacademic barriers to learner success. Community  
6 support is absolutely critical to the turnaround process.  
7 Sustainable success for my seven turnaround schools also  
8 demands that we reconnect them to positive relationships  
9 and value-added resources to end their isolation. Network  
10 schools are successful schools. We learned from the Ohio  
11 High School Transformation Initiative that teachers and  
12 leaders in turnaround schools use workaround strategies to  
13 get what they need to succeed. In other words, they are  
14 highly networked. In my district, I have several very  
15 highly successful schools, some of them nationally  
16 recognized. However, we have not been overwhelmingly  
17 successful in connecting them in a sustained way with  
18 lower performing schools. It is imperative that we  
19 connect these schools. The school innovation support  
20 network will leverage the power of networks to turnaround  
21 Ohio's lowest performing schools including my seven. As a  
22 public/private partnership, the school innovation network  
23 will leverage the collaborative arrangements necessary to

1 accomplish the four strategies necessary for a successful  
2 and sustainable school turnaround. These are triage and a  
3 customized treatment plan for each student, leader,  
4 teacher and school, cut through the bureaucratic red tape,  
5 retool, replace or enhance the existing workforce and  
6 reconnect the school to the community.

7           I would like to emphasize two additional points  
8 - and if I could have the next slide, Jim - about the  
9 network and the turnaround process. And if you'll just  
10 look at the slide, you will note that Ohio has invested in  
11 the right strategies - teacher/leader development and  
12 closing the achievement gaps. This represents 50 percent  
13 of the investment. And secondly, the network costs are  
14 small and manageable. Go back to the last slide. We know  
15 that a network management process is beginning to work in  
16 my own district. Linden McKinley High School has been a  
17 persistently low-performing school. We have restarted  
18 Linden as a STEM academy. Our customization plan includes  
19 a networked relationship between Linden and Metro Early  
20 College High School and that high school is located on the  
21 campus of the Ohio State University. As sister STEM  
22 schools, they are growing together. They are helping each  
23 other. We all know that great teachers can perform

1 brilliantly in very difficult circumstances. What often  
2 happens is that teachers like the schools they teach in,  
3 become too isolated from sources of replenishment and  
4 support.

5 I firmly believe the school innovation network  
6 in a few years will lead the nation in the percentage of  
7 successful turnarounds. Part of this built-to-succeed  
8 approach involves our shared commitment and capacity to  
9 locate, link, lift and leverage high and low performing  
10 schools through networks that add value and make a  
11 difference to everyday teaching and learning.

12 So another key area in our plan is assessing  
13 student growth. And Jim will discuss value-added in Ohio.

14 MR. MAHONEY: I wanted to share one proverb, two  
15 strengths and make three promises. The proverb is this -  
16 if you want one year of prosperity, grow grain. If you  
17 want ten years of prosperity grow trees. If you want 100  
18 years of prosperity, grow people. Our central strategy in  
19 our plan is around growing people - the academic gains  
20 that individual students make, but also growing the adults  
21 who work with those children each day. Achievement gaps  
22 are caused by growth gaps, and this plan is squarely aimed  
23 at reducing those gaps and helping the students make more

1 academic gain and assisting teachers with their  
2 professional practices to improve both the rate and the  
3 scale of those gains.

4           Now, the two strengths - the first strength is  
5 our experience with value-added. Eighteen months after  
6 NCLB, the Ohio legislature passed House Bill 3 which made  
7 value-added part of the accountability system. It's part  
8 of our fabric and has been since 2003. The second  
9 strength is we have developed a state-wide professional  
10 development network of people who understand and can use  
11 growth data along with other pieces of data to improve  
12 their practice. I think that educators who routinely used  
13 data over the last seven, eight years, have certainly  
14 contributed to Ohio moving from the middle of the pack to  
15 fifth. We've identified high-performing teachers and  
16 we're mining their lessons and to share what they know.  
17 This network of hundreds of teachers in K-12 and higher  
18 education and administrators and others, now stand ready  
19 to accelerate this strategy. The three promises are  
20 these. One is we are going to marry our long-term goal of  
21 higher achievement with short-term critical moves. And  
22 the most important short-term critical move will be by  
23 January 2014 every teacher in Ohio will be deeply seeped

1 in formative assessment practices. Why? Because it  
2 works. Because it has a direct impact on the two most  
3 important players in learning - teachers and students.  
4 Formative instruction will ensure the teachers know how to  
5 set learning targets, can adjust instruction to meet  
6 student needs and to help kids grow academically. We know  
7 how to do this.

8           The second promise is we'll measure impact -  
9 sometimes day to day, week to week, month to month,  
10 certainly year to year. You can't improve a goal you  
11 don't measure and worse yet, you can't improve one that  
12 you don't have. We'll measure the impact that teachers  
13 are making on student growth. And we'll discuss how to  
14 improve, grow and learn. This is about improvement, not  
15 just simple judgment. Teachers will have access to the  
16 finest professional platform of resources in creating a  
17 mindset of growth for kids. There's real evidence that  
18 this matters. Oftentimes when I would tell a kid - your  
19 "I do" is far more important than your IQ. And it's true.  
20 Your brain is a muscle and it has to be strengthened and  
21 these practices are to help teachers strengthen that  
22 muscle in kids.

23           Our third promise is in the far right, bottom

1 right of Ohio is the southeastern quadrant called  
2 Appalachia. There are 32 rural counties there. And our  
3 third promise is we're going to create a rural  
4 transformational model in this area that will have  
5 applications in other rural areas. A subset of 21 of  
6 those districts have created a virtual district of nearly  
7 35,000 kids and committed themselves to total  
8 transformation with the same people that Gene mentioned,  
9 the union president, the school board president, the  
10 superintendent. And we liken it to during the Depression,  
11 the rural electrification program brought to rural  
12 communities not only a sense of new social connectivity,  
13 but as well the whole economic vitality. This is going to  
14 be our educational equivalent of that. The pain in doing  
15 this is temporary, but the pride in propelling student  
16 achievement is forever.

17           Now I want to turn it over to our governor for  
18 concluding remarks.

19           GOVERNOR STRICKLAND: Thank you, Jim. And thank  
20 you for listening to us this morning. From early and  
21 sustained leadership and value-added assessment, the  
22 recent passage of the teacher residency model that sets a  
23 national standard for developing great teachers and

1 rewarding tenure. Ohio, we believe, has proven beyond a  
2 shadow of a doubt that we can lead for both short- and  
3 long-term impact.

4           The team you see before you today are truly  
5 outstanding individuals. Jim Mahoney, the Executive  
6 Director of Battelle for Kids is a national leader in  
7 applying value-added student growth data to drive teacher  
8 and school improvement. Gene Harris is the Superintendent  
9 of Ohio's largest urban school district and she has  
10 delivered results. Over the last decade, the Columbus  
11 city schools has moved its graduation rate from 55 to 74  
12 percent while at the very same time seeing significant  
13 increases in the levels of poverty and where students are  
14 limited with English as a native language. Our State  
15 Superintendent of Public Instruction Deborah Delisle knows  
16 what it takes to rapidly redesign and to scale up a state  
17 support system in the wake of comprehensive educational  
18 reform law. And she's doing that. And finally, the core  
19 of our team is Marilyn Troyer. Dr. Troyer is one of the  
20 most experienced and knowledgeable people in the entire  
21 country, we believe, about how to design and scale  
22 successful professional development programs such as  
23 Ohio's widely recognized summer reading institutes.

1 Essentially, she will ensure operational excellence for  
2 the management of the state's Race to the Top plan.  
3 Today, she's also serving as our quarterback to help us  
4 respond to your questions.

5           Now finally, let me say that the investment  
6 recommendations that you will be making, are about to  
7 make, are highly significant, obviously for Ohio but also  
8 for our nation. I pledge to you as Governor that Ohio,  
9 that our state has the necessary preconditions, plan,  
10 management approach, commitment and leadership to deliver.  
11 We appreciate this opportunity to present our case to you  
12 to talk with you about our great state. We do believe we  
13 are the heart of it all and that what happens in Ohio can  
14 influence what happens across the nation. We are very  
15 serious about this commitment. When I became governor I  
16 said that reforming education was the top priority and  
17 that if I failed to do that regardless of what else I may  
18 do that was really good, I would consider myself a failed  
19 governor. It's that important. And so we're happy to be  
20 here and now we look forward to your questions. Thank you  
21 so much.

22           Reviewer 4: Yes. Thank you very much. A  
23 pleasure to have you here. My question has to do with

1 your ambitious plan. You do plan an augmented data  
2 system, going to improve that data system. You're going  
3 to launch an educational research center according to your  
4 application. You're going to work more closely with LEAs  
5 with regard to best practices so that you can get those  
6 moving. You're going to create a state instructional  
7 improvement system which presently does not exist. You're  
8 going to create an office of strategic instruction or  
9 innovation - you mentioned that this morning. You're  
10 going to augment the information technology centers which  
11 do exist. You have other centers as well that you're going  
12 to lean on including the STEM learning network which  
13 you're going to count on. And then you're going to work  
14 with Battelle for Kids, private sector, public sector  
15 partnership which is substantive. And then you have a new  
16 professional evaluation system. Pretty ambitious.  
17 Question is can you clarify for us the state's capacity to  
18 develop and link these systems particularly to new  
19 efforts. And then secondly, how will they come together  
20 to ensure you reach your ambitious goals of achieving gap  
21 reduction?

22 Dr. Troyer: Thank you, Reviewer 4. I'm going  
23 to ask Jim to join me in this answer in a few minutes, but

1 I'm going to start out with an initial response. We  
2 believe really that we're well positioned to do every one  
3 of the things that you've already named off. We have the  
4 basic groundwork laid for all of these with, for example,  
5 our teacher evaluation system that you mentioned. That's  
6 already underway, the development of that based on the  
7 House Bill 1 requirements that we are now implementing.  
8 So that is well underway. We have in terms of the  
9 instructional improvement system a prototype of that  
10 called D3A2 in Ohio that we have been working to create  
11 with our ITCs or instructional technology centers. All of  
12 the things that you named, we already have pieces in place  
13 for. We believe that we can build on those and that we  
14 can expand and accelerate what we are doing in those. We  
15 do recognize that it's really important to bring that all  
16 together in a meaningful way for the schools and districts  
17 that are going to be engaged in all of this. We don't  
18 want to inundate them with a lot of different activities  
19 and strategies and initiatives that may not seem aligned.  
20 So we're working very closely internally within the  
21 department to say from the school and district level as  
22 they experience this, how are these pieces going to come  
23 together? So we've been doing mapping across the four

1 years. What's going to roll out exactly when? When will  
2 schools experience that? How will those be merged across  
3 the initiatives so that as they're learning to use the new  
4 instructional improvement center and system it's tightly  
5 linked to what they've been doing with value-added  
6 already. So that's an area we've very cognizant of, and  
7 Jim, I'd just like to see what you might want to add in  
8 that area.

9 MR. MAHONEY: Yeah, Reviewer 4, I think your  
10 question is a really good one because when you try to move  
11 school improvement, there are so many pieces here at once.  
12 And part of the role we have played has been to go with  
13 pioneers and take - we begin with value-added 42 school  
14 districts and they begin to use one of those things, so by  
15 the time the state accelerates into the entire state, we  
16 know what those things are that need to be improved in the  
17 system. But at the end of the day, we can't do this  
18 unless we link these systems. That's why the data system  
19 has been so important in making sure that people have  
20 reliable information with which to do things. But the  
21 capacity is there because I think there are so many  
22 partners in doing this.

23 Dr Troyer: Thanks, Jim. Deb, did you have

1 something you wanted to say?

2 MS. DELISLE: I wanted to mention we also have  
3 work plans that we have already started to develop at the  
4 department level. And those will serve as templates for  
5 the locals. We have provided information already to the  
6 locals to have them beginning to think about - some of the  
7 difficult conversations you have on the front end of  
8 change, you know, how far are you willing to go on X or  
9 whatever. And then we were very strategic about all of  
10 the work that we're required to do through House Bill 1  
11 which the Governor referenced is embedded within Race to  
12 the Top so in many respects it's not new work. But that's  
13 also aligned with all the work that we've put in through  
14 our school improvement grants, through our SFSF  
15 applications, all of that has been aligned with the  
16 federal department as well as the local level and House  
17 Bill 1. So people will see that it is in alignment and  
18 we're trying to accelerate the work that we're doing.

19 Reviewer 4: Okay. I might come back to that.

20 Reviewer 2: So I have a follow-up question to  
21 that. So I'd like you to tell us a couple stories. Say you  
22 get this grant and it's year from now. And I'm a teacher  
23 in your system, I'm a parent in your system and I'm a

1 principal in your system. What will have changed in my  
2 life? If all of these offices work together, if you have  
3 the capacity, if this functions in the way you see it,  
4 then I'll give you the option to say a year or two years.  
5 But some point in the future, what will look different for  
6 me as being a parent, a teacher and a principal in your  
7 system?

8 DR. TROYER: Okay. Thank you for that question.  
9 Clearly there will be major differences for teachers,  
10 principals, parents and students. I'm going to have Gene  
11 Harris about how she sees this playing out in the Columbus  
12 city schools, but from our perspective, especially around  
13 the teachers and principals, they will have a whole new  
14 set of resources available to them. They will have a new  
15 evaluation system. It will be much more aligned with the  
16 direction that we're headed than it has been in the past.  
17 There will be strong student growth elements in the  
18 evaluation system. I think teaches and principals are  
19 going to feel a lot more accountability for the results  
20 that they're generating once this is in place in a couple  
21 of years. So, Gene, do you want to add to that?

22 DR. HARRIS: I do. Thank you, Marilyn. One of  
23 the things that I talked about in my opening remarks was

1 this whole sense of isolation that low-performing schools  
2 feel. And what our parents and principals will see is a  
3 network of schools working together. We are already - we  
4 are so glad that it complements our state plan - we're  
5 already in our system working along feeder patterns where  
6 elementary, middle and high school teachers and principals  
7 are working together. So parents will clearly see the  
8 vision. It's not just high school graduation and our  
9 state superintendent and our state chancellor and the  
10 governor have also linked this plan. And that is that it  
11 will not just be high school graduation, but our students  
12 will have the vision of going onto higher education, going  
13 to two- and four-year schools that they know that 12<sup>th</sup>  
14 grade is just a pause and then they're on their way to the  
15 next level of learning. I think that our parents will see  
16 more focused teachers and principals, more highly  
17 qualified individuals who want to stay in these really  
18 challenging situations. And so they won't - parents won't  
19 so much think about their situation as being challenging  
20 and impossible. They will have hope. They will be very  
21 clear that their children, too, can achieve at very high  
22 levels.

23 MS. DELISLE: Let me become a third grade

1 teacher for a second. So in two years, you're going to  
2 walk into my classroom and I will be able to tell you a  
3 story of a journey that I've been on and in many ways I  
4 think about this from the standpoint of I was a former  
5 district superintendent involved in the Ohio High School  
6 Transformation Initiative and I can clearly tell you some  
7 of the most - almost powerful pieces that came out of that  
8 very complex process were things that you couldn't  
9 necessarily measure. I can tell you that as a third grade  
10 teacher, I will understand and I will be able to share  
11 with you that I have been engaged in different kind of  
12 professional development, that I'm very well adept at the  
13 use of formative instruction, that I can access data  
14 readily through the longitudinal data system, and I know  
15 also clearly and I can tell a parent that when your child  
16 is entering the Ohio State University as a freshman, they  
17 will have the same student identifier and those professors  
18 in that college of education or whatever school that my  
19 student would be enrolled in, would of course be able to  
20 backtrack and say, wow, they went to Columbus city schools  
21 and they were in Deb Delisle's classroom and this is the  
22 trajectory they were on. This is how the parent would be  
23 able to tell if they are college ready. Professional

1 development would be very different for me. I would be  
2 working with my colleagues understanding how you look at  
3 student work and how do you analyze student work in order  
4 to better inform instruction. We'd be working  
5 collaboratively together. We'd be thinking a little bit  
6 differently about the structure of the school year. I may  
7 be and I would hope to be in a school where perhaps  
8 waivers were given on the length of the school year, how  
9 time was constructed within that school year. So I think  
10 that I'd be able to give you a really tangible result for  
11 that story.

12           Reviewer 3: In the Ohio application, you  
13 indicated that you gained support from a broad group of  
14 stakeholders including the teachers union for your  
15 proposed reform agenda. In the application, however, you  
16 stated that portions of the proposal such as the new  
17 teacher evaluation and differential pay were contingent  
18 upon approval by the teachers union. What steps do you  
19 plan to implement to ensure that negotiations with the  
20 teachers union will not result in substantive changes to  
21 your plan, particularly substantive changes that would  
22 keep your plan from meeting the criteria in the  
23 [inaudible]?

1 DR. TROYER: Thank you, Reviewer 3, for that  
2 question. You are right that a lot of the things that we  
3 are doing in our proposal are going to require changes in  
4 the current collective bargaining agreements. And as we  
5 indicated earlier, Ohio is a collective bargaining state.  
6 That is why we thought it was so important that as they  
7 went into this when they signed up for Race to the Top,  
8 they knew fully what they were getting into. So we held  
9 multiple conference calls, meetings, conversations with  
10 individuals who were interested at the district level.  
11 The unions were invited to the table for the conversation,  
12 the superintendents were, the school board presidents  
13 were. So that they knew when they signed that MOU, they  
14 were making a commitment. And frankly, we work closely  
15 with the Ohio Education Association and the Ohio  
16 Federation of Teachers and they reached out and worked  
17 with their local presidents so that as they signed on,  
18 they knew what they were signing on for and they knew what  
19 they were committing to. Our state level teachers'  
20 associations have committed to working with their local  
21 leaders. In fact, they've already had one full day that  
22 they called a boot camp, a Race to the Top boot camp to  
23 think through what are they going to need to do to ensure

1 success. And that's the approach that they are taking  
2 with this. So the ones that are blue on our map have  
3 committed to this work, and they have committed to it with  
4 their eyes wide open. They know that there will be  
5 changes that they will be required to negotiate and in  
6 fact in our MOU we put that in there that they need to be  
7 ready to commit to reopening the collective bargaining  
8 agreement so that they can implement the changes that  
9 we're calling for. So we're going to have wide support  
10 for this. The Governor can talk in a few minutes about  
11 the community conversations on education that he had and  
12 how that has built a platform in Ohio for the work that is  
13 ahead of us. But we believe that the unions that have  
14 signed on know what they've signed on for. We believe  
15 they've committed to doing this. We have our state level  
16 associations who have committed to working with us to  
17 implement this and to go into the locals and work  
18 collaboratively to work out any issues that arise as they  
19 do this negotiating.

20           Reviewer 3: But in the plan you indicate that  
21 it is contingent upon those negotiations, so by putting  
22 that in the plan, your expectation is that there may be  
23 modifications in your proposal.

1 DR. TROYER: No. That's not the case actually.  
2 We don't anticipate that there will be modifications in  
3 the proposal. We indicated clearly that they would need  
4 to be able to implement these pieces and that if they  
5 could not, they would not be continuing in Race to the  
6 Top. So they will have a period of a couple of months  
7 where they put together their individual level work plan.  
8 We will look at that and we will work with them  
9 intensively during April and May to do that. And they  
10 will show us how they will get to the commitments that are  
11 in our proposal. And if they can't do that, then that  
12 will be the time for them to step out. But we really  
13 believe that they understand what they are doing and what  
14 they have signed on for. Did you want to add to that,  
15 Governor?

16 GOVERNOR STRICKLAND: I just wanted to say when  
17 we worked to create HB 1, that was a process that took  
18 many months. And I held across Ohio, I think, 17 public  
19 forums where thousands of people attended. And each of  
20 them were broadcast. And growing out of that, we  
21 developed HB 1 and a part of HB 1, obviously, was  
22 suggesting that we needed to make changes that were not  
23 always popular with either to OEA or the OFT. But we work

1 with them. For example, the tenure change which we think  
2 is very significant and may give us the strongest tenure  
3 approach in the nation. We went from three years before a  
4 teacher could qualify for tenure to seven years. And we  
5 did that in cooperation with the union leadership. And  
6 they had to work to bring their membership along. We also  
7 changed the criteria for getting rid of a bad teacher.  
8 And when I first met with the union leadership and talked  
9 about that, they said to me, "Governor, if you propose  
10 these changes, it could result in a statewide strike."  
11 And I said to them, "Then we may have a statewide strike."  
12 But to their credit, they worked with their members and we  
13 were able to make those changes. I think that we will be  
14 able to work with these folks because I believe that they  
15 have the same goal that we have and that's the proper  
16 education of our children. It's a matter of cooperation  
17 and collaboration rather than confrontation and I think  
18 that attitude is the right one and certainly I think it  
19 will lead to good benefits in Ohio.

20 DR. TROYER: And, Reviewer 3, could I have Gene  
21 talk about that a little bit from the local level?

22 DR. HARRIS: Just a practical example, even  
23 before the Race to the Top MOU, again, I'm the

1 superintendent of the largest school district in the  
2 state. We are a closed shop so we have the largest NEA  
3 affiliate in the state, one of the largest in the country,  
4 and our teachers union president and I had already signed  
5 off of on an MOU to retool teacher evaluations such that  
6 student progress is a part of that evaluation process and  
7 will be as we retool that process. That was an agreement.  
8 She was very clear about that. And when I talked about  
9 networks earlier, it's not only principals and teachers  
10 who have networks, these union presidents have networks  
11 also. They talk together and so it's very important that  
12 Rhonda has led the way in that way.

13           Reviewer 1: I do have kind of a related  
14 question. If you look at the MOU and the various elements  
15 within it, it's kind of an inventory of what policymakers  
16 think our gain-changing reform strategies that perhaps in  
17 an ideal world, a state would have all them in place,  
18 perhaps. I noted that in your application, your summary  
19 table, it indicated that about half of your participating  
20 LEAs have signed on to using evaluations to inform  
21 compensation, promotion and retention decisions. Can you  
22 speak to how that came to be and what that means for you  
23 and your reform efforts?

1 DR. TROYER: Certainly, Reviewer 1. We  
2 actually came to the decision to make the compensation  
3 piece optional because of experiences that we have had in  
4 Ohio already. A number of our large districts have  
5 implemented new evaluation systems that are being tied to  
6 student performance or to standards and benchmarks that  
7 are observed. Cincinnati went down this path quite a way  
8 several years ago, and they tried to tie compensation to  
9 it immediately. And the teachers weren't ready at that  
10 point. We believe that we have a lot of groundwork to do  
11 to ensure that teachers are comfortable with the  
12 evaluation system, that it's a credible evaluation system,  
13 they're being fairly judged and that the student growth  
14 they're being held accountable for is really fair in the  
15 way that they're holding them accountable for that. So we  
16 didn't feel that we were ready to immediately link  
17 compensation to the new evaluation system with student  
18 growth in Ohio. We did feel, though, that we had  
19 districts that were ready. In fact, Columbus, Toledo,  
20 Cincinnati, Cleveland have been doing that work. And so  
21 we knew that we had districts that were ready to do that.  
22 Our charter schools were ready to do that. And so we  
23 wanted to include that. Jim can talk in a minute about

1 some of the work that he's done around compensation and  
2 linking it to value-added. We have a great resource  
3 within the state to further this work for those half of  
4 the LEAs who are ready. For the others who aren't ready,  
5 they're going to learn from this. They're going to think  
6 about it. They're going to build their own comfort level  
7 with the evaluation system, and then I believe they're  
8 going to get to that point. I think we're all going to  
9 get there eventually, but I think for the Race to the Top  
10 span of four years, we wanted to be sure that we were  
11 moving ahead with the support and comfort of the  
12 individuals involved. So, Jim, do you want to talk a  
13 little bit about your work on that?

14 MR. MAHONEY: I think this whole notion of using  
15 progress in lots of different ways. In Ohio, we've really  
16 had an evolution not a revolution. And we began in 2003  
17 with school districts and gradually moved to the teacher  
18 level where we're rolling out teacher reports and they  
19 could see that how are all my kids doing? How are my  
20 highest achievers doing compared to my lowest achievers?  
21 And if people began to see that as a real reliable  
22 productivity measure, then questions naturally went to can  
23 you begin paying people differently related to this? And

1 we've hosted a number of conferences where we've brought  
2 practitioners in. We're going to have one in Cincinnati  
3 where people from Denver and Minnesota and a host of other  
4 places are coming to begin to have those conversations.  
5 And these are conversations that at an earlier time would  
6 have been radioactive. So as we move towards that, I  
7 think the notion is that not all teachers are the same.  
8 They're not commodities. And we find different ways for  
9 them to contribute. We look at different measures, all of  
10 which give us the opportunity to greatly enhance the  
11 profession.

12           Reviewer 2: Can you share with us - you talked  
13 kind of very discretely, Marilyn, about what - that some  
14 schools are ready and some are not and some teachers are  
15 and some are not. What are the - give us more detail  
16 about what does that mean? What are the signals of  
17 readiness? What are the criteria? When you talk about  
18 that, what are you basing that on and then what can we  
19 expect you to do, then, to get them ready? So this point  
20 about what kind of professional development? What other  
21 kinds of development should we be seeing?

22           DR. TROYER: Okay. I'm going to ask Gene to talk  
23 about what Columbus has done in that area. I mean, we

1 know that we have districts that are ready because they're  
2 doing it already. But we know that we have other  
3 districts that have been less involved in this work and I  
4 think that to really be ready for that, we need to build  
5 the confidence in the evaluation system. I think teachers  
6 and the community members need to feel that it's credible,  
7 that it's fair and that they're being judged fairly before  
8 their pay is tied to it. So to me a lot of it is  
9 developing an evaluation system that they have confidence  
10 in, giving them professional development on that system,  
11 building their level of trust that those who are observing  
12 them and rating them to our teaching standards are doing  
13 it credibly and fairly. So I'm going to ask Gene to talk  
14 a little bit about how Columbus has tackled that.

15 DR. HARRIS: I would also say that from the  
16 state level through HB 1, a foundational piece of this and  
17 a foundational piece of the plan is the residency program  
18 that provides peer assistance and review and that level of  
19 support. I will tell you in Columbus, the way that we got  
20 ready for differentiated compensation or we call it  
21 incentive pay is that this peer assistance and review that  
22 we've had since 1986 really brings the parties together,  
23 the administration and the teachers in a way that they do

1 build this trust. And so the next level is evaluation and  
2 the level after that, obviously, is the incentive pay.  
3 We've had a couple of incentive pay programs in the  
4 district during my tenure in the last ten years in  
5 Columbus city schools that has really paved the way for us  
6 to get to this point where we are now on teacher  
7 evaluation and student performance being a part of that.  
8 So it's building that trust. It's building that  
9 commitment. I would say those are indicators and I think  
10 that in our state's plan, we have a clear pathway to do  
11 that through the residency program.

12 MS. DELISLE: Can I have one piece of that, too,  
13 Reviewer 2. Oh, I'm sorry, [inaudible]. One of the  
14 pieces in terms of the measurement of effectiveness or,  
15 you know, the readiness if you will - when we've had  
16 conferences such as the one that Jim has referenced, when  
17 you hear the kinds of questions that have come up even  
18 through our webinars and our conference calls, so what do  
19 you do about the Title 1 teacher? What do you do about  
20 the gifted intervention specialist? You know, what do you  
21 do with those support systems beyond the core teachers?  
22 Those are the kinds of conversations we're trying to get  
23 people into to prepare them for the deeper level of work

1 so that once they have sort of figured that out in their  
2 local context, they could then get ready to enter into  
3 this sort of more readiness stage of, okay, now we're  
4 ready to talk about this at the local level. So I think  
5 we've seen that and we've taken those, you know, almost  
6 those sort of vignettes where people are - where you're  
7 thinking like, okay, they still need that deeper  
8 conversation because we haven't really figured out beyond  
9 the core teachers what each of those specialists means.  
10 And we want to respect that at the local levels,  
11 particularly in those districts who do have some  
12 significant support structures and have those - are really  
13 facing those non-academic barriers of success - the  
14 mobility and the poverty and the challenges associated  
15 with students learning and how - some of those support  
16 systems really do add into the success of their students.  
17 So how do we measure that all at that local level?

18 DR. TROYER: Governor, would you like to add on?

19 GOVERNOR STRICKLAND: I just want to express an  
20 opinion here that not everyone is cut out to be a good  
21 principal and not everyone is cut out to be a good  
22 teacher. And a person can be a good person and a very  
23 highly skilled and talented person but not have the

1 prerequisites, I think, that are essential to being a good  
2 teacher. And that's why with HB 1 we tried to address  
3 this by constructing these levels of licensure. After a  
4 teacher training program in Ohio, a new teacher begins a  
5 four-year residency program and they will be licensed as a  
6 resident teacher. And it is only after completing that  
7 residency program successfully that they will be able to  
8 achieve a professional educator license in Ohio. And then  
9 we have two other levels of teaching all the way up to  
10 lead teacher. Because one of the things that I want to  
11 see happen is good teachers be able to stay in the  
12 classroom. Too often, I think, in Ohio and probably I  
13 think across the country, if a highly motivated person  
14 wanted to make progress in the profession, they felt they  
15 had to leave the classroom and become an administrator.  
16 And we want good teachers to be able to remain in the  
17 classroom and to be adequately and fairly compensated as a  
18 classroom teacher. And HB 1, I think, takes us a long way  
19 toward achieving that goal.

20           Reviewer 1: Ohio has had a number of charter  
21 schools over time and some of them have closed, not  
22 unusual. Your application included a statement that for  
23 charter schools that had closed, no information was

1 available about why they had closed. Can you explain the  
2 absence of that information and can you speak to changes  
3 in the proposed application that would result in better  
4 information in the future?

5 DR. TROYER: Certainly, Reviewer 1. With the  
6 way it's set up in Ohio for charter schools, they don't  
7 actually apply to the Ohio Department of Education or the  
8 State Board of Education to become a charter school. They  
9 actually apply to a sponsoring organization or entity. So  
10 we approve the sponsoring organizations as an agency. But  
11 then they are the ones who approve applications for  
12 charter schools. So we have not in the past gathered data  
13 from the sponsoring organizations as to the applications  
14 that they received from charter schools that they either  
15 approved or turned down. Our sense is from talking with  
16 them that the majority were approved and were accepted by  
17 the sponsoring organizations, but with the recent changes  
18 in House Bill 1 around the Department's authority over the  
19 sponsoring organizations, that is one of the elements that  
20 we will now be gathering. If they have additional  
21 applicants to start a charter school, they will keep that  
22 data and provide that to us. So it was that kind of layer  
23 in between that was the reason we didn't have the data so

1 far.

2 DR. HARRIS: And prior to House Bill 1 there  
3 were - the number was a hundred something charter schools  
4 had no jurisdiction at all by the Ohio Department of  
5 Education. That has since been changed through the  
6 passage of House Bill 1.

7 Reviewer 3: In the Ohio application you  
8 describe an extensive array of interventions to support  
9 and scaffold the proposed improvement initiative. You  
10 also indicated in your application that you strategically  
11 decided to leverage supplemental sources of funding and  
12 you've talked about your public and private partnerships  
13 already this morning. But you indicate in your  
14 application that you decided to leverage these  
15 supplemental sources of funding to scale up and to sustain  
16 the interventions across a large number of districts. My  
17 question is could you clarify for us how you plan to scale  
18 up and sustain - and you've talked about sustainability  
19 already - the array of interventions in the event that  
20 supplemental funds are not available after the project or  
21 the grant funding period ends?

22 DR. TROYER: Yes. We are working with multiple  
23 partners in implementation of these initiatives and we've

1 named several of those and there are others who have  
2 invested regularly in Ohio's education system, different  
3 philanthropic foundations within and outside the state of  
4 Ohio. But to me the high level answer to your question is  
5 that we are imbedding these initiatives into our work. It  
6 is becoming our new work. And so we fully anticipate that  
7 we will be able to continue these with or without  
8 additional external funds. Our evaluation system, our  
9 teacher residency program, the new lead teacher license  
10 and the way that's embedded in the evidence-based funding  
11 model for Ohio schools - those are elements that are built  
12 in that we believe that we can continue after Race to the  
13 Top is over. We anticipate that our work will change, our  
14 current state-level resources will be redirected as we  
15 implement these new initiatives. We do think that we will  
16 continue to have the support of external organizations and  
17 their funding and that would help us to accelerate and,  
18 you know, continue our curve of improvement. But even  
19 without it, we firmly believe that we can continue that.  
20 Is there anybody else who wanted to add?

21 MS. DELISLE: Yeah. I wanted to add one piece.  
22 You know, I referenced before I was a superintendent in a  
23 district who had been heavily engaged in Ohio high schools

1 transformation initiative. And I learned a lot of lessons  
2 through that that I feel really kind of layer over what  
3 we're doing with Race to the Top and even with school  
4 improvement grants, etc. We really learned a lot about  
5 strategizing at the local level as to sometimes how you  
6 make judicious decisions even at the local or now at the  
7 state level about almost what I would call like a budget  
8 neutral situation where we explore what work we're  
9 currently doing and funding and then looking at what our  
10 goals are through Race to the Top and seeing and kind of  
11 making that decision - are the funds we're currently  
12 expending, can they be used in a different way to support  
13 or become the work of Race to the Top and making that very  
14 strategic decision that superintendents at the local level  
15 have to make every single day. And we had to do it  
16 through OHSTI and I know that we've had to do it even, you  
17 know, when we're working with Jim and we work with  
18 districts. We sometimes say, okay, here's the important  
19 work and now we've got to figure out - it's not layering,  
20 but does it replace another set of work?

21 DR. TROYER: Yeah. And at the local level, I'm  
22 going to ask Gene to speak to it. And then I don't know,  
23 Governor, if you want to add anything after Gene is

1 finished with regard to the state funding.

2 DR. HARRIS: Actually it was just a piggy back  
3 on what Deb has already said is the way we're approaching  
4 this in Columbus that I know my colleagues and other urban  
5 school districts around the state because we meet on a  
6 regular basis - and actually in our last meeting we talked  
7 about Race to the Top - is that this provides an  
8 additional frame for our plan. This is not about Race to  
9 the Top, these seven schools or however many schools you  
10 have. This is the framework for our plan because I have  
11 another layer of schools that are priority three schools  
12 that can benefit from the same strategy. So this will be  
13 the foundation for our plan. So regardless of the funds  
14 that - we need these funds - but regardless of the funds  
15 going forward, this will be what our community expects us  
16 to do and not just something that we've added on.

17 GOVERNOR STRICKLAND: And I would just say that  
18 even in the midst of this economic downturn, when many  
19 other states are significantly cutting back on funding for  
20 K-12 education and higher education, I think as a  
21 psychologist, I know that the best predictor of future  
22 behavior is past behavior. And even in the midst of this  
23 recession, during this two year biennial budget, we are

1 increasing funding for K-12 education in Ohio by 5½  
2 percent. And in higher education, we're the only state in  
3 America that froze tuition for two years and we are  
4 holding tuition increases going forward at no more than  
5 3.5 percent. So I can only tell you that both political  
6 parties in Ohio, certainly the business community, I think  
7 Ohioans have embraced the belief that education is our  
8 hope and that there will be continuing support for  
9 education going forward. We see this as - I see it as the  
10 state's top responsibility and major priority.

11 Reviewer 4: I'm going to return to issues of  
12 how this will influence achievement for your students.  
13 Two of your goals articulated today addressed substantive  
14 achievement gap reductions, yet in Ohio this has been a  
15 challenge for you according to you own data.

16 MR.GOVERNOR STRICKLAND: It has.

17 Reviewer 4: You've been a reformed state.  
18 You're doing lots of things and yet achievement gaps are  
19 pretty substantive. What are the elements - maybe you can  
20 clarify for us - what are different - what are the key  
21 elements in your Race to the Top proposal that are going  
22 to change that given that you've been at this for a while,  
23 in fact, you pride yourselves for being at this for a

1 while, but the achievement gaps are still there. So help  
2 me understand what the critical elements will be to  
3 achieve those two goals which are fairly ambitious.

4 MS. DELISLE: I've spent most of my career in  
5 this area and it just saddens my heart when those gaps  
6 still exist, so I'm personally committed to doing this, to  
7 Race to the Top, there's nothing else. Let me share with  
8 you sort of a fault of our system. We have not been good  
9 at disseminating information and sharing of best practices  
10 across the state. We have not been good at that. And I  
11 think our Race to the Top strategy really hones in on that  
12 sort of chink in what we've been doing. And I'll give you  
13 a really good example. And I hate to keep going back to  
14 OHSTI but it was such a transformation for me as a leader.  
15 When you look at the data around - from the Ohio High  
16 School Transformation Initiative, the achievement gap is  
17 closing. Graduation rates are increasing. And yet what  
18 has not happened is we have not lifted up those practices  
19 to go to other school districts to say what have you  
20 learned in Columbus that could be spread across the  
21 district? And that's an essential part of creating this  
22 network. In fact, in our regional support system even for  
23 the urbans we have separated out in the Race to the Top

1 that they will create their own system and then we have  
2 employed in these 16 kind of centers that we were calling  
3 them, 16 regional centers, we are employing these  
4 strategies so that people are sitting down and learning  
5 from one another. So I'm going to go back to being the  
6 third grade teacher in the story with Reviewer 2. As a  
7 third grade teacher in three years down the road, I'm  
8 going to understand what my role is because of Race to the  
9 Top and I'm going to be sitting down with teachers at the  
10 middle school level to understand how can I better prepare  
11 students for the middle school and then monitor that. I  
12 think with our increased system of formative assessment,  
13 we're now going to be having teachers who can access that  
14 data. That has been a struggle in Ohio where every  
15 teacher has not had the readiness of data at their hands  
16 to measure the growth to the value-added system.

17           So I think we have pieces in place to really  
18 attack that and I think it really is. And I think our  
19 recognition up front that we've had mixed results kind of  
20 fuels us to say we're going to get this right at this  
21 moment in time because now we have the strategy in place  
22 to do that. But certainly, the building of capacity of  
23 teachers is absolutely vital to this work and they've got

1 to see that they play a key role in this whole endeavor  
2 that the life of that child is in their hands just as it  
3 is in the leaders. And in our turnaround leader model,  
4 one of the things that I really like about is that we're  
5 taking folks into a clinical setting. They're not going  
6 to be sitting in a classroom setting learning about  
7 education law 101. And I have a respect for education law,  
8 but we're going to be putting them with leaders in schools  
9 who are turning around on this achievement gap issue and  
10 they're going to be learning at their feet so to speak and  
11 walking the walk with them every single day in order to go  
12 back to their schools and turn around their school on this  
13 achievement gap issue.

14 DR. TROYER: And I'd just like to add a few  
15 things and then turn it to Jim as well. I mean this is an  
16 absolute priority for us. Deb gave one example of where  
17 we have made progress. Another example is with the  
18 mathematics coaching program that we have recently in the  
19 last couple of years launched where Ohio State University  
20 is partnering with urban districts around coaching  
21 mathematics teachers. And they have seen increases in  
22 achievement in mathematics for African American students  
23 that are dramatic. So we do have these methods that work.

1 I think the issue has been really truly scaling that up in  
2 a broad enough way to have the kind of impact that we need  
3 to have. But that's what we are going to accomplish  
4 through Race to the Top. And Jim, would you like to add -

5 MR. MAHONEY: I think that - I couldn't help but  
6 think that the single best gap reducing measure is the use  
7 of all these formative practices. And let me give you -  
8 go back to your question again, Reviewer 2, with give me a  
9 real example. When we think about what we've worked to  
10 change with teachers - if knowledge was sufficient to  
11 change we all would have changed. Knowledge in itself is  
12 not enough. For most teachers and all of us, when we  
13 think about change, we have to answer two questions  
14 positively - number one, is it worth it? And number two,  
15 can I do it? The first one has always been answered  
16 positively. People want to do what is right. The second  
17 is can I do it? If you're going to ask teachers to set  
18 learning targets for students - so, for example, Reviewer  
19 1 needs to be able to write a story that has a beginning,  
20 middle and ending. And Reviewer 2 needs to write a story  
21 that finishes with a parallel episode. These are  
22 different learning targets based on your needs. And these  
23 are not strategies that teachers regularly employ. And we

1 know it makes a difference. We've seen this over and  
2 over. So we begin to show teachers - look, here's how you  
3 can do this. Here's how you monitor that. And then you  
4 share those results because success begets success. And  
5 those become gap-reducing measures as people and there's a  
6 sense of confidence you think because anything you can do  
7 well is you can get better at it. But it's finally going  
8 - if we're going to change this - if we have this gap and  
9 what we want to do is this. We want to raise everybody  
10 and reduce this gap. It's got to be in the classroom and  
11 it's got to be improving practices and showing people how  
12 to do it.

13 MS. DELISLE: We also talk about in Ohio, across  
14 the state I also talk about shifting the conversation from  
15 an achievement gap to an expectation gap. Because it's  
16 about us having high expectations for all kids, and  
17 demonstrating that those expectations really chart the  
18 path for any student. Before we even had conversations  
19 about Race to the Top, Marilyn and I had charted out when  
20 you see that office of the center for strategic  
21 initiative, one of the things we've not done well as a  
22 state is kind of lift that up as a priority. So the work,  
23 for example, on closing the achievement gap has been not

1 isolated, but it's been siphoned off into different  
2 components of each center. We had talked about it before  
3 and we still will do it no matter what is that it's a  
4 priority at the state level so in order to have everybody  
5 see it's a priority, there's this strategic pathway,  
6 there's an individual who will be overseeing it, they will  
7 be responsible to Marilyn and will come in and say every  
8 month, "What's happening in this district? How are we  
9 measuring it? What are the benchmarks?" We've not had  
10 those benchmarks across the state, but we're lifting that  
11 up as this is an absolute priority for our state.

12           Reviewer 2: Just one follow up. And I think,  
13 Deb it was you who talked about the graduation rates, but  
14 actually in your application at least it indicates that  
15 though these graduation rates have - we increased  
16 graduation rates significantly. They've dropped for  
17 Hispanic and economically disadvantaged students. So  
18 again, we go back to this question of subgroups. So we've  
19 been talking about the achievement gap, but specific to  
20 graduation rates, can you talk about what you have done  
21 about this in a little bit more detail and sort of what  
22 actions have led to those particular outcomes - lack of  
23 actions or the actions or what you see. Kind of give us a

1 little more understanding of that.

2 MS. DELISLE: I'll start and then turn it over  
3 the Gene at the local level because that's where the work  
4 is doing. Again, I'm going to go back to the very  
5 beginning. I don't - of my statement in response to  
6 Reviewer 4. I don't think we've placed enough priority at  
7 the state level. I think we've had individual pockets of  
8 excellence. And I'm going to share that that has been  
9 disappointing that we've not had the sort of statewide  
10 momentum initiative. Now we're at that point where we're  
11 prioritizing it. We've had - we've not addressed very  
12 well from a statewide perspective. Some of the locals  
13 have those non-academic barriers to success. The poverty  
14 and mobility that we see among those subgroups has been  
15 challenging and we've not had kind of a template or a  
16 series of protocols if you will across the state and being  
17 a support system from ODE2 out to the local level. We've  
18 done some work at the local level with the response to  
19 interventions with the RTI programs and that's becoming a  
20 little bit more in depth, but more importantly, at the  
21 district levels where we have school and building -  
22 building and district level teams through our continuous  
23 improvement process, they are just beginning to kind of be

1 at the very front end of opening up the data for each of  
2 the subgroups. And then implementing it, crafting out and  
3 implementing a plan at the local level about what does it  
4 mean for those students who are not achieving at those  
5 higher levels, who are at the beginning stages of that  
6 work?

7 DR. HARRIS: And just to build on what Deb is  
8 saying, also the Governor's closing the achievement gap  
9 initiative has provided additional focus and support for  
10 us to do just that at the local level. And the state has  
11 provided great emphasis there. In our district, the way  
12 that initiative is played out is we have graduation  
13 coaches in every one of our high schools - any student -  
14 and many of those students are students of color who are  
15 behind. They have a graduation coach who is working with  
16 them to get them accelerated through credit recovery,  
17 through whatever it is they need, through longer school  
18 year with summer school, after school programs, virtual  
19 programs and our state plan will continue to support this  
20 effort through the closing the achievement gap initiative.

21 DR. TROYER: And I would just add that that's  
22 really been focused on high school freshmen and being sure  
23 that they are accumulating enough credits to successfully

1 continue on as sophomores and then as juniors because if  
2 they get behind at that point, that just becomes such a  
3 barrier for them. There's too much to catch up and so  
4 African American students have really been the focus of  
5 this initiative that the Governor launched ensuring that  
6 they start off high school successfully, accumulating  
7 enough credits right away to be able to see a path towards  
8 finishing high school and going on to college.

9           Reviewer 1: We found in the application  
10 information about state-produced reports that detail  
11 teacher and principal shortages. Could you tell us where  
12 we would find information in the application on processes  
13 that would be implemented for using these reports to  
14 address shortages?

15           DR. TROYER: Yes. In terms of teacher shortages  
16 in Ohio, we have a couple of strategies that we are using  
17 in response to shortage areas that are identified. We  
18 have been doing a semi-annual report on shortage areas and  
19 of course we identify our teacher shortage areas for the  
20 U.S. Department of Education on a regular basis. We then  
21 use that information to determine where we need to make  
22 our investments. So in response to that, we have created  
23 in the past in Ohio and are looking to continue, an

1 alternative route program, the Teach Ohio Program, where  
2 mid-career professionals can come into teaching through a  
3 streamlined approach, and the subject areas that we target  
4 with that are the ones that are identified through our  
5 teacher shortage report. So the STEM fields - science,  
6 technology, engineering, mathematics, special education -  
7 those are regular areas where we find that we need more  
8 teachers and so have identified the Teach Ohio Program as  
9 one strategy for addressing that. Also the new Woodrow  
10 Wilson Program that we're launching in Ohio with the  
11 partnership of the chancellor will focus on individuals  
12 who have completed a bachelor's degree in one of those  
13 content areas and may not have thought about going into  
14 teaching, but would have the opportunity through an  
15 intensive site-based - not university based, but site-  
16 based process to become licensed as a teacher. So we  
17 actually use that data in a variety of ways as we make  
18 programming decisions. And I'm not sure if I fully  
19 addressed your question. Is there anything you have in  
20 follow-up?

21 Reviewer 1: I think that's okay.

22 DR. TROYER: Thanks.

23 Reviewer 1: Uh huh.

1           Reviewer 3: In the Ohio application, you plan  
2 to implement a data-driven professional development plan,  
3 and to provide additional support such as coaching and  
4 mentoring. In the application you talk about a plan to  
5 evaluate professional development. However, could you  
6 clarify for us your plan to evaluate and to continuously  
7 improve the effectiveness of the plan's support  
8 structures?

9           DR. TROYER: Okay. So in terms of professional  
10 development in Ohio, we have created standards for  
11 professional development. They've been in place for a  
12 couple of years. And we have been using them in a variety  
13 of ways. Our prior school funding model had a large  
14 poverty-based assistance component that included  
15 professional development. And so districts receiving that  
16 component needed to show how the professional development  
17 they were offering met those standards. And so I believe  
18 that there is familiarity across the state with those  
19 standards and what those expectations are. I think what  
20 this will allow us to do is to become even more data  
21 driven because we will have more data through the value  
22 added worked and through other sources that will be able  
23 to use to really evaluate the professional development and

1 make sure that it's not just based on how teachers feel  
2 about it but that it looks at the impact that it had in  
3 the classroom.

4           Reviewer 3: We could see in the plan a well-  
5 defined process to evaluate professional development.  
6 It's the support structures such as coaching and mentoring  
7 and those other supports that you plan to provide with the  
8 professional development. We didn't see a plan for  
9 evaluating the effectiveness and continuously improving  
10 the support structures. Could you talk with us about how  
11 you plan to evaluate those?

12           DR. TROYER: Okay. Certainly. Within, for  
13 example, the teacher residency program for beginning  
14 teachers there are lead teachers and mentors, teacher  
15 mentors. That will be a strong part of that program. We  
16 have - we're creating now a new, more robust system for  
17 that base following the passage of House Bill1. So  
18 there's training that has already been launched for lead  
19 teachers and mentor teachers. And we are learning from  
20 what we are doing with that and are creating a system to  
21 evaluate and gain feedback on the mentoring and coaching  
22 within that particular program. And I think as a broader  
23 sense as we look to, for example, our turnaround schools

1 and the implementation of new models in those schools, a  
2 key piece of that is going to be the professional  
3 development and coaching that teachers get on that model.  
4 And certainly as a part of that, the school innovation  
5 and support network will be looking at the fidelity of  
6 implementation, at how that is going, how the coaching is  
7 going and getting feedback on that. And that will be a  
8 feedback list that we will use to ensure the successful  
9 implementation there.

10 Reviewer 3: Thank you.

11 Reviewer 4: I have just a very small question  
12 about your communication and information plan. It seems  
13 to be heavily digitally organized, that is teacher can get  
14 access to how things are going. A parent might tune in  
15 and find out how their student is doing, but given digital  
16 device in poor communities, what if I don't have a  
17 computer "et tam bien se no ablo Engles" [phonetic], how  
18 am I going to get that information? It wasn't clear in  
19 your plan how you're going to address the diversity with  
20 regard to language, culture and also issues of digital  
21 access. Could you speak to that briefly?

22 DR. TROYER: Let me just ask a clarifying  
23 question if I could. Are you talking primarily around -

1           Reviewer 4: Student performance, student  
2 performance. I want to know how my student is doing.

3           DR. TROYER: Okay. So around family  
4 communication. We've already done a lot of work - and  
5 I'll ask Gene to speak to this - in Ohio with  
6 communications to families in multiple languages,  
7 especially our larger urban districts have dozens and  
8 dozens of different languages represented in them already.  
9 And so there has been a lot of work that has gone on  
10 already in terms of providing that information to families  
11 in their own languages. Certainly that will be a key part  
12 of what we are doing. As we communicate with educators,  
13 we feel that what we had in our plan in terms of digitally  
14 providing that information will be accessible across the  
15 state for educators. I do think that as you move into  
16 parents and families and communities it may be more of an  
17 issue. So, Gene, can you talk about how you dealt with  
18 that local issue?

19           DR. HARRIS: And I think this is a top down,  
20 bottom up plan where we can help inform the state. We  
21 have students speaking over 100 different languages in  
22 Columbus city schools, so obviously, we have addressed  
23 that issue. We have partnered with the libraries on the

1 digital device side so that parents can get that access.  
2 We also have scores of interpreters in our school district  
3 that provide information in different languages.  
4 Particularly, we are the second largest settlement of  
5 Somalis in the United States, and we have a fast-growing  
6 Hispanic population. Then we have 98 others. But  
7 particularly, those two we have really developed a good  
8 plan for providing information in those different  
9 languages. We have interpreters. We provide that  
10 information to our families. They are available at the  
11 school level as well as at the district level. And we  
12 think that we can help inform the rest of the state  
13 [simultaneous conversation].

14 Reviewer 4: [inaudible] do that? Do what  
15 Columbus is doing with this plan?

16 DR. TROYER: Well, we think that a lot of the  
17 communication that occurs with the families will be the  
18 community-based communication that comes from the  
19 participating LEAs. Certainly, we will be communicating  
20 at the state level as well. But in terms of the  
21 connections to the families and how it will make a  
22 difference for [simultaneous conversation].

23 Reviewer 4: You'll leave that to the LEAs.

1 DR. TROYER: The LEAs will take the primary lead  
2 in that, but we will certainly have that as a part of our  
3 communication as well.

4 Reviewer 2: I want to pick up on that, the LEA  
5 level and the state level if you could speak more on how  
6 you plan in other domains to translate this into impact?  
7 So you have the LEA participation, how will you translate  
8 this into impact? Particularly maybe talk about the  
9 district level and how you plan to work with leaders and  
10 ensure the success of this program across the state.

11 DR. TROYER: We actually have a number of  
12 structures that are in place already or are proposed that  
13 I think will be really instrumental in doing this. We  
14 already meet regularly with the Ohio Eight which is our  
15 eight largest urban districts. We have quarterly meetings  
16 with them. In fact, we just had one recently as Gene  
17 indicated a few minutes ago. So we have regular dialogue  
18 with our urban districts. We also have a regional  
19 infrastructure that is in place where we have Department  
20 of Education-funded individuals across the state in 16  
21 different regions. That will be a key part of working  
22 with the districts that are in more remote locations. We  
23 do plan to have in the Appalachian area as Jim talked

1 earlier, the consortium of Appalachian districts that will  
2 work together as a community of practice. They will have  
3 individuals who are leading that effort jointly that will  
4 be connecting with us at the state level very regularly  
5 and very routinely. We feel like we have built into our  
6 proposal an infrastructure that will help us to go from -  
7 all the way from the state steering team to the project  
8 management implementation to that regional infrastructure  
9 and then to the local level. And there are a variety of  
10 mechanisms built in for regular communication in addition  
11 to the ones that we already have. We already have many of  
12 those set up as I indicated with the Ohio Eight.

13           Reviewer 4: Reviewer 2, I have a follow-up to  
14 the network, actually, your slide. So I'm a ninth grade  
15 ELL student and in my circumstances, I'm probably behind  
16 in achievement, I have an achievement gap, I have a  
17 teacher that may not have the kinds of experience or  
18 credentials that need to help me get through high school  
19 because I'm in ninth grade already. Tell me how this  
20 plan, the elements of this plan are going to change my  
21 life given the previous experience that others might have  
22 had like me given to RTT, particularly in a turnaround  
23 school with the networking activity that you described.

1 DR. HARRIS: The way I envision this happening,  
2 I mean, the networking is so important. While the teacher  
3 that you have today may not have the experience, there is  
4 a teacher in the school district that does have the  
5 experience who has had that case success.

6 Reviewer 4: So how does that work?

7 DR. HARRIS: And those two will be connected.  
8 Let me tell you a little bit about Linden McKinley STEM.  
9 It's a STEM program that we have in one of my persistently  
10 low-performing schools. We have connected those teachers  
11 with a higher-performing school which is the Metro School  
12 which is - it's a Burley College school which is on the  
13 campus of the Ohio State University. Both are STEM  
14 schools. Linden McKinley is a STEM start-up. Metro is  
15 fairly well, it's pretty young, but it's fairly well-  
16 established showing great results school. In that school  
17 - 50 percent of the students in that school are my  
18 students, so it's not as if it has creamed off all these  
19 students from someplace else.

20 Reviewer 4: Same population.

21 DR. HARRIS: Same population mixed with a  
22 suburban population also. Our students are performing  
23 very well there. The teachers in these two schools are

1 connected - teachers who are already having success,  
2 teachers who are starting this STEM turn around, and they  
3 are sharing information. They are sharing new strategies.  
4 They are sharing curricula. They are writing curricula  
5 together, they are developing curricula together. So my  
6 students at Linden McKinley High School which has been a  
7 persistently low-performing school, have teachers who are  
8 now connected with this school who have shown great  
9 promise and result. And so I am the beneficiary of that.  
10 The students are also working together. We have a  
11 science center where they actually come together and they  
12 are doing projects together so they're getting higher  
13 level curriculum directly with each other.

14           Reviewer 4: Now, how does that address my ELL  
15 issue?

16           DR. HARRIS: Well, we do the same thing with  
17 ELL. I used STEM as the example, but absolutely do the  
18 same kinds of things because we have teachers in Columbus  
19 city schools who are teachers of ELL students who are  
20 showing great success and great promise. We need to make  
21 sure that we are connecting them and making sure that they  
22 are sharing practices just as I shared in the STEM  
23 example.

1           Reviewer 4: Okay.

2           DR. TROYER: The other thing I would add to  
3 that, Reviewer 4, is that each of the districts that have  
4 signed on have committed that for their persistently  
5 lowest-achieving schools, they are going to move those  
6 effective and highly effective teachers into those  
7 schools. So the ELL student that you're talking about in  
8 this school, maybe they don't have the most effective  
9 teacher right now, but through the commitment that the  
10 districts have made, they have said that they will commit  
11 to moving those effective and highly effective teachers  
12 into that school.

13           DR. HARRIS: And we in fact, have provided a  
14 financial incentive on that also. So the teachers have to  
15 be effective, but we've also provided a financial  
16 incentive. We worked through that with our negotiation  
17 with the teachers' union. And we are going to see some of  
18 that happen yet this year, actually for the fall of the  
19 year. We're working on that right now - for the new  
20 school year.

21           Reviewer 4: Thanks.

22           Reviewer 1: I have another question about one  
23 of the MOU reform elements. One of the potential elements

1 that you could have included concerned equitable  
2 distribution of hard-to-place staff. And your MOU summary  
3 table shows no LEAs buying into that particular one which  
4 suggests it was a state-level decision to do that. Can  
5 you speak to that, explain that?

6 DR. TROYER: Well, I can, Reviewer 1, but  
7 actually if we had that to do over again, I would have  
8 done that differently as we created the MOU. Certainly,  
9 we know that schools and districts will be working in that  
10 area. As we looked at that one, we looked at it as  
11 increasing the supply of effective teachers in those  
12 content areas or those specialty areas. And so we have a  
13 number of programs in our proposal that will generate  
14 additional teachers. We have the Woodrow Wilson, we have  
15 the Teach Ohio and there are a number of others,  
16 Alternative Pathways and so forth that will increase the  
17 supply. So we initially kind of viewed that as increasing  
18 the supply at the state level of teachers in these  
19 specialty areas and we didn't structure it in such a way  
20 that we asked the districts to sign on to that and  
21 certainly districts will be doing a lot of work in that  
22 area, but in terms of the sheer overall state level  
23 supply, that's where we will be focusing our efforts in

1 partnering with higher education and other providers to  
2 increase that supply.

3           Reviewer 1: Well, I heard what you described  
4 that you're doing, but why did you think it would be  
5 undesirable to include that, to present that to LEAs as an  
6 option?

7           DR. TROYER: I didn't think it would be  
8 undesirable. I guess I saw it more as a state  
9 responsibility to ensure that we had the incentives and  
10 the programs to draw additional people into those fields.  
11 So, working with the Board of Regents, for example,  
12 creating programs and incentives, the Chose Ohio First  
13 Scholarships and others like that. I guess we were  
14 looking at it in that way as a responsibility to increase  
15 the overall supply of teachers as being a state  
16 responsibility.

17           Reviewer 1: Okay.

18           Reviewer 2: I have one other. It's sort of  
19 following up on an earlier conversation [inaudible] quite  
20 a bit of time on your presentation as well, but thinking  
21 about the effectiveness of your teacher and principal  
22 preparation programs. And I was wondering - and I'm  
23 trying to remember exactly what the language was in your

1 application, but I know that there was - you talked about  
2 your assessment of how well the current programs are  
3 working and how they're being utilized and actually raised  
4 some questions about that and I wondered if - I know  
5 there's only two minutes remaining, so given what we have  
6 if you could give some assessment of how well you think  
7 those programs are working and really be honest with us  
8 about where you think those challenges are therefore what  
9 do you think this Race to the Top grant will help you do  
10 to better prepare effective teachers and principals in the  
11 future?

12 DR. TROYER: Well, I think one of the things  
13 that has been missing has been the accountability for the  
14 performance of graduates as they move into the classroom  
15 and into the schools. And that's what our proposal will  
16 add. The Chancellor has committed to an accountability  
17 provision so that accreditation and approval of programs  
18 will be hinged on the performance of the graduates of  
19 those institutions. And in fact, he has gone so far as to  
20 commit to linking funding from state subsidy aspects to  
21 those results. So I think adding that extra piece of  
22 accountability to ensure that higher education  
23 institutions are preparing their teachers and principals

1 for what they will encounter and the new accountability  
2 system and all of that that will be in place when they  
3 graduate from college.

4 DR. HARRIS: I think and if I could just follow  
5 up Marilyn, and I think the Woodrow Wilson Grant, the  
6 Aspire Grant that we have just gotten really drives those  
7 universities to develop teachers and principals for their  
8 new reality. And the new reality are ELL kids, poor kids,  
9 kids of color, kids who don't come as well prepared. And  
10 the Chancellor's commitment to that level of  
11 accountability is music to our ears out in the field.

12 MR. MAHONEY: And the final thing about that is  
13 Ohio didn't have the data system to be able to track  
14 individual teacher performance and to link that up. So  
15 that fits into the new accountability system is having the  
16 capacity to be able to do that. So I think that we now  
17 have that and it will change things.

18 DR. TROYER: Exactly. The passage of House Bill  
19 1 enabled us for the first time to make those data  
20 linkages between our higher education system and our K-12  
21 education system.

22 DR. TROYER: [laughter] We're finished. So  
23 thank you very much. We enjoyed the conversation and we

1 appreciate your time and your questions.

2 MS. : Thank you for being here.

3 MR. : Thank you.

4 [End of proceedings as recorded.]